

Kentucky Department of Education
 District Application for School Improvement Funds
 (Section 1003g)
Transformation Model

Cover Page

Please Note: You may only type in the gray areas.

District Jefferson County Public Schools	DISTRICT Mailing Address		
Name of District Contact Dr. Marco Munoz	Street Address 1	3332 Newburg Road	
	Street Address 2	Van Hoose Education Center, 3 rd Floor	
Position Director, Priority Schools	City	Louisville, KY	ZIP 40218
	Phone	502-485-3597	
Email marco.munoz@jefferson.kyschools.us	CONTACT Mailing Address (if different)		
	Street Address 1	Same as above	
Submission Date (office use only)	Street Address 2		
	City		ZIP
	Phone		

District Name		NCES	Total Awarded
Jefferson County Public Schools		2102990	\$
School Name	NCES	Intervention	
1	Moore Traditional Middle School	210299002026	Transformation Model
2			Transformation Model
3			Transformation Model
4			Transformation Model
5			Transformation Model
6			Transformation Model

District Verification

The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants (SIG) program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.

Assurances: A district must include the following assurances in its application for a School Improvement Grant.

The district must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority and focus school, that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) Report to the SEA the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
- (4) Ensure that each Tier I and Tier II school, or each priority and focus school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

Denise M. Hargens
Superintendent Signature

10/06/16
Date

Sherry C. Fields
Notary Public

11/27/2019
My commission expires

Notary seal

District Actions

Please Note: You may only type in the gray areas.

If not all Priority Schools are served, explain why the school(s) will not be served and provide supporting documentation for the decision.

All Cohort 4 schools will be served. These schools were given first priority by the Kentucky Department of Education (KDE) request for School Improvement Grant (SIG) proposals. This includes Byck and Roosevelt-Perry elementary schools and Moore Traditional Middle School.

Describe the district's capacity to use school improvement funds to provide adequate resources, related support, and oversight to the identified school in order to implement, fully and effectively, the required activities of the intervention model it has selected. This could include, but is not limited to, district staff dedicated to provide support to SIG schools, additional funding and use of external resources.

KDE conducted a District Diagnostic Review in March 2016, which indicated Jefferson County Public Schools has the capacity to manage school improvement efforts. The district has successfully guided two schools out of priority status and has several other schools close to meeting exit criteria.

The district's Diagnostic Review noted the need for a "culture of differentiated support" for JCPS schools, particularly priority schools. To address this concern, the district established a Priority Schools Office to provide additional support to schools.

The Priority School Office:

- *Ensures identified priority schools receive special emphasis, support, and attention as the district makes decisions and assigns resources to foster success;*
- *Responds to the differentiated needs of priority schools, coordinating services provided by district staff with the Assistant Superintendents for each priority school;*
- *Regularly analyzes and reports priority school data to stakeholders (Superintendent, Assistant Superintendents, Board of Education, and the public);*
- *Helps schools and district leadership identify trends, inform decisions and design adjustments;*
- *Assures Principal perspectives inform the work;*
- *Shares relevant research and maintains the focus on the "big rocks," which are most impactful to school improvement efforts;*
- *Works closely with KDE Education Recovery staff;*
- *Proactively works to prevent additional schools from moving into priority status **and***
- ***Emphasizes a focus on key core work processes that enable success on the identified Improvement Priorities associate with AdvancED Standards for Quality.***

The Priority School Office concentrates stakeholder attention on priority school concerns. For example, it prepared a Data Report for the Board of Education in February 2016, which noted weak student attendance trends for many priority schools. As a result, the Priority School Office coordinated efforts with principals, Pupil Personnel, and Academic Support Services to deliver interventions to improve attendance. A review of

priority school teacher data, in the same report, led to the creation of an institute in the summer of 2016 to address teacher training, attendance, and retention needs. Created by experienced priority teachers for new priority school teachers, the summer institute offered an introduction to priority school settings and cultural proficiency. The institute also furnished classroom management, instructional best practices, using formative assessments and data, differentiating instruction and student engagement strategies.

In addition to the coordination provided by the Priority School Office, each priority school is part of a cluster of schools overseen by an Assistant Superintendent. These Achievement Area Assistant Superintendents and their Evaluation Transition Coordinators (ETC) work closely with KDE Education Recovery staff (particularly the Education Recovery Leader (ERL)) and the Principal to think through key decisions. The Assistant Superintendent and ETC help trouble shoot barriers to implementation, connect priority school leaders and teachers with professional development opportunities, and furnish on-site coaching.

District Budget Narrative

Districts have the option of withholding funds for district level services to support the selected model in each identified SIG school. The application must contain complete budget information for each year of the grant cycle for the district. If a district chooses not to reserve funds for district level services, a line item budget must be submitted showing that no funds will be withheld.

If funds are reserved for district level activities, identify how the district intends to use the school improvement funds for each school(s) it will serve and explain how these expenditures correlate with the schools' intervention model to address the causes and contributing factors to low student achievement at each of the schools.

The district plans to reserve funds to implement a summer institute for teachers who have not previously taught in priority schools. The workshop will serve teachers being placed at Byck and Roosevelt-Perry elementary schools as well as Moore Traditional Middle School. The teacher institute was first established in the summer of 2016 and was effective in addressing training and attendance considerations for new teachers. A second track may be added to the teacher institute for the summer of 2017. This track would focus on current priority school teachers, and it will address their ongoing professional learning needs through Thoughtful Education strategies.

Identify the multiple state and federal funds to be coordinated with the intervention model and tell how they will be utilized to improve student achievement. (May include but are not limited to Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

The district will invest general funds, Family Resource/Youth Service Center, Title I, Title II and Title III funds to support Moore Traditional Middle School's Improvement efforts. In addition, US Department of Education funding for a School Climate Transformation grant will provide training, coaching and resources to Moore's SIG-Funded Positive Behaviors Interventions and Support Coach. A US Department of Education School Turnaround Grant will provide National Institute for School Leadership (NISL) training to the Principal, Assistant Principals and School Leaders as requested. The district's Data Management and Program Evaluation Department, Curriculum Specialists, Pupil Personnel, Academic Support Services, Professional Development staff, English as a Second Language, Exceptional Child Education and other

district programs will likewise support Moore's school improvement work.

Identify the services, personnel and financial supports the district will provide and tell how they align to the school(s') intervention model.

Moore Traditional Middle School has selected the Transformation model. Each of the Transformation components will be addressed: (1) effective principals, (2) using a rigorous evaluation system, (3) identifying and rewarding staff, (4) providing high quality job-embedded professional development, (5) implementing recruitment strategies, (6) implementing a research-based instructional program, (7) increasing learning time, (8) providing operational flexibility, and (9) establishing a system of data collection. District support for each components is outlined below:

Effective principals (Transformation #1): *Because we know that an effective principal is a key component to turnaround, a new Principal has been selected to lead Moore Traditional Middle School. The new Principal's experience includes teaching in Oldham County, a Master's Degree in Special Education from the University of Louisville, serving as both a middle school and high school principal in Bullitt County, and a leadership role in Trimble County as the Chief Academic Officer and Assistant Superintendent. The School-Based Decision Making Council selected the new Principal on June 15, 2016, his start date was July 1, 2016, and the Board of Education approved the personnel action at its July 26, 2016 meeting. The Achievement Area 3 Assistant Superintendent and ETC will provide ongoing support to the new Principal in collaboration with KDE Education Recovery staff.*

Rigorous evaluation system (Transformation #2): *All Moore Traditional School teachers and administrators will participate in the Professional Growth and Effectiveness System (PGES). Each year teachers will establish rigorous student growth goals and professional development will be offered that meets identified teacher needs. The district's Achievement Area 3 ETC will provide individualized support to Moore in implementing PGES.*

Identifying and rewarding staff (Transformation #3): *Teachers will be rewarded through multiple means. First, they will have the opportunity to **provide additional instruction during** their planning period twice per week to **deliver** small group interventions to students during the day. This will give teachers **more** time to meet individual student learning needs, and they will receive two extra hours of pay per week to **furnish the additional instruction during their assigned planning period, with planning to occur after school**. There are multiple paths for staff to be leaders in the school, including Team Leaders (there are three teacher teams per grade level) as well as serving as department heads. Teachers in priority schools have the benefit of receiving substantial, ongoing learning opportunities to enhance their practice. They are also part of a network that shares resources and communicates strategies and systems improvements. Many priority schools are on the cutting edge of new approaches and are a willing and fruitful source of knowledge.*

The Superintendent and Human Resources Department work closely with priority schools to move administrators deemed barriers to student achievement to other vacancies. In many cases, teachers who were not meeting the needs of students were also helped to find more appropriate placements.

Providing high quality, job-embedded professional development (Transformation #4): *Moore Traditional Middle School is requesting SIG-funded Master Teachers in Literacy **or** Math, one each per grade level. These Master Teachers will provide on-site, job-embedded Professional Development and coaching. Teachers will not need to leave their classrooms to deepen their understanding of the standards, enhance the use of best practices, and strengthen how they differentiate instruction. The Master Teacher model will address the need for a school-wide instructional process. They will be tasked will establishing and scaffolding shared instructional*

expectations that foster consistency, equity and excellence in every classroom. Moore's school schedule also provides teachers with release time during the school day for Professional Learning Community collaboration.

District content specialists (math, reading, social studies, etc) are available to consult with school leaders, Goal Clarity Coaches and/or department heads to create additional, effective professional development that supports teacher practice and advances student learning.

Implementing recruitment strategies (Transformation #5): *The Human Resources Department works closely with priority schools to provide them with top-quality teaching staff when there is a vacancy. Priority schools are exempt from the rules of the teacher union contract regarding hiring from the transfer list. Although there are many quality teachers on the list, schools are not required to hire from the list. When new teachers are hired, the Academic Services Department provides a New Teacher Institute and the Priority School Office offers two additional training days designed specifically for the learning needs of priority school teachers.*

Implementing a research-based instructional program (Transformation #6): *The district focuses instructional efforts around the Professional Learning Community model (DuFour, 2004). The purpose is to cultivate a culture of collaboration, self-reflection, and continuous improvement. The Instructional Leadership Team at Moore will provide additional support to PLCs, along with the SIG-funded Master Teachers, to enhance their effectiveness.*

Increasing learning time (Transformation #7): *Moore has created an intervention plan for reading and mathematics. Thresholds for students needing additional support have been established using KPREP and Reading Inventory data. Students scoring within identified ranges will receive Tier 2 or Tier 3 Reading interventions as appropriate. Thresholds have likewise been set for mathematics scores. **Teachers will provide additional instruction to students during their assigned planning periods twice per week, with planning to occur after school.** Moore will use Reading Plus to enhance student comprehension and reading fluency and IXL math and small group instruction for its math intervention.*

Providing operational flexibility (Transformation #8): *Priority schools have the opportunity to submit a special budget to the district requesting funding for programs and activities that support school improvement efforts. These requests are carefully considered by the superintendent and if found to be central to the work, they are funded. Moore Traditional Middle School is currently receiving nearly \$1 million in the 2016-2017 school year to support student school day and after school interventions, English Language Learners, a Bilingual Interpreter, a PBIS Coach (one coach for both high school and middle school), an Assistant Principal, and an advisement position.*

Establishing a system of data collection (Transformation #9): *The district has a well-developed data collection system that supports priority school work. The system was developed by in-house programmers and, as such, is highly adaptive to school needs. JCPS has developed an assessment system that requires schools to participate in four district proficiencies centered on the core content areas. The results of these proficiencies are used by the school to analyze instruction and make adjustments. Additionally, schools are required to use a diagnostic test. The district provides a diagnostic test and schools have the option to use the provided assessment or have PLCs create their own. The results of these assessments are stored in the district's data system, CASCADE. Schools can analyze the results of the district diagnostics and proficiencies in multiple formats, including data dashboards.*

The district is also an active partner in KDE's Continuous Instructional Improvement System (CIITS) project. Teachers are creating formative assessments using the instructional management system. Each school's

Comprehensive School Improvement Plan and the progress notes that accompany it are found on the ASSIST platform and all schools have experience using the tool to capture their work.

Transformation Model - Permissible Activities

Districts are not required to address “permissible activities”. However, if a district does include permissible activities it may do so in the spaces below.

Identify the district pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

Moore Traditional Middle School received its Diagnostic Review from KDE on March 28, 2016. The same day information from the review was shared with school staff and families. On March 31, 2016, school staff met with the Director of Priority Schools and the district’s School-Based Decision Making Council (SBDM) Specialist to discuss next steps. Also on March 31st, school staff discussed next steps with the KDE Education Recovery support team.

On April 11, 2016, the SBDM met. The audit and improvement priorities were discussed. The district’s SBDM Specialist attended the meeting to explain the available school improvement models. A special SBDM meeting was held on April 18, 2016 to consider appealing the Principal’s removal. The decision was made not to appeal.

*On April 19, 2016, the entire Moore Middle School staff and SBDM Members met to review the intervention models, consider next steps to address improvement priorities, and understand the selection process. Special SBDM meetings were called on April 21st and 25th. Moore’s SBDM submitted its **recommendation** to implement the Transformation Model to the Board of Education (BOE) on April 29th.*

On May 2, 2016, school staff met with the KDE support team to discuss next steps and the summer learning grant.

The BOE discussed the cohort 4 priority schools at its May 10, 2016 meeting and approved the use of the Transformation Model at Moore Traditional Middle School.

During May and June, the SBDM and district staff (Achievement Area 3 Superintendent, Human Resources) conducted the new Principal selection process. A new Principal was hired effective July 1, 2016 and approved by the BOE at its July 26, 2016 meeting.

In preparation for the 2016-2017 school year, twelve teachers participated in math and instructional leadership professional development from May 31st through June 3rd. A summer institute for teachers new to priority schools was held on July 28th and July 29th.

*The new Principal has established a 30/60/90 plan detailing school improvement priorities. The plan has been shared with staff and their feedback has been incorporated. The school’s Assistant Superintendent and ERL have also reviewed and commented on the plan. KDE’s Diagnostic Review, **Quarterly Report**, and the 30/60/90 plan inform this SIG application. All of these components will be incorporated into the school’s CSIP.*

The School Improvement Grant was discussed with parents and community members at the Parent Advisory Council meeting the school held on September 14, 2016. The SBDM discussed the SIG application at its September 21, 2016 meeting. The Instructional Leadership Team (ILT) shared grant plans with their instructional teams to collect their feedback.

Year 1 Budget

Please Note: You may only type in the gray areas.

District Jefferson County Public Schools

MUNIS Code	Description of Activity	Amount Requested
110		\$
111		\$
112		\$
113	Stipends for 55 teachers to attend Summer PD	\$14,979
120		\$
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221		\$
222	Medicare Match	\$ 217
231	KTRS	\$ 2,412
232		\$

MUNIS Code	Description of Activity	Amount Requested
233		\$
240		\$
250		\$
251		\$
253	Unemployment	\$ 150
260	Workers Compensation	\$ 40
270		\$
291		\$
292		\$
293		\$
294		\$
295		\$
296		\$
297		\$
321		\$
322	Education Consultant for Summer Institute 4 days @ \$6,000	\$24,000
335		\$
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$

MUNIS Code	Description of Activity	Amount Requested
453		\$
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$
585		\$
586		\$
591		\$
592		\$
610		\$
616		\$

MUNIS Code	Description of Activity	Amount Requested
617		\$
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643		\$
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734		\$
735		\$
739		\$
810		\$
894		\$
Total Amount Requested by District Year 1		\$41,798

Year 2 Budget

Please Note: You may only type in the gray areas.

District Jefferson County Public Schools

MUNIS Code	Description of Activity	Amount Requested
110		\$
111		\$
112		\$
113	Stipends for 55 teachers to attend Summer PD	\$15,200
120		\$
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221		\$
222	Medicare Match	\$ 220
231	KTRS	\$ 2,448
232		\$
233		\$

MUNIS Code	Description of Activity	Amount Requested
240		\$
250		\$
251		\$
253	Unemployment	\$ 152
260	Workers Compensation	\$ 41
270		\$
291		\$
292		\$
293		\$
294		\$
295		\$
296		\$
297		\$
321		\$
322	Education Consultant for Summer Institute 4 days @ \$6,000	\$24,000
335		\$
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$
453		\$

MUNIS Code	Description of Activity	Amount Requested
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$
585		\$
586		\$
591		\$
592		\$
610		\$
616		\$
617		\$

MUNIS Code	Description of Activity	Amount Requested
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643		\$
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734		\$
735		\$
739		\$
810		\$
894		\$
Total Amount Requested by District Year 2		\$42,061

Year 3 Budget

Please Note: You may only type in the gray areas.

District Jefferson County Public Schools

MUNIS Code	Description of Activity	Amount Requested
110		\$
111		\$
112		\$
113	Stipends for 55 teacher to attend Summer PD	\$15,200
120		\$
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221		\$
222	Medicare Match	\$ 220
231	KTRS	\$ 2,448
232		\$
233		\$

MUNIS Code	Description of Activity	Amount Requested
240		\$
250		\$
251		\$
253	Unemployment	\$ 152
260	Workers Compensation	\$ 41
270		\$
291		\$
292		\$
293		\$
294		\$
295		\$
296		\$
297		\$
321		\$
322	Education Consultant for Summer Institute 4 days @ \$6,000	\$24,000
335		\$
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$
453		\$

MUNIS Code	Description of Activity	Amount Requested
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$
585		\$
586		\$
591		\$
592		\$
610		\$
616		\$
617		\$

MUNIS Code	Description of Activity	Amount Requested
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643		\$
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734		\$
735		\$
739		\$
810		\$
894		\$
Total Amount Requested by District Year 3		\$42,061

School Application

District Jefferson County Public Schools
School Moore Traditional Middle School

Please Note: You may only type in the gray areas.

Commitment To Serve

Identify the school-level literacy and math data from the most recent state assessment and describe what it reveals about student achievement. Include specific information regarding achievement gaps.

Literacy Data

The following data is from the 2015-2016 Kentucky Performance Rating for Educational Progress (K-PREP) Assessment.

Level	% Novice	% Apprentice	% Proficient	% Distinguished
All Students Reading	39.4	23.4	28.2	9.0
6 th Grade Reading	38.4	20.9	31.6	9.1
7th Grade Reading	39.2	23.7	25.4	11.7
8th Grade Reading	40.7	25.7	27.3	6.3

Grade	% Novice	% Apprentice	% Proficient	% Distinguished
6 th Grade Reading	38.4	20.9	31.6	9.1

6 th Grade Reading Gap Groups	% Novice	% Apprentice	% Proficient	% Distinguished
All Students	38.4	20.9	31.6	9.1
Male	43.4	20.4	30.3	5.9
Female	33.1	21.4	33.1	12.4
White (non-Hispanic)	24.8	24.8	35.9	14.5
African American	57.0	16.3	24.4	2.3
Hispanic	35.0	21.3	35.0	8.8
English Language Learners	88.0	8.0	4.0	0.0
Free/Reduced Lunch	40.6	21.5	30.7	7.3
Disability with an IEP	81.8	6.1	12.1	0.0
Non-duplicated gap group	40.1	21.2	31.0	7.7

Grade	% Novice	% Apprentice	% Proficient	% Distinguished
6 th Grade On-Demand Writing	25.9	36.0	37.0	1.0

6 th Grade On-Demand Writing Gap Groups	% Novice	% Apprentice	% Proficient	% Distinguished
All Students	25.9	36.0	37.0	1.0
Male	36.2	36.8	26.3	.07
Female	15.2	35.2	48.3	1.4
White (non-Hispanic)	18.8	38.5	42.7	0.0
African American	33.7	40.7	23.3	2.3
Hispanic	27.5	27.5	43.8	1.3
English Language Learners	76.0	16.0	8.0	0.0
Free/Reduced Lunch	28.7	36.4	34.1	0.8
Disability with an IEP	69.7	24.2	6.1	0.0
Non-duplicated gap group	27.7	35.8	35.4	1.1

Grade	% Novice	% Apprentice	% Proficient	% Distinguished
6 th Grade Language Mechanics	47.1	25.6	18.9	8.4

6 th Grade Language Mechanics Gap Groups	% Novice	% Apprentice	% Proficient	% Distinguished
All Students	47.1	25.6	18.9	8.4
Male	55.3	26.3	14.5	3.9
Female	38.6	24.8	23.4	13.1
White (non-Hispanic)	34.2	28.2	25.6	12.0
African American	66.3	17.4	11.6	4.7
Hispanic	43.8	30.0	17.5	8.8
English Language Learners	76.0	20.0	4.0	0.0
Free/Reduced Lunch	50.6	25.7	15.7	8.0
Disability with an IEP	81.8	15.2	0.0	3.0
Non-duplicated gap group	49.3	25.9	16.8	8.0

Grade	% Novice	% Apprentice	% Proficient	% Distinguished
7 th Grade Reading	39.2	23.7	25.4	11.7

7 th Grade Reading Gap Groups	% Novice	% Apprentice	% Proficient	% Distinguished
All Students	39.2	23.7	25.4	11.7
Male	42.4	27.2	19.9	10.6
Female	35.7	20.0	31.4	12.9
White (non-Hispanic)	26.8	23.6	29.9	19.7
African American	60.4	28.3	11.3	0.0
Hispanic	25.0	16.7	44.4	13.9
English Language Learners	83.3	16.7	0.0	0.0
Free/Reduced Lunch	41.0	24.3	24.3	10.5
Disability with an IEP	78.0	14.6	7.3	0.0
Non-duplicated gap group	42.9	23.6	23.6	9.8

Grade	% Novice	% Apprentice	% Proficient	% Distinguished
8 th Grade Reading	40.7	25.7	27.3	6.3

8 th Grade Reading Gap Groups	% Novice	% Apprentice	% Proficient	% Distinguished
All Students	40.7	25.7	27.3	6.3
Male	47.5	21.0	25.9	5.6
Female	32.6	31.2	29.0	7.2
White (non-Hispanic)	31.5	25.8	32.3	10.5
African American	46.8	27.0	22.5	3.6
Hispanic	42.9	22.4	30.6	4.1
English Language Learners	72.7	18.2	9.1	0.0
Free/Reduced Lunch	43.8	24.7	25.5	6.0
Disability with an IEP	65.9	24.4	9.8	0.0
Non-duplicated gap group	43.6	24.2	26.4	5.9

Grade	% Novice	% Apprentice	% Proficient	% Distinguished
8 th Grade On-Demand Writing	31.7	50.0	16.3	2.0

8 th Grade On-Demand Writing Gap Groups	% Novice	% Apprentice	% Proficient	% Distinguished
All Students	31.7	50.0	16.3	2.0
Male	42.6	46.9	9.9	.06
Female	18.8	53.6	23.9	3.6
White (non-Hispanic)	26.6	53.2	16.9	3.2
African American	36.9	46.8	16.2	0.0
Hispanic	30.6	49.0	18.4	2.0
English Language Learners	83.3	8.3	8.3	0.0
Free/Reduced Lunch	33.5	48.6	15.9	2.0
Disability with an IEP	65.9	29.3	4.9	0.0
Non-duplicated gap group	33.3	49.5	15.4	1.8

District Reading Proficiency Assessment Results for the 2015-2016 School Year

Elementary School	Assessment	Proficiency 1		Proficiency 2	
		Goal	PA1	Goal	PA2
ELA/Reading Grade 6	Proficiency Assessment		50.3		44.8
ELA/Reading Grade 7	Proficiency Assessment		30.3		27.3
ELA/Reading Grade 8	Proficiency Assessment		37.3		33.5

Elementary School	Assessment	Proficiency 3		Proficiency 4	
		Goal	PA3	Goal	PA4
ELA/Reading Grade 6	Proficiency Assessment		51.1		35.6
ELA/Reading Grade 7	Proficiency Assessment		34.5		28.9
ELA/Reading Grade 8	Proficiency Assessment		36.7		

Mathematics Data

The following data is from the 2015-2016 Kentucky Performance Rating for Educational Progress (K-PREP) Assessment.

Level	% Novice	% Apprentice	% Proficient	% Distinguished
All Students Mathematics	38.1	33.3	23.9	4.7
6 th Grade Mathematics	30.3	34.3	29.0	6.4
7th Grade Mathematics	43.3	27.8	23.0	5.8
8th Grade Mathematics	40.7	37.7	19.7	2.0

Grade	% Novice	% Apprentice	% Proficient	% Distinguished
6 th Grade Mathematics	30.3	34.3	29.0	6.4

6th Grade Math Gap Groups	% Novice	% Apprentice	% Proficient	% Distinguished
All Students	30.3	34.3	29.0	6.4
Male	33.6	32.9	27.6	5.9
Female	26.9	35.9	30.3	6.9
White (non-Hispanic)	18.8	29.9	41.9	9.4
African American	47.7	32.6	17.4	2.3
Hispanic	26.3	43.8	22.5	7.5
English Language Learners	68.0	32.0	0.0	0.0
Free/Reduced Lunch	32.6	35.2	25.7	6.5
Disability with an IEP	60.6	39.4	0.0	0.0
Non-duplicated gap group	31.8	35.4	26.6	6.2

Grade	% Novice	% Apprentice	% Proficient	% Distinguished
7th Grade Mathematics	43.3	27.8	23.0	5.8

7th Grade Math Gap Groups	% Novice	% Apprentice	% Proficient	% Distinguished
All Students	43.3	27.8	23.0	5.8
Male	43.0	29.8	20.5	6.6
Female	43.6	25.7	25.7	5.0
White (non-Hispanic)	30.7	31.5	27.6	10.2
African American	69.8	21.7	8.5	0.0
Hispanic	22.2	27.8	41.7	8.3
English Language Learners	83.3	16.7	0.0	0.0
Free/Reduced Lunch	46.9	25.9	23.0	4.2
Disability with an IEP	65.9	29.3	4.9	0.0
Non-duplicated gap group	47.6	26.4	21.7	4.3

Grade	% Novice	% Apprentice	% Proficient	% Distinguished
8th Grade Mathematics	40.7	37.7	19.7	2.0

8th Grade Math Gap Groups	% Novice	% Apprentice	% Proficient	% Distinguished
All Students	40.7	37.7	19.7	2.0
Male	41.1	37.0	19.8	1.9
Female	39.9	38.4	19.6	2.2
White (non-Hispanic)	33.1	40.3	25.0	1.6
African American	48.6	36.0	12.6	2.7
Hispanic	36.7	38.8	22.4	2.0
English Language Learners	54.5	45.5	0.0	0.0
Free/Reduced Lunch	41.8	37.8	18.7	1.6
Disability with an IEP	73.2	22.0	4.9	0.0
Non-duplicated gap group	42.5	37.0	18.7	1.8

District Mathematics Proficiency Assessment Results for the 2015-2016 School Year

Elementary School	Assessment	Proficiency 1		Proficiency 2	
		Goal	PA1	Goal	PA2
Mathematics Grade 6	Proficiency Assessment		57.4		38.7
Mathematics Grade 7	Proficiency Assessment		46.3		26.3
Mathematics Grade 8	Proficiency Assessment		43.0		44.4

Elementary School	Assessment	Proficiency 3		Proficiency 4	
		Goal	PA3	Goal	PA4
Mathematics Grade 6	Proficiency Assessment		65.6		48.9
Mathematics Grade 7	Proficiency Assessment		27.8		27.4
Mathematics Grade 8	Proficiency Assessment		40.5		38.9

Identify the school-level non-cognitive data and explain how these factors affect student achievement. Non-cognitive data must include attendance, behavior referrals, suspensions and retention rates. Address dropout and graduation rates, if applicable.

Non-Cognitive Data

Attendance Data

2015-16 Student Attendance by Grade

	pm 01	pm 02	pm 03	pm 04	pm 05	pm 06	pm 07	pm 08	pm 09	pm 10	Total ATTENDANCE %
MOORE	95.1 %	93.8 %	93.1 %	92.6 %	88.6 %	92.7 %	92.1 %	91.7 %	92.5 %	86.5 %	92.2 %
Grade 6	96.8 %	95.7 %	95.0 %	94.6 %	91.6 %	94.3 %	94.1 %	93.7 %	95.2 %	85.9 %	94.2 %
Grade 7	95.7 %	94.8 %	94.0 %	93.6 %	89.7 %	93.9 %	91.9 %	92.6 %	94.2 %	88.8 %	93.2 %
Grade 8	95.5 %	94.1 %	93.4 %	92.3 %	89.2 %	92.4 %	91.9 %	91.9 %	93.9 %	86.4 %	92.4 %

Student Attendance Trend Data

School Name	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	Annual	Diff	Year
Moore Traditional School (Middle and High)	96.1	94.7	93.9	92.6	90.5	92.5	92.8	92.4	91.9	80.2	92.8	0.4	2014
	95.6	93.8	93.0	92.3	90.7	9.0	92.7	92.1	92.0	87.0	92.6	-0.2	2015

Teacher Attendance Trend Data

Moore Traditional School (Middle and High)	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Teacher Attendance	93.28	93.17	94.10	94.29	92.45	95.45	95.49	95.14	95.58

Student Retention Rate Trend Data

School Name	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Moore Traditional School (Middle/High)	7.3	7.7	7.3	4.0	5.4	2.1	2.5

Behavior Data
2014-15

Discipline Resolutions	By Race							By Gender		Total Student Count ¹	Total Resolutions
	White	Black	Hispanic	Asian	Alaska Native	Native Hawaiian/Pacific Islander	Two or More	Male	Female		
Expelled, receiving services (SSP1)	0	0	0	0	*	*	0	0	0	0	0
Expelled, not receiving services (SSP2)	0	0	0	0	*	*	0	0	0	0	0
Out-of-School suspensions (SSP3)	222	453	37	0	*	*	14	438	289	726	727
Corporal Punishment (SSP5)	0	0	0	0	*	*	0	0	0	0	0
In-School Removal (INSR)	133	178	25	0	*	*	5	184	157	331	341
Restraint (SSP7)	3	5	0	0	*	*	2	9	1	10	10
Seclusion (SSP8)	2	2	0	0	*	*	3	6	1	4	7
Unilateral Removal by School Personnel(IAES1)	0	0	0	0	*	*	0	0	0	0	0
Removal by Hearing Officer(IAES2)	0	0	0	0	*	*	0	0	0	0	0
Total	360	638	62	0	*	*	24	637	448	1,071	1,085
% of Total Resolutions	33.2%	58.8%	5.7%	0.0%	*	*	2.2%	58.7%	41.3%		

Behavior Data
2015-16

Discipline Resolutions	By Race							By Gender		Total Student Count ¹	Total Resolutions
	White	Black	Hispanic	Asian	Amer Indian/Alaska Native	Native Hawaiian/Pacific Islander	Two or More	Male	Female		
Expelled, receiving services (SSP1)	0	0	0	0	*	*	0	0	0	0	0
Expelled, not receiving services (SSP2)	0	0	0	0	*	*	0	0	0	0	0
Out-of-School suspensions (SSP3)	311	535	32	4	*	*	23	551	355	398	906
Corporal Punishment (SSP5)	0	0	0	0	*	*	0	0	0	0	0
In-School Removal (INSR)	372	624	72	2	*	*	30	602	499	476	1,101
Restraint (SSP7)	9	11	0	0	*	*	0	19	1	7	20
Seclusion (SSP8)	0	0	0	0	*	*	0	0	0	0	0
Unilateral Removal by School Personnel (IAES1)	0	0	0	0	*	*	0	0	0	0	0
Removal by Hearing Officer(IAES2)	0	0	0	0	*	*	0	0	0	0	0
Total	692	1,170	104	6	*	*	53	1,172	855	881	2,027
% of Total Resolutions	34.1%	57.7%	5.1%	0.3%	*	*	2.6%	57.8%	42.2%		

Based on the academic and non-cognitive data, identify the causes and contributing factors to low student achievement and performance gaps in literacy and math. Include an analysis of these factors that demonstrates the need for improvement.

Many students enter Moore Traditional Middle School with below basic skills, resulting in disproportionate numbers of students needing Tier 2 and Tier 3 interventions. At the beginning of the 2015-16 school year, Moore used the Reading Inventory to assess reading levels to make tentative placements into Tier II interventions in Reading. Of the 6th grade class, 44% tested at Basic or Below Basic reading level and 37% of students scored in the Novice range for math. Of the 7th grade class, 54% tested at Basic or Below Basic level in Reading and 37% scored Novice in math. Of the 8th grade class, 53% of students tested at Basic or Below Basic in Reading and 31% scored Novice in math. The school's enrollment is close to a thousand students. Based on the reality of the data, additional personnel are needed to provide interventions to support student growth to proficiency.

*Discipline incidents nearly doubled from the 2014-2015 school year to the 2015-2016 school year. A high percentage of Moore students have experienced some form of childhood trauma resulting from family instability or crisis, exposure to violence, or other factors producing grief, fear, anxiety, or anger. Student social and emotional learning needs are substantial. Support through an additional PBIS Coach dedicated to the middle school ~~and an additional Counselor~~ to address the mental health needs of the middle school population *is* requested.*

Researchers at George Mason University conducted a study to examine the link between socioeconomic status, trauma, and academic achievement in a group of fifth grade students. The team analyzed data collected from the Early Childhood Longitudinal Study, Kindergarten Class 1998-99, which contained evaluations of the children over a six year period. They found a direct correlation between socioeconomic status (SES) and traumatic stress. "Analysis of the data found that the percentage of students who met the criteria for traumatic stress generally decreased as SES increased: 16.1% of low-SES students had traumatic stress, 10.6% of mid-low SES students, 11.2% of mid-SES students, 8.1% of mid-high SES students, and 6.9% of high-SES students," reported the study. Additionally, the children who experienced trauma had significantly lower test scores on standardized tests. The researchers also noticed that children with traumatic stress were more likely to need individualized educational plans (IEP). "Whereas only 8.6% of students without an IEP on file had traumatic stress, 23.4% of students with an IEP on file had traumatic stress." (Goodman, R. D., Miller, M. D., & West-Olatunji, C. A. (2011, August 22). Available at:

https://www.researchgate.net/publication/232560514_Traumatic_Stress_Socioeconomic_Status_and_Academic_Achievement_Among_Primary_School_Students)

Summarize the most recent Diagnostic Review results. Based on the results, identify the literacy and math resources and related supports that are needed based on the audit.

Moore Traditional Middle School received six improvement priorities during the February 2016 Diagnostic Review process. This was the school's first diagnostic review after having been identified as a priority school. The following table summarizes the results.

AdvanceED Indicator	Improvement Priority Statement-Recommendation
Standard 1 Purpose and Direction	
1.3 - The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	Develop, implement and monitor a systematic continuous improvement plan and process to improve student learning through challenging educational programs and equitable learning experiences that guarantee all students achieve the learning, thinking and life skills necessary for success. Require the use of instructional practices that emphasize active student engagement and focus on depth of knowledge while collectively holding each other accountable for student learning. Ensure that this process and its plan are communicated to all stakeholders
Standard 2 Governance and Leadership	
2.4 - Leadership and staff foster a culture consistent with the school's purpose and direction.	Develop, implement and sustain a positive school culture by aligning leadership directives and actions with a comprehensive plan of continuous improvement.
2.5 - Leadership engages stakeholders effectively in support of the school's purpose and direction.	Develop and implement a plan with strategies to meaningfully engage and communicate with all stakeholders. Monitor stakeholder involvement to ensure the creation of a strong sense of community and collectivity and unite stakeholders through the school's primary purpose.
2.6 - Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	Implement and monitor a formative supervision and evaluation process (in addition to the Professional Growth and Effectiveness System) to improve classroom instructional practices.
Standard 3 Teaching and Assessing for Learning	
3.2 - Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Develop and implement a systematic assessment process that guarantees teachers effectively analyze assessment data (i.e., common assessments) to determine student mastery of learning standards, to guide teacher modifications of instructional practices that meet student learning needs and to ensure horizontal alignment of curriculum and instruction.
3.6 - Teachers implement the school's instructional process in support of student learning.	Develop, implement and monitor a school wide instructional process that includes the use of: 1) exemplars to guide and inform students of learning expectations and standards of performance, 2) formative data to develop short and long-range lesson plans and to revise instructional methods (e.g., re-teach objectives or regroup students), and 3) instructional strategies which incorporate student-centered activities and focus on active student engagement.

*Based on these findings, Moore Traditional Middle school's improvement plan includes a request for **three** SIG-funded Master Teachers, **in Literacy or Math**, to address standards 2.6, 3.2, and 3.6. Each Master Teacher will be assigned to a grade level and will provide embedded professional development to ensure reading and math lessons are standards-based and vertically aligned; encourage instructional practices that are culturally responsive, emphasize active student engagement, high expectations, and clear learning objectives. Master Teachers will guide the use of formative assessments to gauge student knowledge and the adaptation of instruction to meet student individual learning needs. Master Teachers will model instruction and provide coaching to improve professional practice.*

*In addition, SIG funding is requested, so teachers may provide reading and math interventions during the school day. Twice a week, each classroom teacher will use their planning period to offer additional instruction to students needing more support. Teachers will receive extra service pay to **furnish the additional instruction and complete their planning after school**. Moore considers this a high-impact means of increasing learning time and building student reading and math competencies.*

With a combined middle and high school enrollment over 2,000 students, Moore Traditional School is one of the largest schools in the Commonwealth. In 2014-2015, Moore's middle school enrollment was 945 students. During the school year, there was a highly-concerning 727 suspensions and 212 students were absent 25 or more days. A total of 15.6% of Moore students qualified for Exceptional Child Education Services versus the middle school average of 10.9%. Social and emotional barriers to learning are a major factor for many Moore students. Currently, the school has one PBIS Coach to serve both the middle and high school levels. To address the serious challenges many middle school students face, Moore requests a SIG-funded PBIS coach ~~and Middle School Counselor~~.

In response to the improvement priorities identified by KDE, JCPS has provided support for Moore as a priority school. This includes an institute for new priority school teachers in the summer of 2016 and an additional budget request of nearly \$1 million. The school was "held harmless" in staffing allocation for the 2016-17 school year regardless of any enrollment fluctuations. A new Principal was identified and several new Assistant Principals have been hired. The Assistant Superintendent for Area 3 and the Evaluation and Transition Coordinator meet with the new school leadership on a regular basis. Moore has been provided with Education Recovery Staff by KDE, including two Education Recovery Specialists, one for math and one for literacy, who work directly with teachers and PLCs, and an Education Recovery Leader to work with the administration.

School Culture

*School culture was identified as an improvement priority aligned with Advance Ed Indicator 2.4 in the 2016 Diagnostic Review: **"Develop, implement and sustain a positive school culture by aligning leadership directives and actions with a comprehensive plan of continuous improvement."** This determination was based on stakeholder interviews, surveys and evidence submitted by the school.*

On the 2015 Tell Survey, less than half (48%) of the staff indicated teachers were allowed to make decisions regarding instruction. Only 39% of the staff indicated there was a process in place for collaborative problem solving. Regarding teachers influence on decision making, only 25% agreed that they felt empowered in that process. In answer to the question "my school is a good place to work," a mere 54% of respondents agreed.

With numerous changes in school leadership, staff were surveyed in September of 2016 using the School Culture Triage Instrument to gauge current attitudes and perspectives. The Triage instrument measures three

areas, Professional Collaboration, Affiliative Collegiality and Self-Determination/Efficacy. **Each Question Produces an Individual Score** – 5 point Likert scale from a low of 1 (never) to a high of 5 (always or almost always). The results and questions are presented below.

Professional Collaboration

	Question	MS	HS	Total
1	Teachers and staff discuss instructional strategies and curriculum issues.	4.1	4.4	4.2
2	Teachers and staff work together to develop the school schedule	3.3	2.5	3.1
3	Teachers and staff are involved in the decision-making process with regard to materials and resources.	3.2	3.8	3.5
4	The student behavior code is a result of collaboration and consensus among staff.	3.4	2.9	3.2
5	The planning and organizational time allotted to teachers and staff is used to plan as collective units/teams rather than as separate individuals	3.8	4.1	4.0

Affiliative Collegiality

	Question	MS	HS	Total
1	Teachers and staff tell stories of celebrations that support the school's values.	3.8	3.8	3.9
2	Teachers and staff visit/talk/meet outside of the school to enjoy each other's' company.	3.3	3.4	3.5
3	Our school reflects a true "sense" of community.	3.5	3.5	3.5
4	Our school schedule reflects frequent communication opportunities for teachers and staff.	3.7	3.5	3.6
5	Our school supports and appreciates the sharing of new ideas by stakeholders of our school.	3.3	3.6	3.5
6	There is a rich and robust tradition of rituals and celebrations including holidays, special events, and recognition of goal attainment.	3.0	2.9	2.8

Self-Determination/Efficacy

	Question	MS	HS	Total
1	When something is not working in our school, the faculty and staff predict and prevent rather than react and repair.	2.9	3.0	3.3
2	School members are interdependent and value each other.	3.6	3.7	4.2
3	Members of our school community seek alternatives to problems/issues rather than repeating what we have always done.	3.3	3.6	3.9
4	Members of our school community seek to define the problem/issue rather than blame others.	3.3	3.5	3.8
5	The school staff is empowered to make instructional decisions rather than waiting for supervisors to tell them what to do.	3.4	4.0	4.1
6	People work here because they enjoy and choose to be here.	3.8	4.0	4.4

Each individual survey produces a Total Score, ranging from a Low of 17 to a high of 85. Moore results were:

- *Middle School = 58*
- *High School = 59,*
- *Overall combined score of 59.*

The range of possible scores are defined as:

17-40 = Critical and immediate action necessary.

41-59 = Modifications and improvements are necessary.

60-75 = Monitor and maintain making positive adjustments

76-85 = Amazing! A score of 75 was the highest ever recorded.

The result from this survey suggests that the initiatives and systems being implemented by the new administration are having a positive impact on school culture, when the results are compared to prior survey results. Moore's plans to re-administer the triage instrument later in this school year to compare to the baseline established by the September administration.

Describe the process used to select the Transformation Model to meet the improvement needs of the school.

- *March 28, 2016: The school received the Diagnostic Review from KDE.*
- *March 28, 2016: The school communicated information from the Diagnostic Review to staff and families.*
- *March 31, 2016: School staff met with the district's SBDM Specialist and Priority School Director to discuss next steps. Staff also meet with KDE support team on the same day.*
- *April 11, 2016: SBDM Council held a meeting to discuss the Diagnostic Review, including Deltas and Improvement Priorities. The district's SBDM Specialist attended the meeting to explain the available models.*
- *April 14, 2016: The SBDM called a special meeting to continue discussing the Review findings.*
- *April 18, 2016: The SBDM called a special meeting to discuss the appeal process. The SBDM Specialist attended the meeting to provide guidance regarding council responsibilities. The decision was made not to appeal the removal of the principal.*
- *April 19, 2016: The entire middle school staff and SBDM members met to review intervention models and discuss the next steps to address improvement priorities and select the process best suited to school needs.*
- *April 21, 2016: A special SDM meeting was called to outline a process for intervention selection.*
- *April 25, 2016: The SBDM called a special meeting to discuss its recommendation to the Board of Education.*
- *April 29, 2016: The SBDM's Recommendation was submitted to the Board of Education*
- *May 2, 2016: School Staff met with KDE support team to discuss a summer learning grant and next steps for implementing improvement strategies.*
- *May – June 2016: The SBDM conducted a new Principal search and selection process.*
- *May 10, 2016: The Board of Education approved the SBDM's recommendation to use the Transformation Model for Moore Middle School's improvement work.*

- *May 31, June 1, and June 2, 2016: School staff attended Professional Development aligned to school improvement priorities. The professional learning was developed with district staff and the KDE support team.*
- *July 26, 2016: The Board of Education approved the SBDM's selection for the new Principal of Moore Traditional School (both middle and high school).*

Transformation Model Required Activities Please

Note: You may only type in the gray areas.

Describe the process to replace the principal and select a new one. Documentation must be submitted verifying the hire date for the new principal.

During May and June, the SBDM and district staff (Achievement Area 3 Superintendent, Human Resources) conducted the new Principal selection process. A new Principal was hired effective July 1, 2016. Please see the attached Personnel Actions, approved by the Board of Education at its July 26, 2016 meeting, showing Robert Fulk's selection as the new Principal for Moore Traditional School.

Identify the ways the principal will have flexibility in school operations (e.g., staffing, calendars/time, and budgeting) throughout the implementation of this plan to substantially improve student achievement in literacy and math.

The principal will have additional flexibility to hire staff, to use teacher time, for securing district services, and for developing the budget. In terms of hiring, language from the teacher contract states:

Any school identified as a Priority School under KRS 160.346 by the Kentucky Department of Education will be exempted from any requirements in this Agreement that mandate placement of voluntary or overstaffed employees until such time as the school is no longer identified as low achieving. Any such school shall participate in the transfer process but will not be required to select any staff from the transfer list. Priority Schools may receive their transfer list one week earlier than other schools. In an effort to recruit, retain, and develop highly effective teachers in Priority Schools, the Employer and the Association agree to work in cooperation to provide incentives that could possibly include but are not limited to, National Board Certification, Graduate degree completion, continuing education tuition reimbursement, and/or paid professional development opportunities that pertain to challenges within Priority Schools. The Parties agree that pursuant to state law, the provisions of this collective bargaining agreement shall not supersede the statutory requirements for Priority Schools.

*Moore's Principal plans to **pay teachers to teach during their** planning periods twice per week to deliver Tier 2 and Tier 3 interventions to students. Teachers will receive extra service pay **for this instruction, with planning to occur** after school. This reallocation of teacher time will increase student learning time.*

Priority Schools have the ability to submit additional Section 7 budget requests to the district. Moore received nearly \$1 million in additional financial support from the district for the 2016-2017 school year.

Describe how Kentucky's professional growth and effectiveness system will be used to offer a rigorous, transparent, and equitable evaluation system, resulting in necessary support structures for teachers and school leaders. Explain how the each of the following components will be used in helping to assess the

school's and staff's progress in meeting academic needs and goals: student growth data, multiple observation-based assessments of performance, formative data collection tied to student achievement, and increased high school graduation rates, if applicable.

During the 2016-17 school year, Moore Traditional Middle School will fully implement the Professional Growth and Effectiveness System for both teachers (TPGES) and school leaders (PPGES). Moore will follow the district's 2016-17 Certified Evaluation Plan. The vision of this plan is to have every student taught by an effective teacher and every school led by an effective leader. The goal of the plan is to create a fair and equitable system to measure educator and leader effectiveness and act as a catalyst for professional growth.

The district's Certified Evaluation Plan aligns with Kentucky's Framework for Teaching, which assesses teachers on four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Assigned evaluators use multiple sources of evidence to develop a holistic and comprehensive analysis of teachers' practice. Sources of evidence include

- *Professional Growth Planning and Self-Reflection*
- *Observation*
- *Student Voice*
- *Student Growth Goals and/or Median Student Growth Percentiles*

TPGES observations include three mini-observations (two by the supervisor and one by a peer observer) of approximately 20-30 minutes. A final observation is conducted by a supervisor and focuses on a full class or lesson. Non-tenured teachers participate in this observation cycle each school year to support their growth as early-career educators. Tenured teachers participate in a three-year cycle with mini-observations occurring each year for formative feedback and the final observation in year three for the purposes of summative evaluation.

Student growth data will factor into every educators' ongoing evaluation. All teachers and other education professionals will establish student growth goals. In collaboration with the school principal, educators identify an interval of instruction (e.g., trimester, semester, year-long) and set goals that are congruent with the Kentucky Core Academic Standards and use common measures or rubrics for their content area and grade level. Student growth goals specify student outcomes, such as an enduring skill, process, understanding, or concept that students are expected to master. These goals must provide all students—including students with disabilities, English language learners, and gifted/talented students—opportunities to demonstrate their knowledge. Through Professional Learning Communities, grade level groups, or academic departments, teams of teachers use a peer review process to ensure each teacher's student growth goals and rubrics are rigorous and comparable. Based upon the percentage of students meeting growth goals, teachers will receive growth target ratings of low (less than 70% of students met the target), expected (70%-85% of students met the target), or high (more than 85% of students met the target).

Formative measures are an approved source of evidence for determining student growth. The certified evaluation plan provides three categories of measures. (1) Pre-/Post-Assessments that are identical or comparable are acceptable if they meet the district assurances for rigor and comparability. (2) Repeated Measures Designs are records of results from short measures, demonstrations, or performances that have been repeated throughout the interval of instruction. (3) Holistic Evaluation involves the use of growth rubrics that compare two or more examples of student work.

Explain the process the school will use to identify and reward school leaders, teachers and other staff who have increased student achievement and high school graduation rates. How does this align with

Kentucky's professional growth and effectiveness system?

Moore will incentivize administrative candidates by providing numerous opportunities for individual growth in a priority environment. Administrators have the opportunity to lead individual grade levels, collaborate on large external partnerships and grants, and be immersed in the "change story" of Moore. Professional development will be available to our administrators centered around their individual growth plans and the priority needs of the school. Moore will use PPGES to determine and design individual growth plans for administrators. School staff will have the opportunity to visit high performing schools to do tours and walk-throughs and see systems in place that are effective. School staff will have the opportunity to attend state level conferences on best practices, including: the Continuous Improvement Summit, KASA Law and Finance Institute, and JCAPA. Moore's needs are complex, its population diverse. Moore is the largest school, in the largest urban district in the state of Kentucky. Administrators and staff have an opportunity to take on exciting, dynamic challenges that will prepare them to be future school leaders, and directly impact over 2,000 students.

Explain the procedures the school will use to remove school leaders, teachers and other staff who, after ample opportunities, as evidenced through Kentucky's professional growth and effectiveness system, have been provided for them to improve, have not done so.

The JCTA/BOE contract agreement outlines the following steps for removal of teachers:

Discipline, Supports, and Removal of Ineffective Teachers.

a. Disciplinary action:

i. Disciplinary action for an Ineffective teacher based on the teacher's professional performance, including his or her removal, shall occur only after the teacher has received support and ample opportunities to improve professional practice.

b. Finding of significant deficiency. The significant deficiency process provided for in the Agreement may be initiated at any point during the school year based on a judgment reached by the principal that takes into account a teacher's formative and summative evaluation(s). In addition, the significant deficiency process shall be initiated if a teacher is determined to be Ineffective in his or her summative evaluation.

c. Supports for Ineffective teachers. A teacher that has been determined to be Ineffective by a summative evaluation shall receive assistance and supports which shall include, but not be limited to:

- Individual Professional Growth Plan*
- Five (5) formative observations with immediate feedback to be provided no later than five (5) working days after each evaluation; Immediate implementation of Individualized supports to address weaknesses or deficiencies; Funding to attend professional development; At a minimum, one (1) weekly scheduled planning session with a master teacher. If a scheduled planning session is missed due to an absence, it shall be rescheduled as soon as practicable.*
- Common planning time*
- New teacher cohort support program;*
- Participation in after-school professional learning communities; and*
- Job embedded professional development*

d. If a teacher, having received assistance and multiple opportunities for improvement, has not demonstrated sufficient professional success, the school district may seek the teacher's removal from the school by making an alternative assignment to a non-PLA school, or through the significant deficiency process

When significant deficiencies in work performance have been observed:

They shall be noted in writing and discussed with the employee in a conference. The evaluator shall observe the employee's work performance a minimum of four (4) 30-minute periods within a twelve-week period (60 worked days) beginning with notification. For the employee not assigned to a classroom, the evaluator must observe the work performance of the employee for four (4) 30-minute periods when the employee is fulfilling the employee's job responsibilities. Each observation shall be followed by an evaluator/evaluate conference within the first five (5) days the employee is at work following the observation. The evaluator shall identify professional staff services and/or materials that the employee may use to help correct the identified deficiencies. There shall be identified at least one (1) professional staff person who will not evaluate the employee, but who will be available to assist/help a teacher on deficiency correct the identified deficiency areas.

- Once the Employer has identified the professional staff person to be assigned, the employee on deficiency will have the option of waiving any contractual right to assistance from the non-evaluative professional staff person assigned.*
- The employee, the Association and the Employer will confirm in writing via a mutually agreeable form that the required assistance has been offered and/or the employee has waived their right to the assistance. This will occur within the first ten (10) days after the notice of significant deficiency is issued. Should the employee refuse to confirm the offer in writing, the Employer will confirm the refusal in writing and provide the Association a copy.*
- The Association and the Employer agree that the non-evaluative professional staff person assigned to provide assistance will not provide any testimony or evidence, before any arbitrator, concerning the teacher on deficiency. However, the Employer may provide evidence of dates, times, and description of assistance provided. The Evaluator shall summarize the observations and conferences in writing and provide a copy to the employee.*

In addition, the superintendent has also worked closely with the Principals of priority schools. At times, this is necessary to assist in bringing about staff outcomes to improve the school's instructional quality.

Describe job-embedded professional development, designed with staff input, that is aligned to the school's literacy and math improvement goals and curricula.

*The Master Teacher model will be used at Moore. Every minute of instructional time is crucial. The Master Teacher method will furnish Teachers with job-specific, embedded professional development rather than pulling them away from their classrooms. Each Master Teacher will be selected for their content and instructional expertise. Master Teachers in math **or** reading will be provided to each grade level. They will collaborate with the Instructional Leadership Team and Goal Clarity Coach to participate in PLCS, assist in developing lessons and assessments, observe teacher instruction, model high yield instructional strategies, offer coaching, and pilot the review of student data to inform teacher practice.*

Identify and describe the strategies (i.e., financial incentives, opportunities for promotion, flexible working conditions) that are designed to recruit, place and retain effective staff.

Teachers will have the opportunity to increase the instructional time they have available to meet student learning needs and they will receive extra service pay as an incentive. Teachers will receive meaningful, professional development based on personalized collaborations with Master Teachers.

SIG funding for an additional PBIS Coach ~~and Middle Counselor~~ to assist with student social and emotional needs is an important support for teachers to address obstacles to learning. In terms of advancement, Teachers may become Team Leaders or Department Heads. Staff will celebrate accomplishments, and teachers will be recognized for their efforts during faculty, team, and PLC meetings. Moore is building a positive, collaborative culture informed by urgency to create both challenges for its staff and recognition of effective work.

Describe the research based literacy and math programs to be implemented. Describe how they are vertically aligned by grade level and state academic standards to address the previously identified causes and contributing factors to low student achievement.

Moore has created an intervention plan that addresses the novice performance of students in the areas of Reading and Math. The interventions plan will be multi-tiered and support students at their current level moving them to Proficiency.

READING DATA DETERMINATION:

Reading Inventory (RI) scores fully encapsulate each student’s readability, providing a Lexile score that identifies student performance level as Below Basic, Basic, Proficient or Advanced. Teachers will identify students for tiered reading interventions using Reading Inventory scores, KRPEP performance level, and KPREP Lexile data.

The following criteria will be used to identify students for Tier 2 Reading Interventions:

Grade Level	Reading Inventory Identifier	KPREP Lexile Range	KPREP Performance Level
6 th grade	Basic	500-799	Novice
7 th grade	Basic	500-849	Novice
8 th grade	Basic	600-899	Novice

Students identified for Reading Tier 2 interventions will receive additional instruction using the Reading Plus program to increase comprehension and reading fluency and move students from Basic to Proficient reading levels. The What Works Clearinghouse indicates that Reading Plus was found to have potentially positive effects on comprehension for adolescent learners.

Reading Plus includes four domains or blocks that represent a systemic approach to Reading. The four blocks include Guided Reading/Writing, Vocabulary (Dolsch & Fry words), Silent Sustained Reading, and Fluency.

Seventeen teachers were trained in these four reading block in September 2016. The Reading Plus intervention includes differentiated reading activities, computer-based reading and assessments, tools to monitor student progress, and supplemental offline activities.

The Instructional Leadership Team is developing data tracking criteria to monitor student reading progress. These criteria will be formalized by December 2016. Individual growth goals will be set for each student and students will be assessed at specified intervals to determine if they are making progress or whether additional supports need to be identified and provided. Students will continue to receive interventions until they move to proficiency.

The following criteria will be used to identify students for Tier 3 Reading Interventions:

Grade Level	Reading Inventory Identifier	KPREP Lexile Range	KPREP Performance Level
6 th grade	Below Basic	0-499	Novice
7 th grade	Below Basic	0-549	Novice
8 th grade	Below Basic	0-599	Novice

Students identified for Reading Tier 3 support will receive extra instruction using the Reading Plus program. An additional intervention is being researched (to be identified by December 2016) that will increase comprehension and reading fluency to move students from Below Basic to Basic to Proficient. Individual growth goals will be set for each Tier 3 student. Students will be assessed at specified intervals to determine if they are making adequate progress or whether further supports are necessary. Students will continue to receive interventions until they move to proficiency.

MATH DATA DETERMINATION:

Teachers will identify students for tiered math interventions using KPREP performance level, KPREP math scores, and District Proficiency levels. In addition, a universal screener (possibly Scholastic Math Inventory) is being researched and will be identified by December 2016. The universal math screener will be used to assess students for interventions and for benchmarking student progress.

The following criteria will be used to identify students for Tier 2 Math Interventions:

Grade Level	KPREP Performance Level	KPREP Math Scale Scores	Performance Level on District Proficiency
6 th grade	High Novice	185-200	Novice/ Apprentice
7 th grade	High Novice	185-200	Novice/ Apprentice
8 th grade	High Novice	185-200	Novice/ Apprentice

Students identified for Math Tier 2 support will receive additional instruction using IXL math and small group

Instruction. The Instructional Leadership Team is developing data tracking criteria to monitor student math progress. These criteria will be completed by December 2016. Students will remain in Math interventions until they make progress in understanding identified standards and move to proficiency.

The scores to be used for Tier 3 Math interventions are:

Grade Level	KPREP Performance Level	KPREP Math Scale Scores	Performance Level on District Proficiency
6 th grade	Novice	Below 185	Novice consistently
7 th grade	Novice	Below 185	Novice consistently
8 th grade	Novice	Below 185	Novice consistently

Students identified for Math Tier 3 support will receive additional instruction using IXL math and small group instruction in a Math intervention class. Student progression will be assessed at specified intervals being developed by the Instructional Leadership Team. Students will remain in Math interventions until they move to proficiency.

Describe the plan/process to continuously use student data (i.e., formative, interim, and summative assessments) to inform and differentiate instruction and how it will be integrated with the implementation of schoolwide response to intervention.

Teachers in reading and math will create common, formative assessments to be administered weekly. Common assessments will measure the effectiveness of content delivery in a timely manner to allow teachers an opportunity to reteach specific concepts as necessary or provide Tier II or Tier III interventions to move students to mastery. These formative assessments will be aligned with the standards.

Moore will follow the district's assessment guidelines and complete interim assessments approximately every six to nine weeks. Professional Learning Communities will provide time for assessment selection. Review of data from these assessments and intervention planning based on the results will also occur in PLCs. The Instructional Leadership Team will likewise monitor data for each assessment cycle.

Summative assessments, KPREP and end of course measures will occur according to the district's assessment calendar.

Describe the schedules and strategies implemented to increase learning time (i.e., enrichment, core academic instruction, extended day, before or after school, additional PD/planning activities).

*Moore will increase learning time by having teachers **provide additional instruction during their assigned planning period twice per week to deliver Tier 2 and Tier 3 interventions to students. Teachers will receive extra service pay for the instruction, with planning to occur after school.** In addition, the school schedule allows teachers to meet in PLCs during the day. Teachers meet in grade level specific PLC teams and content specific PLC teams. Each team meets once per week. Grade level teams have groups of students assigned to their team who they serve by identifying appropriate interventions or enrichments, monitoring progress and adjusting learning plans.*

Identify ways family and community supports will be involved with providing meaningful input with planning, implementing and engaging partners in the school(s') improvement plan for the grant's duration.

The Principal will discuss school improvement activities with the SBDM monthly and furnish progress data to the Council quarterly. Opportunities for parents to support school improvement efforts will be developed with Moore's Parent Teacher Student Association.

Creating a community engagement strategy is part of the new Principal's 30/60/90 plan. The Principal is in the process of reviewing Moore's existing community partnerships to determine what relationships are in place and what additional supports need to be developed. The target date to develop the community engagement plan is January 2017. The school is also evaluating the supports the district is providing to the school and conducting a needs assessment of additional assistance it requires. Examples include discussions with district English as a Second Language staff regarding the schools growing English as a Second Language population. An initial review of district programs and supports occurred in August and will be revisited in December and again in April 2017.

Revising the school's communication strategies is also part of the new Principal's 30/60/90 plan. The school will develop a weekly GoogleDoc Site to streamline parent and student communication. Increased use of social media is also part of the school's continuous improvement strategy. Assuring that acceptable use policies are followed, staff will highlight student work and accomplishments daily on Twitter, Facebook, etc. Social media will also be used to promote school events and opportunities for parents and the community to get involved.

Identify the intensive technical assistance and support provided to the school by the district.

The district's Priority School Office will ensure identified priority schools receive special emphasis, support, and attention as the district makes decisions and assigns resources. The Priority School Office will respond to the differentiated needs of priority schools by coordinating services provided by district staff with the Assistant Superintendents for each priority school.

*The district's Priority School Office established a summer institute for teachers new to priority school settings beginning in the summer of 2016. The new teacher institute will continue for the next three summers. In addition, the Priority School Office will organize summer training in Thoughtful Education and other pivotal strategies for new and current priority school teachers over the course of the next three years. The Priority School Office and Achievement Area Assistant Superintendents collaborate with KDE Recovery staff to organize school improvement work and communicate effectively. **A recent example of this coordination was the effort to organize and assure priority school participation in KDE's Novice Reduction training occurring in October and November.***

The district's Data Management Division will support the use of data for continuous improvement by priority schools. Beginning in October, Data Management will send monthly data reports to principals to provide a current snapshot of key areas such as attendance, behavior and interventions. The data reports will include links to data dashboards with more detailed current information to help priority schools in the early identification of trends and patterns.

Each priority school's Assistant Superintendent and ETC directly support Principals by helping to think through key decisions, trouble shooting barriers to implementation, and supplying on-site coaching. Assistant Superintendents or ETCs will conduct weekly walk-throughs of the school and consult with the Principal regarding their observations.

District content Specialist will provide support to Goal Clarity Coaches and Department Heads in the effective use of curriculum maps, standards aligned assessments, and by providing additional content resources.

The Priority School Director and Achievement Area Assistant Superintendent will routinely review school data with the Principal at least monthly to support continuous school improvement. In addition, the Priority School Office, Achievement Area 3, and Education Recovery staff will collaborate to perform an interim diagnostic review using the AdvancED standards in the spring of 2017 and 2019. This plan will provide the school with valuable information to assess school improvement efforts and identify areas in need of additional focus.

A rural school in a district receiving funds under Title VI, Part B, Subparts 1 or 2 (the Rural Education Achievement Program) may modify one required element of the Transformation Model. This modification must meet the intent of the originally required element. If the school elects to take advantage of this flexibility, describe the following. **Note: This flexibility only applies to schools in districts receiving REAP funds and it is not required to address this question.**

1. What is the element to be modified?
2. How will the element be modified?
3. How does this modification continue to meet the intent of the originally required element?

Not applicable. Jefferson County Public Schools is an urban district.

Schools are not required to address "permissible activities". However, if a school does include permissible activities it may do so in the spaces below.

Transformation Model - Permissible Activities

Please Note: You may only type in the gray areas.

Describe the new governance structure (i.e., hire turnaround leader, contract with a management company, SBDM Council loses authority) and why it was selected.

The KDE Diagnostic Review indicated that Moore's principal did not have the capacity to lead school improvement efforts. The SBDM has selected a new, highly experience Principal. The Diagnostic Review indicated that the SBDM does have the ability to continue its roles and responsibilities.

Describe the district plan to ensure the school is not required to accept a teacher without the mutual consent of the teacher and principal.

Moore Traditional Middle School is identified as a Priority School, so it is exempt from any requirements that mandate placement of voluntary or overstaffed employees until it is no longer identified as low achieving.

*Moore will participate in the staff transfer process, but it will not be required to select any staff from the transfer list. Since Moore Traditional Middle School is identified as a Priority School, it will receive **its** transfer list one week earlier than other schools.*

Describe the district plan to conduct periodic reviews to ensure the curriculum is implemented with fidelity and modified if ineffective.

The district's Academic Services Department includes a division led by the Assistant Superintendent of Curriculum and Instruction and comprised of Content Specialists. The Curriculum and Instruction Division provides curriculum maps, assessments, and Specialists who work closely with Goal Clarity Coaches and/or Department Heads around effective delivery of content to produce higher student achievement. Specialist help schools ensure that classroom materials and interventions are aligned with the standards.

*Achievement Area Assistant Superintendents and Evaluation Transition Coordinators conduct weekly walk-throughs to observe instruction and discuss their observations with school leaders. Moore's Instructional Leadership Team regularly conducts **classroom** walk-throughs using the ELEOT tool.*

Most importantly, the SIG-funded Master Teachers for Literacy and Math will monitor classrooms for both content and professional practice. Their expert observations will be a powerful means of determining fidelity to curriculum standards. The Master Teachers will guide modifications if learning materials or interventions prove ineffective.

All Priority Schools complete the KDE Quarterly Report. This tool is useful for school self-monitoring, district monitoring, and state monitoring. The quarterly report provides data on formative assessments, summative assessments, academic interventions and other cognitive data. Each section of the Quarterly Report has a reflection section that is completed by the school's Principal, ER staff, and instructional leaders. The reflection sections contain information on which instructional practices are achieving the desired results, and which are not. In combination with the Quarterly Reports, Priority Schools complete a 30-60-90 plan which details academic benchmarks. 30/60/90 plans will likewise be used to track implementation and make refinements as necessary.

Describe how the district will provide additional supports and PD to teachers and principals to serve students with disabilities and limited English proficiency.

Since the 2013-2014 school year, the number of English Language Learners at Moore has doubled. In 2013-14, there were 40 Limited English Proficient students (out of an enrollment of 945 students) and this school year there are 84 LEP students at Moore. To address this increasing need, Moore requested a Bilingual Interpreter and English as a Second Language Instructor as part of its budget for Section 7 funds. These positions are in the process of being filled. The district's English as a Second Language Coordinator is working with the Principal to identify additional supports for Moore's English Language Learners, which will include staff training.

The district provides priority schools with an ECE Consulting Teacher. Moore's ECE Consulting Teacher works with classroom teachers on methods for differentiating instruction to meet individual student learning needs.

Describe plans, in secondary schools, to increase student enrollment in advanced course work including supports to ensure low-achieving students can take advantage of these programs.

Not applicable. Moore is a middle school.

Describe transition activities from middle to high school such as summer transition programs or freshman academies.

Moore Traditional Middle School will offer a transition camp for incoming 6th grade students and their parents. The camp will be called Mustang Madness. It will familiarize students with the 6th grade teachers and school staff, demonstrate the layout of the building, explain the school schedule, and answer student questions. Part of the camp will be a parent session to discuss enrollment, schedules, 6th grade physicals and immunizations and respond to parent questions concerning their child's transitions to middle school.

Moore Traditional High School, in the same building as the middle school, will provide a transition camp called Mustang Mania for rising 9th grade students and their parents.

Describe strategies to increase graduation rates.

Not applicable. Moore is a middle school.

Describe the partnership with parents, organizations, and other agencies to create a safe school environment.

Moore Traditional Middle School partners with many district programs and community groups to create a safe and supportive school environment. The school's Family Resource and Youth Services Coordinator (FRYSC) consults with students to identify needs and collaborates with outside agencies to connect families with appropriate health and human services. The primary goal is student success. The following programs address the social and emotional needs of students, remove barriers to learning, reduce the risk of suspension, and/or improve attendance.

REACH CORPS is a district administered AmeriCorps program. A Reach Corps Member is assigned to the school and uses the proven Check and Connect model to mentor students with 7-15 unexcused absences. The Member provides one-on-one and small group interventions to improve student life skills: increase their understanding of causes and effects, manage conflict, regulate their emotions, accept personal responsibility, communicate effectively and collaborate to achieve a goal. Students participate in service learning projects and the Reach Corps Member links students with tutoring and other community resources. The Reach Corps Member is supervised by the school's FRYSC.

Additional school supports include

Bullying Prevention Program

CARE (Compassion, Attitude, Respect and Equity) an advisement period that focuses on student social and emotional development.

Health Promotion School of Excellence

Health Services

Highview/Fern Creek Ministries

Highview Business Association

Louisville Linked
Louisville Metro Police
Men of Quality (provides mentors to students)
More Than Sad Suicide Prevention Program
NECCO (a therapy program for students needing counseling)
Neighborhood Place (a one-stop human services resource)
Our Lady of Peace
Red Ribbon Week (a Drug Prevention Initiative)
Seven Counties Services (local mental and behavioral health service provider)
Substance Abuse and Mental Health Services
Women of Worth
YMCA Safe Place (offers shelter to neglected or abused youth along with aftercare)

In addition, Moore faculty and staff facilitate the following:

Anger Management
Bullying/Cyber Bullying Prevention
College and Career Support and Individual Learning Plan (ILP) development and monitoring
Grief Groups
Individual Education Planning (For students with identified academic, behavior, and/or mental health issues that negatively affect their learning. Some students may have health issues that require them to be away from the classroom, missing learning. Their IEP plan ensures they have an opportunity to get instruction they missed or to make up work.)
Peer Mediation
Social Skills Small Groups

Describe the strategies implemented to improve school climate and discipline.

Moore uses the school wide expectation “Mustang Must” as its moto. “Must be Motivated, Must be Understanding, Must be Self-disciplined, and Must be Trustworthy.” Teachers use the mantra to reinforce appropriate conduct. Mustang “MUST” tickets are given out daily for students who exhibit positive behaviors. Students who receive MUST tickets are entered into a weekly drawing for rewards. Students who win the drawing have their picture posted on Moore’s Twitter page. Moore Middle uses the hashtag “KNOWMOORE” to communicate the positive changes within the building to stakeholders.

Moore Middle has implemented the district program of Positive Behavior Interventions and Supports (PBIS). Moore uses the system to build positive relationships between faculty, staff, and students. Moore staff and teachers participate in tailgates and other team building activities after school. Moore’s middle school teams (three per grade level) celebrate their students’ academic and behavioral achievements by posting a student of the week, hosting 6 week incentive days, and holding birthday celebrations for all students during their birthday month. Moore rewards students for making positive choices and for good attendance by providing them with an incentive party known as the “No Tardy Party”.

Moore Middle uses a Positive Behavior Interventions and Supports Coach to assist students in making positive choices and correcting inappropriate behaviors. Moore also uses the Positive Action Center (PAC) program. When placed in PAC, students are coached, given replacement strategies, and asked to reflect on their behavior by the PBIS Coach. Moore’s combined middle and high school enrollment is nearly 2,000 students. Currently, there is only one PBIS Coach for both levels. A SIG-funded PBIS Coach is requested for the middle school.

Moore Middle School has identified students needing continued support and meets with those students in "Success Groups." Moore's PBIS department has issued incentive coupons to every student who completed a "Pledge to not Bully." Students are rewarded for exhibiting the behaviors of a Mustang (Motivated, Understanding, Self-disciplined, and Trustworthy) by being nominated by teachers for "Caught Being Good" certificates and are entered into a drawing for a T-shirt. Moore celebrates students with weekly perfect attendance by putting them in a drawing for a free flash drive.

The Moore PBIS team meets bi-weekly to analyze data and devise or update plans for addressing student and school-wide issues. The PBIS team shares student data with the faculty monthly to assist in school wide improvements or develop new practices that result in positive outcomes. Moore's PBIS Coach collaborates with the ECE Consulting Teacher and Mental Health Counselor to spot trends in the locations of behavior occurrences and other concerns. Moore's PBIS staff have ensured that multiple adult responders have been trained to deal with escalated students. The PBIS team uses a high frequency adult to student interaction approach to meet the needs of Tier II and Tier III Students.

Describe how the school program has been extended to offer full-day kindergarten or pre-kindergarten.

Not applicable. Moore is a middle school

Describe the per-pupil school-based budget formula being implemented that is weighted based on student needs.

For JCPS, Section 7 funds are tied to the district's Equity Scorecard and must be used for strategies to address the Achievement Gaps identified within each school. Those strategies must also be in each participating school's Comprehensive School Improvement Plan. Schools must submit budget applications that include a program description, SMART goals, a quantified budget request, details on the needs assessment data, targeted outcomes, and information on implementation and management. The bulk of available Section 7 funds are used for Title I and Priority Schools.

Identify the school pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

Moore used several means to gather staff and community perspectives and feedback prior to implementing the Transformation Model and submitting its SIG application. Moore held SBDM sessions to provide information and collect input for the SIG grant, a community/parent forum to discuss implementation and ideas for the SIG grant, and sought input from external service providers. Moore consulted with Bellarmine University to consider the possibility of adapting their successful elementary literacy program to the middle school level. Bellarmine studied the possibility and expressed interest in partnering with Moore to pilot middle level reading inventories that better triangulate student reading ability. However, after considering the logistics of the task, Bellarmine decided it does not currently have the capacity to take on this work, but it would appreciate the opportunity to revisit this decision for school year 2017-18.

Moore Middle School will participate in all activities sponsored by the Kentucky Department of Education related to Priority School work. This will include the Fundamental Five during district provided summer professional learning, which will address the school wide instructional process and deepen teacher understanding of methods for responding to diverse learners. Additionally, the district will provide professional development and/or information sessions to the school leadership team and to the Advisory Council regarding school improvement strategies, the experiences of previous priority schools in the district as well as appropriate and allowable activities and expenses. There are no pre-implementation activities that require SIG funding.

Actions

Please Note: You may only type in the gray areas.

Explain how the district will monitor changes in instructional practice as a result of job-embedded professional development.

The Priority School office will work collaboratively Achievement Area Assistant Superintendents, district content specialists, and KDE Education Recovery Staff to monitor changes in the instructional practice as a result of job-embedded professional development. Assistant Superintendents and Evaluation Transition Coordinators conduct walk-throughs to observe instructional practice as well as convene meetings and Principal PLCs. The goal of the Principal PLCs is to analyze data (i.e. behavioral, CASCADE, walk-through, etc.) and recognize trends, determine what is working, and detect issues impeding implementation.

All Priority Schools complete the KDE Quarterly Report. This tool is useful for school self-monitoring, district monitoring, and state monitoring. The quarterly report provides data on formative assessments, summative assessments, academic interventions, behavioral interventions, and other cognitive and non-cognitive data. Each section of the Quarterly Reports has a reflection section that is completed by the school's Principal, ER staff, and instructional leaders. The reflection sections contain information on which instructional practices are achieving the desired results, and which are not. In combination with the Quarterly Reports, Priority Schools complete a 30-60-90 plan which details academic and behavioral interventions and other school improvement strategies and likewise tracks implementation status. These 30-60-90 day plans are an additional monitoring tool and they support the school's Comprehensive School Improvement Plan (CSIP) and the district's Comprehensive District Improvement Plan (CDIP).

School Process for evaluating the effectiveness of the SIG-funded supports it will provide.

Moore Traditional Middle School has nine instructional teams, three per grade level. Each team is responsible for an identified group of students. The instructional teams develop intervention plans for students requiring additional supports. Team Leaders will submit intervention data on a weekly basis to the Library Media Specialist, who maintains rights to the Intervention Tab in Infinite Campus. The collected data will include intervention strategies, assessments, and student goals. Information logged in the Intervention Tab will be used to monitor student progress, determine if the provided interventions are effective, or identify when adjustments need to be made. Intervention data will be regularly reviewed by each of the nine instructional teams and the instructional leadership team.

Describe how school personnel will be assigned or reassigned, maximizing teaching and learning to address the school's improvement goals.

Moore's administrative team reviewed data from teacher evaluations and classroom observations to determine teacher instructional strengths and areas in need of improvement. Upon review of teacher professional qualifications, the administrative team assigned teachers to the appropriate courses and grade-levels to maximize achievement of the school's improvement goals in accordance with JCTA/BOE contract agreements.

*Moore actively works to retain teachers who possess the **ability** to carry out the school's improvement priorities. These teachers subsequently provide professional support and leadership to newly hired staff to build their capacity to effectively **realize** the school's improvement goals.*

Moore has assigned teachers intentionally to match strengths with student needs and to increase collaboration potential within their PLC and interdisciplinary grade level teams. Finally, Moore provides individualized coaching and job-embedded professional development for each teacher to maximize their growth potential in their assigned role.

Identify how the use of school-level funds from various sources will be changed to support the school's improvement goals.

Moore Middle School will use all allocated general fund, ESS, Title I, and Section 7 staff positions to support school improvement efforts. Moore will hire qualified, SIG-funded Master Teachers to support reading and math instruction. Their expert coaching will develop in-house teaching capacity - through mentoring and curriculum support - to meet the differentiated needs of all students. As SIG funding ends and new teachers arrive at Moore, current teachers will have established the skills needed to assist these developing teachers in improving their practice. The Master Teacher model will help Moore sustain its school improvement strategies long-term.

Describe the review process of policies and practices of the Board of Education and School Based Decision Making Council conducted to ensure there are no barriers to prevent the full implementation of this improvement plan. Include the date(s) of the review. (This is not to ensure legally required policies are in place.)

The JCPS Board of Education engaged in a thorough review process of all district policies. The Curriculum and Instruction policies were revised and approved by the Board on January 13, 2014. The revised policies were drafted to ensure there are no barriers to prevent full implementation of School Improvement Models. Some of the new policies are strongly aligned with the Transformation Model. For instance, Policy 8.111 Professional Learning Communities states the district will support appropriate infrastructure and systems to support the PLC process, so teachers work collaboratively to ensure academic achievement for every student.

The district provides sample SBDM policies to schools for use in developing school specific SBDM policies. A process is in place to ensure that all sample policies are aligned with BOE policies, applicable laws and administrative procedures. Procedures to screen model/sample policies include the following:

- *SBDM Specialist determines the applicable laws, BOE policies and administrative procedures that relate to the sample policy being developed.*
- *SBDM Specialist contacts the appropriate content expert (for example, Assistant Superintendent for Diversity, Equity and Poverty Programs will be asked to review the sample Equity and Diversity policy) for assistance in drafting the SBDM sample policy.*

- *Once drafted, a copy of the sample policy is forwarded to all cabinet members for final review and approval. The SBDM Specialist and content expert will be available to meet with the cabinet if necessary.*
- *Once approved, the policy and information about applicable laws, BOE policies and administrative procedures will be emailed to all SBDM Principals.*
- *Additionally, the new sample policy will be highlighted in the SBDM Connections newsletter and posted on the SBDM website.*

Procedures to screen actual school policies include the following:

- *SBDM Specialist develops rubrics for each sample policy based on applicable laws, BOE policies and administrative procedures to ensure clarity and quality as well as legal compliance.*
- *All Council-approved SBDM policies will be forwarded to the SBDM Specialist for review against the rubric. The SBDM Specialist will provide feedback to the Council, if necessary.*
- *Implementation of this review process will begin once SBDM sample policies are forwarded to the SBDM Principals.*

Describe the school and district policies and/or practices (e.g., curriculum, instructional practices, staffing, calendars/time/schedule, class offerings, budgeting, etc.) that have been changed to ensure the school is able to implement the improvement plan with fidelity.

Moore's budget was built following SBDM protocol with input from both the middle and high school Instructional Leadership Team. Under new leadership (July 1 2016), significant improvements in transparency and stakeholder input into the budgeting process has been achieved. Approximately \$89,000 in carry over general funds have been allocated to professional development, classroom resources, and general supplies. School leadership consulted with department chairs/middle school teams and the SBDM to make these allocation choices. Other budget decisions have been aligned to the school improvement plans as follows:

Title I funding is used to support three additional teachers on the middle school side of the building to target reading and math. Extended school services and extended school learning grants target math and reading intervention through the use of 2 instructors. ESS funding provides daytime interventions by qualified teachers using the daytime ESS waiver. Family Resource/ Youth Service Center funding is used to break down socio-economic barriers and connect families with heating assistance, clothing, food pantries, emergency assistance, and other community resources. Section 6 funds support smaller class size while maintaining the middle school "teaming" concept that is research based and proven to be a successful model. Professional Development monies are aligned with improvement priority areas, including increased training in formative assessment, PLCs, cultural competency, and RTI model development. A partnership with the Southern Regional Education Board (SREB) and the literacy and math collaborative work is embedded in professional development budgets, both on the school and district level. Moore will continue to direct flexible focus funding towards the support of professional development in line with our improvement priorities and CSIP.

Moore's administrative team ensures teacher TPGES professional growth plans are addressed by providing embedded PD opportunities during the school week, assuring that professional development is aligned to our CSIP as well as individual growth needs. Moore supports growth by allocating funds to support conference attendance, walk-through observations and feedback, along with PLC coaching. Additional resources have been allocated to increase English Language Learner support in terms of additional teachers, professional development, and materials.

Identify supports, outside the district, (i.e., education cooperatives, site researchers, higher education personnel, and other external providers) that will be utilized to assist the school in meeting its improvement goals. Describe the actions that have been or will be taken to recruit, screen, and select appropriate and effective external providers to ensure their quality. Describe how these external providers will be regularly reviewed and held accountable for their performance.

To enhance instructional practice and increase school capacity, Moore Traditional Middle School is interested in developing three Thinking Strategies cohorts in partnership with the Ohio Valley Educational Cooperative (OVEC) and the Public Education Business Coalition (PEBC).

Moore Middle School Teachers will participate in a 4-day institute for classroom instruction as well as an effective Thinking Strategies lab, through PEBC and facilitated by OVEC.

Auxiliary training will be facilitated at the building level in small groups with the cohort teachers and embedded into PLC work.

The goals of the Thinking Strategies cohorts will be to:

- Improve upon teacher practice in the instruction of reading comprehension;*
- Understand comprehension in relation to other essential elements in a literacy program, including the rituals and routines of literate classrooms;*
- Improve upon assessment strategies to promote best practices in instruction;*
- Create a common language across disciplines for conversations and practice around literacy and reading comprehension.*

Preliminary Timeline:

Year 1: 8 Teachers attend 4-day institute

The Year One initial cohort of teachers will be comprised primarily of ELA teachers and some Math teachers.

Year 2: 6 Teachers attend 4-day institute

The initial cohort, if deemed 'ready,' will serve as observation classrooms for their peers.

The Year 2 cohort will consist of teachers from all four core content areas.

Year 3:

The initial cohort will serve as observation classrooms for their peers.

The Year 2 cohort, if deemed 'ready,' will serve as observation classrooms for their peers.

The Year 3 cohort will consist of teachers from all four core content areas.

JCPS is a member district to the Kentucky Department of Education Special Education Cooperative System. District training is guided by a KDE designed Logic Model Evaluation System. Training modules are designed by KDE and then replicated at the district level. Training replicated in JCPS includes: Individualized Education Program Guidance document, Evidence Based Practices for Autism, Middle School Math Design Collaborative Cohorts, and Literacy Design Collaborative Cohorts. These supports help teachers better serve our students.

The district worked closely with the Kentucky Department of Education to address disparities around suspensions for African-American students and special education students. To address the disparities, JCPS organized training with Positive Behavior Intervention Supports (PBIS). PBIS training has been provided to Moore by Susan Isaacs of Safe and Civil Schools and JCPS district personnel. The district is using the train the trainer model to build PBIS capacity within each building. Currently Moore has a school based PBIS resource teacher for both middle and high school. With a growing student population, the need for additional support for students through PBIS is tremendous. PBIS prompts schools to analyze discipline data and make informed decisions to create a positive learning culture. Moore has fully embraced PBIS as an effective school improvement strategy.

The district works closely with Solution Tree and Southern Regional Education Board (SREB) to provide professional development opportunities to help teachers understand and implement the Common Core Standards. Efforts have focused on building teams of teacher-leaders to implement the Literacy Design Collaborative (LDC) and the Mathematics Design Collaborative (MDC) instructional frameworks and tools into all classrooms.

Moore partners with KDE staff primarily supporting work around instruction, analyzing data, and other individualized school needs. The frequent evaluation of the school's CSIP, instructional data and student learning data focuses the school's improvement efforts.

Moore has also partnered with the Federal TRIO Programs. TRIO is a federal outreach and student services program designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO serves and assists low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs.

Identify the state and federal funding resources that will be adjusted to continue reform efforts when the SIG funds are no longer available. Describe how data analysis will continue to drive instructional changes and annual goals.

The Master Teacher model has been selected to build the instructional capacity of the teaching staff over the life of the grant through classroom and PLC coaching, modeling instruction and co-teaching. When SIG funding ends, the goal is to have built a cadre of in-house Teacher Leaders able to continue the work.

Moore is committed to continually updating instructional methods for ELA and Math Teachers through job-embedded learning and by using professional development funds. Section 6 funds and extended school services funds will be used to sustain instructional strategies and intervention plans after SIG funding. Moore will continue to request section 7 funds to secure support for PBIS and Goal Clarity Coaches. In addition, federal funding from Title I will be allocated for continued support in reading and math. Priority of funding will remain with PLC support, instructional strategy development, and continued data analysis.

Describe the procedures the school and district will implement to ensure that all actions taken and activities implemented result in sustainable processes that positively affect student achievement beyond the expiration of the grant. Include how funding and resources will be adjusted to continue practices and how data analysis will continue to drive instruction toward meeting annual goals.

School leaders and teachers will assess student learning and behavioral data during weekly PLCs. The data will be used to adjust improvement initiatives and prioritize practices and strategies that demonstrate the greatest impact on student achievement. JCPS will frequently monitor student data through the school’s KDE required quarterly report, CASCADE, and the district’s dashboard system to ensure that continuous school improvement is occurring. Moore’s Instructional Leadership Team will guide faculty in building their long-term capacity to carry out the school’s improvement goals, especially goals pertaining to effective PLCs, more rigorous and engaging classroom practice, and PBIS.

While the level of funding from SIG funds cannot be maintained, the systems for curriculum alignment, deeper learning, formative and summative assessments, multiple interventions, and data analysis should become the new norm and establish a lasting culture of high expectations for students and collaborative professional learning for staff.

The school will provide extensive professional development to seed teacher expertise in providing effective instruction, developing quality formative assessments, and using the results of assessments to adjust instruction to meet the needs of all students. Once the SIG funds are no longer available, the PD can be provided by in-house staff, such as the Goal Clarity Coach or Team Leaders. The intent is for Moore Teachers, by grant end, to become building experts to mentor and coach developing teachers.

Timeline

Please Note: You may only type in the gray areas.

Develop a timeline that describes the steps necessary to implement the intervention model. The timeline must include, but is not limited to the following activities: analysis of data, professional development, parent and community input and involvement activities, annual assessments, quarterly assessments, district and school leadership activities.

Improvement Task	Sponsor	Timeframe
Middle school Instructional Leadership Team (ILT) which consists of all team leads and department chairs created the interventions plan for both Reading and Math. The ILT established thresholds for reading and math scores to identify students for Tier 2 and Tier 3 Interventions. Tier 2 reading interventions will use Reading Plus along with small group led instruction that focuses on guided reading, vocabulary development and fluency. Math Tier 2 inventions will use Math IXL along with small group instruction that focuses on math fluency and standard competency.	Middle School (MS) ILT and Assistant Principal of the Middle School (MS)	Begin September 2016 and ongoing

Improvement Task	Sponsor	Timeframe
Data for students receiving Tier 2 and Tier 3 interventions in reading and math will be entered into Intervention Tab weekly and reviewed by MS ILT each 6 weeks and student learning plans will be adjusted as necessary.	MS ILT and Assistant Principal of the MS	Each 6 weeks starting with 2 nd grading period
Three SIG-funded Master Teachers in Literacy or Math will teach several periods. One course will be content specific and the other will be an intervention group. The Master Teacher’s classroom will function as a lab where new and developing teachers may watch the modeling of instruction. Master Teachers will co-teach with the other grade level teachers. Master Teachers will lead grade level PLCs and guide the collection, analysis and sharing of data that will drive instructional planning.	Master Teachers, Assistant Principal assigned to ELA and Math as well as ELA and Math teachers in grades 6, 7 and 8.	Weekly PLC meetings.
Three SIG-funded Master Teachers in Mathematics will teach several periods. One course will be content specific and the other will be an intervention group for Math. The Master Teacher’s classroom will function as a lab where new and developing teachers may watch the modeling of instruction. Master Teachers will co-teach with the other grade-level math teachers. Master Teachers will lead grade-level PLCs and guide the collection, analysis and sharing of data that will drive instructional planning.	Master Teachers, Assistant Principal assigned to Math and Math teachers in grades 6, 7 and 8.	Weekly PLC meetings.
SIG-funded PBIS Coach will facilitate the Response to Intervention (RTI) process for behavior, train staff members on the three tiers of PBIS, provide ongoing coaching to teachers, and collect and analyze data.	PBIS coach, PBIS committee	Monthly PBIS meetings
SIG-Funded Middle School Counselor will address the social emotional needs of the middle school students across all three grade levels.	MS Counselors and MS Administrators	Daily counseling and reporting weekly at Administrative meeting.
To increase student learning time, all classroom teachers will provide one-on-one and small group instruction during planning periods twice per week. Teachers will receive extra service pay.	All Content Area Teachers	2 x weekly
Assessments Cycle 1 – Student Performance Data will be pulled from CASCADE. Teams will use District assessment for each content area. Student intervention needs will identified from these assessments in addition to the weekly common formative assessment created at PLC.	All Content Area Teachers	October

Improvement Task	Sponsor	Timeframe
Assessments Cycle 2 – Administer District assessment and review student performance data.	All Content Area Teachers	January
Formative Assessments Cycle 3 – Administer District assessment and review student performance data.	All Content Area Teachers	March
Each 9 weeks post district assessments and RI testing	Master Teachers, Administrative staff, ERS	October January March
School-wide and Grade Level Behavioral Data Reviewed and Analyzed (# Behavior Referrals, In-school suspensions, Out-of-school suspensions, Attendance Rate)	PBIS Coach, Faculty meetings, and PBIS Committee	October December March June
Review Annual Assessments (AMO, KPREP % P/D in Reading (Grades 6-8), Math (Grades 6-8), Science (7 th Grade), Social Studies (8 th Grade), On-Demand Writing (6 th and 8 th Grades), Language Mechanics (6 th Grade)	ERS, Master Teachers and Administrative staff	September/October
Instructional leadership team meets (monthly) they will review the novice reduction progression and address the 30-60-90 day benchmarks	ILT, Administrative staff	Monthly
PLCs meet weekly. PLCs will review student work, create common rubrics and measure student standards mastery. PLC will use the common process created by the PLC lead to discuss and track meetings that will be posted on Google docs.	All Content Area Teachers, Master Teachers, and Administrative staff	Weekly progress notes
Expectations for classroom walkthroughs (student learning goals explicit, differentiated instruction, active student learning, real world connections to curriculum) will be tracked using the ELEOT	Administrative staff and ILT	Weekly
5 classroom walkthroughs to be completed each week and then discussed in weekly Administrative meeting. As Master teachers are hired, they will participate in the walkthrough process as well.	Administrative staff and Master Teachers	Weekly
Based on classroom observation coaching and feedback sessions will provided on a weekly bases.	Administrative staff and Master Teachers	Weekly
PGES will be the guiding document for all coaching and feedback session. PGES has been communicated with staff and used to create their Growth Plans.	Administrative staff	
New priority school teachers attend Priority School institute	All new teachers to Moore	Summer
Examples of student success communicated via social media, in accordance with acceptable use.	All Staff and Coaches	Daily
Parent Engagement and Community Engagement opportunities communicated weekly via the Moore community news, On call now and Twitter feeds.	Principal, all staff and coaches	Weekly

Annual Goals

Please Note: You may only type in the gray areas.

Develop **annual** S.M.A.R.T. goals (Goals must be specific, measurable, attainable, realistic, and time bound.) for literacy and mathematics for each year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.

Annual Proficiency Goals by Content Area

Moore Traditional Middle School					
CONTENT AREA	% Proficient/ Distinguished	Baseline 2015-2016	Year One 2016-17	Year Two 2017-18	Year Three 2018-19
Reading	Delivery Target	45.2	52.1	58.9	65.8
Reading	Actual Score	37.2			
Math	Delivery Target	37.8	45.5	53.3	61.1
Math	Actual Score	28.6			

*Annual Smart Goals are based on the KDE delivery targets

ANNUAL SMART GOALS – ALL STUDENTS – READING AND MATHEMATICS

Moore Traditional Middle School will increase reading proficiency for all students from 37.2% in 2016 to 52.1% by 2017 as indicated by state assessment results.

Moore Traditional Middle School will increase reading proficiency for all students from 52.1% in 2017 to 58.9% by 2018 as indicated by state assessment results.

Moore Traditional Middle School will increase reading proficiency for all students from 58.9% in 2018 to 65.8% by 2019 as indicated by state assessment results.

Moore Traditional Middle School will increase mathematics proficiency for all students from 28.6% in 2016 to 45.5% by 2017 as indicated by state assessment results.

Moore Traditional Middle School will increase mathematics proficiency for all students from 45.5% in 2017 to 53.3% by 2018 as indicated by state assessment results.

Moore Traditional Middle School will increase mathematics proficiency for all students from 53.3% in 2018 to 61.1% by 2019 as indicated by state assessment results.

Annual Proficiency Goals by Content Area and Grade Level

Moore Traditional Middle School					
CONTENT AREA	Grade	Baseline 2015-2016 Actual	Year One 2016-17 Goal	Year Two 2017-18 Goal	Year Three 2018-19 Goal
Reading	6	40.7	52.1	58.9	65.8
Reading	7	37.1	52.1	58.9	65.8
Reading	8	33.7	52.1	58.9	65.8
Math	6	35.4	45.5	53.3	61.1
Math	7	28.9	45.5	53.3	61.1
Math	8	21.7	45.5	53.3	61.1

ANNUAL SMART GOALS – BY GRADE LEVEL – READING

Moore Traditional Middle School will increase reading proficiency for sixth grade students from 40.7% in 2016 to 52.1% by 2017 as indicated by state assessment results.

Moore Traditional Middle School will increase reading proficiency for sixth grade students from 52.1% in 2017 to 58.9% by 2018 as indicated by state assessment results.

Moore Traditional Middle School will increase reading proficiency for sixth grade students from 58.9% in 2018 to 65.8% by 2019 as indicated by state assessment results.

Moore Traditional Middle School will increase reading proficiency for seventh grade students from 37.1% in 2016 to 52.1% by 2017 as indicated by state assessment results.

Moore Traditional Middle School will increase reading proficiency for seventh grade students from 52.1% in 2017 to 58.9% by 2018 as indicated by state assessment results.

Moore Traditional Middle School will increase reading proficiency for seventh grade students from 58.9% in 2018 to 65.8% by 2019 as indicated by state assessment results.

Moore Traditional Middle School will increase reading proficiency for eighth grade students from 33.7% in 2016 to 52.1% by 2017 as indicated by state assessment results.

Moore Traditional Middle School will increase reading proficiency for eighth grade students from 52.1% in 2017 to 58.9% by 2018 as indicated by state assessment results.

Moore Traditional Middle School will increase reading proficiency for eighth grade students from 58.9% in 2018 to 65.8% by 2019 as indicated by state assessment results.

ANNUAL SMART GOALS – BY GRADE LEVEL – MATHEMATICS

Moore Traditional Middle School will increase mathematics proficiency for sixth grade students from 35.4% in 2016 to 45.5% by 2017 as indicated by state assessment results.

Moore Traditional Middle School will increase mathematics proficiency for sixth grade students from 45.5% in 2017 to 53.3% by 2018 as indicated by state assessment results.

Moore Traditional Middle School will increase mathematics proficiency for sixth grade students from 53.3% in 2018 to 61.1% by 2019 as indicated by state assessment results.

Moore Traditional Middle School will increase mathematics proficiency for seventh grade students from 28.9% in 2016 to 45.5% by 2017 as indicated by state assessment results.

Moore Traditional Middle School will increase mathematics proficiency for seventh grade students from 45.5% in 2017 to 53.3% by 2018 as indicated by state assessment results.

Moore Traditional Middle School will increase mathematics proficiency for seventh grade students from 53.3% in 2018 to 61.1% by 2019 as indicated by state assessment results.

Moore Traditional Middle School will increase mathematics proficiency for eighth grade students from 21.7% in 2016 to 45.5% by 2017 as indicated by state assessment results.

Moore Traditional Middle School will increase mathematics proficiency for eighth grade students from 45.5% in 2017 to 53.3% by 2018 as indicated by state assessment results.

Moore Traditional Middle School will increase mathematics proficiency for eighth grade students from 53.3% in 2018 to 61.1% by 2019 as indicated by state assessment results.

Develop **quarterly** S.M.A.R.T. goals for literacy and math for each of year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.

Quarterly Proficiency Goals by Content Area

MOORE TRADITIONAL MIDDLE SCHOOL	YEAR	Q1	Q2	Q3	Q4
ALL STUDENTS READING	Actual 2015-2016				37.2
	2016-2017	40.9	44.6	48.3	52.1
	2017-2018	53.8	55.5	57.2	58.9
	2018-2019	60.6	62.3	64.0	65.8
ALL STUDENTS MATH	Actual 2015-2016				28.6
	2016-2017	32.8	37.0	41.2	45.5
	2017-2018	47.4	49.4	51.3	53.3
	2018-2019	55.2	57.2	59.1	61.1

Quarterly Proficiency Goals by Content Area and Grade Level

MOORE MIDDLE SCHOOL	GRADE	SCHOOL YEAR ENDING	Q1 Goal	Q2 Goal	Q3 Goal	Q4 Goal
Reading	6	Actual 2016				40.7
		2017	43.5	46.4	49.2	52.1
		2018	53.8	55.5	57.2	58.9
		2019	60.6	62.3	64.0	65.8
	7	Actual 2016				37.1
		2017	40.8	44.6	48.3	52.1
		2018	53.8	55.5	57.2	58.9
		2019	60.6	62.3	64.0	65.8
	8	Actual 2016				33.7
		2017	38.3	42.9	47.5	52.1
		2018	53.8	55.5	57.2	58.9
		2019	60.6	62.3	64.0	65.8

MOORE MIDDLE SCHOOL	GRADE	SCHOOL YEAR ENDING	Q1 Goal	Q2 Goal	Q3 Goal	Q4 Goal
Math	6	Actual 2016				35.4
		2017	37.9	40.4	42.9	45.5
		2018	47.4	49.4	51.3	53.3
		2019	55.2	57.2	59.1	61.1
	7	Actual 2016				28.9
		2017	33.0	37.2	41.3	45.5
		2018	47.4	49.4	51.3	53.3
		2019	55.2	57.2	59.1	61.1
	8	Actual 2016				21.7
		2017	27.6	33.6	39.5	45.5
		2018	47.4	49.4	51.3	53.3
		2019	55.2	57.2	59.1	61.1

Proficiency SMART Goals Reading
As measured by KPREP 2016-17 52.1% of all students will score Proficient/Distinguished in Reading.
Novice Reduction SMART Goals Reading
As measured by KPREP 2016-17 Moore Middle School will reduce novice scores from 38.4% to 34.4% in 6 th grade.
As measured by KPREP 2016-17 Moore Middle School will reduce novice scores from 39.2% to 35.2% in 7 th grade.
As measured by KPREP 2016-17 Moore Middle School will reduce novice scores from 40.7% to 36.7% in 8 th grade.

Novice Reduction Delivery Targets Reading						
	2015-16 Baseline Actual	Year One 2016-17 Goal	Year Two 2017-18 Goal	Year Three 2018-19 Goal	Year Four 2019-2020	Year Five 2020-2021
Grade 6	38.4%	34.4%	30.4%	26.4%	22.4%	18.4%
Grade 7	39.2%	35.2%	31.2%	27.2%	23.2%	19.2%
Grade 8	40.7%	36.7%	32.7%	28.7%	24.7%	20.7%

Proficiency SMART Goals Mathematics
As measured by KPREP 2016-17, 45.5% of all students in grades 6, 7 and 8 at Moore Traditional School will score Proficient/Distinguished in Mathematics.
Novice Reduction SMART Goals Math
As measured by KPREP 2016-17 Moore Middle School will reduce novice from 30.3% to 27.2% in 6 th grade.
As measured by KPREP 2016-17 Moore Middle School will reduce novice from 43.3% to 39.0% in 7 th grade.
As measured by KPREP 2016-17 Moore Middle School will reduce novice from 40.7% to 36.6% in 8 th grade.

Novice Reduction SMART Goals Mathematics						
	2015-16 Baseline Actual	Year One 2016-17 Goal	Year Two 2017-18 Goal	Year Three 2018-19 Goal	Year Four 2019-2020	Year Five 2020- 2021
Grade 6	30.3%	27.2%	24.1%	21.0%	17.9%	14.8%
Grade 7	43.3%	39.0%	34.7%	30.4%	26.1%	21.8%
Grade 8	40.7%	36.6%	32.5%	28.4%	24.3%	20.2%

After each quarterly analysis of goals, describe steps the district will take if the school(s) is not making progress toward meeting the annual goals.

At the end of each quarter, the school's Instructional Leadership Team, Director of Priority Schools, Area 3 Assistant Superintendent and ETC, and Education Recovery Leader will review the data, consult, and identify necessary modifications. Changes will be incorporated into the school's 30/60/90 plan. Annually changes to school improvement plans will be incorporated into the CSIP.

Consultation

Please Note: You may only type in the gray areas.

Describe how the district collaborated with the SBDM Council and other relevant stakeholders including Board of Education members, school leadership, school staff, parents and the community during the SIG planning process. Include how stakeholders were involved in the identification of needs, development of the intervention model, and identifying best practices and research based strategies that will improve student achievement at the school. Tell how these stakeholders will continue to be involved with the implementation of the model throughout the grant cycle.

A meeting including Principals, Assistant Superintendents, ETCs, Education Recovery Leaders, the Priority School Director and Resource Development staff occurred on September 6, 2016 to discuss the SIG application template and the grant development process. Led by each school's Principal, school and Educational Recovery staff met with Resource Development at least weekly to develop each school's proposal. Assistant Superintendents attended a number of these meetings. A weekly update on the SIG applications provided to the Superintendent, Chief Academic Officer, Achievement Area Superintendents and Assistant Superintendent of Curriculum and Instruction, and their comments were incorporated. Schools discussed their plans with parents and community members at open houses and other events. Each school also consulted with their SBDM Council regarding their SIG application.

School Budget Narrative

Please Note: You may only type in the gray areas

Describe how the school intends to use the SIG funds for each year of the grant's duration. Funds must be used to implement the selected model to address the causes and contributing factors to low student achievement.

<u>Total Three Year SIG Request:</u>	<u>\$1,960,937</u>
Personnel	\$1,327,785
Fringe Benefits	\$333,652
Professional Services	\$40,000
Supplies	\$259,500

Personnel: The total personnel cost for three years is \$1,327,785

The School Improvement Grant (SIG) request includes the **salaries** of 3 FTE Master Teacher positions for each year of the three year project (district job title, Resource Teacher, work calendar 187 days). The request includes three Master Teachers ~~in mathematics~~, one per grade level, ~~and three literacy Master Teachers, one per grade level~~. A 3% increase (COLA and steps) is included in these salaries for Years 2 and 3 of the grant. The Master Teachers will teach content classes (~~literacy or math~~), provide interventions to students, and deliver job-embedded coaching to other teachers that deepens and enriches their professional practice. Master Teachers will lead their grade level PLCs and they will be tasked with establishing and scaffolding shared instructional expectations that foster consistency, equity and excellence in every classroom. Master Teachers will assist with classroom walk-throughs and lead the use of data to differentiate instruction and adjust student learning plans.

- Year 1: \$68,000 X 3 Master Teachers = \$204,000
 - Year 2: \$70,040 X 3 Master Teachers = \$210,120
 - Year 3: \$72,141.20 X 3 Master Teachers = \$216,424
- Master Teacher Salaries total **\$630,544**

~~The (SIG) request includes the salary of 1 FTE Middle School Counselor position for each year of the three year project (district job title, Middle School Counselor, work calendar 215 days). The Middle School Counselor will provide social and emotional learning supports to students.~~

- ~~• Year 1: \$89,000 X 1 Middle School Counselor = \$89,000~~
 - ~~• Year 2: \$91,670 X 1 Middle School Counselor = \$91,670~~
 - ~~• Year 3: \$94,420 X 1 Middle School Counselor = \$94,420~~
- ~~————— Middle School Counselor Salary total \$275,090~~

The (SIG) request includes the **salary** of 1 FTE PBIS Coach position for each year of the three year project (district job title, Resource Teacher, work calendar 187 days). The PBIS Coach will lead the Response to Intervention (RTI) process for behavior, train staff on the three tiers of Positive Behaviors Interventions and Supports, provide ongoing coaching to teachers as well as collect and analyze behavior data

- Year 1: \$68,000 X 1 PBIS Coach = \$68,000
- Year 2: \$70,040 X 1 PBIS Coach = \$70,040

- Year 3: \$72,141 X 1 PBIS Coach = \$72,141
 PBIS Coach Salary total **\$210,181**

The SIG request includes **stipends** for teachers to attend professional learning during the summer. **Extra service stipends for Teachers to provide additional instruction to students during their assigned planning period twice per week, with planning to occur after school, is also requested.** This plan will provide additional time for student interventions, increase teacher knowledge of high impact instructional strategies through participation in summer learning, and promote teacher retention.

- **Year 1 = \$150,414**
 After school 2 hours X 50 teachers X 28 weeks @ average hourly rate \$47.64 (\$133,392) +
 Summer PD 6.5 hours X 25 teachers X 5 days @ PD rate \$20.95 (\$17,022)
- **Year 2 = \$162,323**
 After school 2 hours X 50 teachers X 30 weeks @ average hourly rate \$48.35 (\$145,050) +
 Summer PD 6.5 hours X 25 teachers X 5 days @ PD rate \$21.26 (\$17,273)
- **Year 3 = \$162,323**
 After school 2 hours X 50 teachers X 30 weeks @ average hourly rate \$48.35 (\$145,050) +
Summer PD 6.5 hours X 25 teachers X 5 days @ PD rate \$21.26 (\$17,273)
 Teacher Stipends total **\$475,060**

The SIG request includes **substitutes** for teachers to attend Thinking Strategies professional learning. The purpose of the profession development is to improve teacher practice in the instruction of reading comprehension; to deepen teacher understanding of comprehension in relation to other essential elements of a literacy program, including the rituals and routines of a literate classroom; to improve assessment strategies to promote best practices in instruction; and to create a common language across disciplines for conversations and practice around literacy and reading comprehension.

- Year 1: 8 teachers X 4 days x \$150 per substitute = \$4,800
- Year 2: 6 teachers X 4 days x \$150 per substitute = \$3,600
- Year 1: 6 teachers X days X \$150 per substitute = \$3,600
 Substitutes Total **\$12,000**

Benefits: The total cost for benefits over three years is \$333,652

BENEFITS	Year 1	Year 2	Year 3	Project Total
Life Insurance	\$216.00	\$216.00	\$216.00	\$648.00
Liability Insurance	\$173.00	\$173.00	\$173.00	\$519.00
Long Term Disability	\$816.00	\$840.00	\$864.00	\$2,520.00
FICA	\$0.00	\$0.00	\$0.00	\$0.00
Medicare Match	\$6,195.00	\$6,470.00	\$6,590.00	\$19,255.00
KTRS	\$68,801.00	\$71,842.00	\$73,194.00	\$213,837.00
CERS	\$0.00	\$0.00	\$0.00	\$0.00
Unemployment	\$1,792.00	\$1,899.00	\$1,899.00	\$5,590.00
Workers Compensation	\$1,155.00	\$1,204.00	\$1,228.00	\$3,587.00
Health Insurance	\$28,800.00	\$28,800.00	\$28,800.00	\$86,400.00
State Life Insurance	\$48.00	\$48.00	\$48.00	\$144.00
State Administrative Fee	\$384.00	\$384.00	\$384.00	\$1,152.00
<i>BENEFITS TOTAL</i>	<i>\$108,380.00</i>	<i>\$111,876.00</i>	<i>\$113,396.00</i>	<i>\$333,652.00</i>

Professional Services: The total cost of professional services over three years is \$40,000

- Year 1: Thinking Strategies: 8 attendees X \$2,000 each = \$16,000
- Year 1: Thinking Strategies: 6 attendees X \$2,000 each = \$12,000
- Year 1: Thinking Strategies: 6 attendees X \$2,000 each = \$12,000

Professional Services Total **\$40,000**

Supplies: The total cost of supplies over three years is \$259,500.

- Year 1 = **\$193,500**

Assessments, ~~including math screener~~ \$15,000 + Go Math \$78,000 + Math Inventory \$16,000 + Intervention supplies \$4,500 (\$500 per instructional team X 9 teams) + Technology \$80,000 (ten sets of 30 Chromebooks and charging/storage charts for students to use for literacy and math interventions (\$8,000 per set X 10 sets)

Year 2 = **\$33,000**

Assessments \$15,000 + Reading Plus \$13,500 + Intervention Supplies \$4,500

- Year 3 = **\$33,000**

- Assessments \$15,000 + Reading Plus \$13,500 + Intervention Supplies \$4,500

Supplies total **\$259,500**

Year One	\$745,094
Year Two	\$602,959
<u>Year Three</u>	<u>\$612,884</u>
SIG TOTAL	\$1,960,937

Describe how the school aligned multiple state and federal funds with the selected intervention model. (May include, but are not limited to, Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

The district and school will invest general funds, Family Resource/Youth Service Center, Title I, Title II and Title III funds to support Moore Traditional Middle School's Improvement efforts. In addition, US Department of Education funding for a School Climate Transformation grant will provide training, coaching and resources to Moore's SIG-Funded Positive Behaviors Interventions and Support Coach. A US Department of Education School Turnaround Grant will provide National Institute for School Leadership (NISL) training to the Principal, Assistant Principals and School Leaders as requested. The district's Data Management and Program Evaluation Department, Curriculum Specialists, Pupil Personnel, Academic Support Services, Professional Development staff, English as a Second Language, Exceptional Child Education and other district programs will likewise support Moore's school improvement work.

Year 1 School Budget

Please Note: You may only type in the gray areas.

District Jefferson County Public Schools
School Moore Traditional Middle School

MUNIS Code	Description of Activity	Amount Requested
110	3 Master Teachers (3 Math & 3 Literacy), PBIS Coach, Counselor	\$272,000
111		\$
112		\$
113	Stipends for Teachers to provide additional instruction during planning period (with planning to occur afterschool) and summer PD	\$150,414
120	Substitutes	\$ 4,800
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211	Life Insurance	\$ 216
212		\$
213	Liability Insurance	\$ 173
214		\$
215	Long Term Disability	\$ 816
216		\$
219		\$
220		\$
221		\$
222	Medicare Match	\$ 6,195
231	KTRS	\$ 68,801
232		\$

MUNIS Code	Description of Activity	Amount Requested
233		\$
240		\$
250		\$
251		\$
253	Unemployment	\$ 1,792
260	Workers Compensation	\$ 1,155
270		\$
291		\$
292		\$
293		\$
294	Health Insurance	\$ 28,800
295	State Life insurance	\$ 48
296	State Administrative Fee	\$ 384
297		\$
321		\$
322		\$
335		\$
338	Professional Services	\$ 16,000
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$

MUNIS Code	Description of Activity	Amount Requested
453		\$
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$
585		\$
586		\$
591		\$
592		\$
610		\$
616		\$

MUNIS Code	Description of Activity	Amount Requested
617		\$
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643	Curriculum, Intervention, Assessment Supplies	\$113,500
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734	Technology: Chromebooks and carts	\$ 80,000
735		\$
739		\$
810		\$
894		\$
Total Amount Requested by School Year 1		\$745,094

Year 2 School Budget

Please Note: You may only type in the gray areas.

District Jefferson County Public Schools
School Moore Traditional Middle School

MUNIS Code	Description of Activity	Amount Requested
110	3 Master Teachers (3 Math & 3 Literacy), PBIS Coach, Counselor	\$280,160
111		\$
112		\$
113	Stipends for Teachers to provide additional instruction during planning period (with planning to occur afterschool) and summer PD	\$162,323
120	Substitutes	\$ 3,600
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211	Life Insurance	\$ 216
212		\$
213	Liability Insurance	\$ 173
214		\$
215	Long Term Disability	\$ 840
216		\$
219		\$
220		\$
221		\$
222	Medicare Match	\$ 6,470
231	KTRS	\$ 71,842
232		\$

MUNIS Code	Description of Activity	Amount Requested
233		\$
240		\$
250		\$
251		\$
253	Unemployment	\$ 1,899
260	Workers Compensation	\$ 1,204
270		\$
291		\$
292		\$
293		\$
294	Health Insurance	\$ 28,800
295	State Life Insurance	\$ 48
296	State Administrative Fee	\$ 384
297		\$
321		\$
322		\$
335		\$
338	Professional Services	\$ 12,000
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$

MUNIS Code	Description of Activity	Amount Requested
453		\$
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$
585		\$
586		\$
591		\$
592		\$
610		\$
616		\$

MUNIS Code	Description of Activity	Amount Requested
617		\$
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643	Curriculum, Intervention, Assessment Supplies	\$ 33,000
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734		\$
735		\$
739		\$
810		\$
894		\$
Total Amount Requested by School Year 2		\$602,959

Year 3 School Budget

Please Note: You may only type in the gray areas.

District Jefferson County Public Schools
School Moore Traditional Middle School

MUNIS Code	Description of Activity	Amount Requested
110	3 Master Teachers (3 Math & 3 Literacy), PBIS Coach, Counselor	\$288,565
111		\$
112		\$
113	Stipends for Teachers to provide additional instruction during planning period (with planning to occur afterschool) and summer PD	\$162,323
120	Substitutes	\$ 3,600
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211	Life Insurance	\$ 216
212		\$
213	Liability Insurance	\$ 173
214		\$
215	Long Term Disability	\$ 864
216		\$
219		\$
220		\$
221		\$
222	Medicare Match	\$ 6,590
231	KTRS	\$ 73,194
232		\$

MUNIS Code	Description of Activity	Amount Requested
233		\$
240		\$
250		\$
251		\$
253	Unemployment	\$ 1,899
260	Workers Compensation	\$ 1,228
270		\$
291		\$
292		\$
293		\$
294	Health Insurance	\$ 28,800
295	State Life insurance	\$ 48
296	State Administrative Fee	\$ 384
297		\$
321		\$
322		\$
335		\$
338	Professional Services	\$ 12,000
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$

MUNIS Code	Description of Activity	Amount Requested
453		\$
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$
585		\$
586		\$
591		\$
592		\$
610		\$
616		\$

MUNIS Code	Description of Activity	Amount Requested
617		\$
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643	Curriculum, Intervention, and Assessment Supplies	\$ 33,000
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734		\$
735		\$
739		\$
810		\$
894		\$

Total Amount Requested by School Year 3	\$612,884
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----- End of School Application -----

THIS BOARD AGENDA CONTAINS INFORMATION FOR CERTIFIED AND CLASSIFIED PERSONNEL THAT WAS APPROVED BY THE SUPERINTENDENT BEGINNING JUNE 16, 2016 – JULY 13, 2016.

EMPLOYMENT - ADMINISTRATOR(S)

<u>Name</u>	<u>Position/Location</u>	<u>Effective Date</u>	<u>Action</u>
1. Arnold, Tonya L.	From: Goal Clarity Coach Rangeland Elementary To: Elementary School Assistant Principal Fern Creek Elementary	07/16/16	
2. Frohoff, Karen H.	To: Director Exceptional Child Education VanHoose Education Center	08/01/16	
3. Fulk, Robert S.	To: Principal High School Moore Traditional School	07/01/16	
4. Monksadamson, Brenda G.	From: Goal Clarity Coach Dixie Elementary To: Middle School Assistant Principal Stuart Middle	07/11/16	
5. Thomas, Barry C.	To: Manager Employee Development VanHoose Education Center	07/06/16	

REASSIGNMENT - ADMINISTRATOR(S)

<u>Name</u>	<u>Position/Location</u>	<u>Effective Date</u>	<u>Action</u>
1. Aberli, Jennifer R.	From: Specialist III Gheens Academy To: ELA Curriculum Specialist GR 9-12 Gheens Academy	07/01/16	
2. Atkinson, Charles D.	From: Middle School Assistant Principal Moore Traditional School To: Elementary School Assistant Principal Fairdale Elementary	07/23/16	
3. Baldwin, Jack L.	From: Specialist II VanHoose Education Center To: Benefits Specialist VanHoose Education Center	07/01/16	
4. Carrell, Denise M.	From: Specialist II Gheens Academy To: ELA Curriculum Specialist GR 6-8 Gheens Academy	07/01/16	
5. Colley, Jennifer E.	From: Specialist II Gheens Academy To: Professional Development Specialist VanHoose Education Center	07/01/16	
6. Daniel, William R., Jr.	From: Specialist III Gheens Academy To: Social Studies Curriculum Specialist K-12 Gheens Academy	07/01/16	