

Kentucky Department of Education
 District Application for School Improvement Funds (Section 1003g)
 Turnaround Model (KY HB 176 Restaffing Model)

Cover Page

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

District <i>Jefferson County Public Schools</i>	DISTRICT Mailing Address	
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	Street Address 2	<i>Van Hoose Education Center, 3rd Floor</i>
Position <i>Director, Priority Schools</i>	City	<i>Louisville, Kentucky</i> ZIP <i>40218</i>
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Email <i>marco.munoz@jefferson.kyschools.us</i>	CONTACT Mailing Address (if different)	
	Street Address 1	<i>same as above</i>
Submission Date <small>(office use only)</small>	Street Address 2	
	City	ZIP
	Phone	

District Name		NCES ID#	Total Awarded
<i>Jefferson County Public School</i>		<i>2102990</i>	\$
	School Name	NCES ID#	Intervention
1	<i>Roosevelt-Perry Elementary School</i>	<i>210299000773</i>	Turnaround Model
2			Turnaround Model
3			Turnaround Model
4			Turnaround Model
5			Turnaround Model
6			Turnaround Model

District Verification

The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants 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.



Superintendent Signature

10/06/16
Date



Notary Public

1/27/2019
My commission expires

Notary seal

ch

District Actions

If not all Priority Schools are served, identify the school(s) and explain why they 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. Roosevelt-Perry has selected the Turnaround Model and Byck and Moore have selected the Transformation Model.

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 School Improvement Grants (SIG) program schools, additional funding, and use of external resources.

KDE's District Diagnostic Review conducted in March 2016 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 others close to meeting exit criteria.

The district 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 associated 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. The Achievement Area Assistant Superintendent and their Evaluation Transition Coordinator (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 onsite coaching.

Roosevelt Perry Elementary School has selected the Turnaround model. All of the Turnaround components will be addressed in the school's improvement plan: (1) effective principals (2) use of locally adopted turnaround competencies to review and select staff for school (3) select and implement an instructional model based on student needs (4) provide high quality job-embedded professional development (5) use of data to identify and implement an instructional program that is research-based and promotes the continuous use of student data (6) establish schedules and strategies that provide increased learning time for both students and teachers (7) provide social-emotional and community-oriented services and supports for students and families as appropriate (8) implement a new governance structure to allow for enhanced collaboration and clear oversight of work (9) provide operational flexibility and sustained support and ensure ongoing technical assistance and (10) establish a system to collect data for the required leading indicators for schools receiving SIG funds.

Effective principals (Turnaround #1): *At the time of its review, Roosevelt-Perry had hired its principal within the previous two years as part of its intervention plan. The current Principal was hired effective July 28, 2014. KDE's Diagnostic Review of Roosevelt-Perry indicated the Principal does have the capacity to lead the school's turnaround efforts. Because we know an effective principal is a key component to turnaround, the Assistant Superintendent and ETC for Achievement Area 6 will support the Principal in planning, problem-solving, securing needed resources, and benchmarking progress for the school's Turnaround efforts.*

Use locally adopted turnaround competencies to review and select staff for school (Turnaround #2): *On May 10, 2010, the Jefferson County Board of Education approved the Kentucky Teacher Standards as the local standards used to screen and hire the faculty and staff at schools implementing the turnaround model. These standards measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students.*

Select and implement an instructional model based on student needs (Turnaround #3): *Roosevelt-Perry will use the Professional Learning Communities (PLC) model reinforcing effective practice in priority schools as outlined in the district's policy. This model requires collaborative groups of teachers to develop standards-based lessons, common assessments, examine student data and adjust the instructional program to meet individual student learning needs. This adaptive model will improve student achievement. Roosevelt-Perry's Instructional Leadership Team (Principal, Assistant Principal, Goal*

Clarity Coach, Magnet Coordinator and ECE Consulting Teacher) will provide guidance and support to ensure PLCs are implemented with fidelity.

Providing high quality, job-embedded professional development (Turnaround #4):

Roosevelt-Perry has established a schedule that provides teachers with job embedded professional development aligned with the instructional program. Teachers have release time during the school day for extended planning and learning time for PLCs. The district's content specialists are available to consult with school leaders to help Goal Clarity Coaches and/or department heads create effective professional development to support student learning.

Implementing a research-based instructional program (Turnaround #5): *The district focuses instruction around the Professional Learning Communities framework (DuFour, 2004). The objectives for PLCs are:*

- *Plan collaboratively using established, professional learning community protocols;*
- *Plan instruction aligned to the standards with goal clarity;*
- *Develop and implement frequent formative assessments to guide and inform instruction;*
- *Develop and implement common assessments aligned to the standards;*
- *Analyze assessment data to determine students who have and have not yet reached proficiency;*
- *Develop interventions that provide additional time and support for students who have not yet mastered the standards;*
- *Develop extension and enrichment activities for students who have reached proficiency;*
- *Use assessment data to identify successful instructional practices that can be utilized by all PLC members to improve student achievement;*
- *Continuously monitor student progress and celebrate student successes.*

Increasing learning time (Turnaround #6): *Currently, Roosevelt-Perry offers daytime extended school services. Students receive extra literacy instruction by a retired JCPS teacher two days per week. The Literacy Coach provides certified instructional support to facilitate small, focused groups to address the needs of Tier 2 and 3 students performing at the novice or apprentice levels. In addition, the school's Master Schedule has been adjusted, so students will participate in literacy and math interventions during four additional periods per week. Three SIG-funded Instructors are requested to provide student interventions during these times and to assist with leveled, small group instruction. The Principal will lead a PLC designed for the new teachers who have been hired as part of the turnaround model. The new Teacher PLC will meet after school twice monthly. All teachers will have additional after school time for collaborative learning along with extensive summer professional development opportunities.*

Provide social-emotional and community-oriented services and supports for students and families as appropriate (Turnaround #7): *The district has provided the Student Response Team (SRT) to support schools on three levels. There is an SRT team at the local school site that addresses most issues. There is a second tier of response at the regional level where a group of central office responders are called in to support the school in addressing a student's social needs. Then, there is a third level of response, the district level SRT, that is called in to support students who are in a crisis and need the strongest supports. All three levels are designed to give the student, the family, the classroom and the school a menu of strategies and services to meet specific needs. In addition, priority schools are all provided ongoing PBIS training and support enhancing the work of their SRTs and overall ability to meet the social-emotional needs of students. The SRT teams will ensure that their systems of support are aligned to meet the needs of students.*

Implement a new governance structure to allow for enhanced collaboration and clear oversight of work (Turnaround #8): KDE's Diagnostic Review indicated the School-Based Decision-Making Council (SBDM) does have the capacity to fulfill its responsibilities and support Roosevelt-Perry's Turnaround plans. The Principal will work closely with the district's SBDM Specialist to determine the needs of the SBDM Council. Together the Specialist and the Principal will map out the steps the school must take to strengthen the structures that are in place to run the school.

Providing operational flexibility (Turnaround #9): Priority schools have the ability to write a special budget to the district to request funding for programs that support improvement work at the school. These requests are carefully considered by the Superintendent and if found to be central to the work, they are funded. In addition, as a Priority School, Roosevelt-Perry is exempt from any requirements that mandate placement of voluntary or overstaffed employees until it is no longer identified as low achieving. Roosevelt-Perry will be able to participate in the staff transfer process, but it will not be required to select any staff from the transfer list. Since Roosevelt-Perry is identified as a Priority School, it will receive *its* transfer list one week earlier than other schools.

Establishing a system of data collection (Turnaround #10): The district has a well-developed data collection system that supports 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 the 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 to 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 (CSIP) 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.

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 school(s') intervention model to address the causes and contributing factors to low student achievement at each of the school(s).

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 the training and attendance needs of new teachers.

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, and Section 7 dollars to support Roosevelt-Perry's School Improvement efforts. US Department of Education funding for a School Climate Transformation grant will provide training and resources to the school's PBIS Coach. A Turnaround School Leaders grant is providing National Institute for School Leadership (NISL) Executive Development training to the Principal. Roosevelt-Perry's Assistant Principal and Goal Clarity Coach will participate in Cohorts 2 and 3 of the NISL training. An AmeriCorps Grant supports the placement of an AmeriCorps Member at the school to mentor students and address the school's high rates of absenteeism. A grant from the CE&S Foundation is also helping to address chronic absenteeism and truancy. Extended School Services funding supports a part-time Literacy Coach.

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

JCPS is providing the following supports to Roosevelt-Perry:

- General Funds, Title I funds, Extended School Services funds, and Section 7 funding
- NISL professional development for the Principal
- PBIS Coach
- Family Resource Center Coordinator
- Part-time Literacy Coach
- Mental Health Counselor
- SRT/Behavior Coach
- ECE Consulting Teacher

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

Turnaround Model (KY HB 176 Restaffing Model) Permissible Activities:

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.

Roosevelt-Perry Elementary 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. The following day staff began analyzing the findings. A media release summarizing the report was sent to parents and community members on March 31, 2016. The same day school staff meet with the KDE Education Recovery support team to discuss next steps and begin to create systems to address the five improvement priorities detailed in the report.

In April, the school consulted with the Assistant Superintendent for Achievement Area 6 and the Education Recovery Leader to discuss next steps. The Principal met with the district’s SBDM Specialist and Priority School Director to review the intervention models and the process for SBDM decision-making. On April 13, the Principal met with the Director of Human Resources to discuss the implications of each model. The next day a faculty meeting was held for staff to discuss the school improvement options.

On April 18, 2016, the SBDM met. The Director of Priority Schools attended and explained the available models to the Council. The Council discussed the choices and recommended the Turnaround or Restaffing Model to the Board of Education as the best fit for the school’s needs. The BOE discussed the cohort 4 priority schools at its May 10, 2016 meeting and approved the use of the Turnaround Model at Roosevelt- Perry.

In preparation for the 2016-2017 school year, fifteen teachers attended EnVisions math and instructional leadership professional development from May 31st through June 3rd. On July 13-15th, teachers participated in initial Thoughtful Education Literacy training. A summer institute for teachers new to priority schools was held on July 28th and July 29th. Twelve Roosevelt-Perry Teachers attended. From July 25th to August 5th, all staff attended professional development that covered multiple topics, including an introduction to the Fundamental Five, Positive Behaviors Interventions and Supports, developing classroom management plans, and trauma training.

*The 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 Open House the school held on September 7, 2016. The SBDM discussed the SIG application at its September 21, 2016 meeting. The Instructional Leadership Team (ILT) met on September 22, conferring on the proposal. The ILT shared grant components 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 teachers attending Summer Institute	\$ 4,085
120		\$
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221		\$
222	Medicare Match	\$ 59
231	KTRS	\$ 658
232		\$

MUNIS Code	Description of Activity	Amount Requested
233		\$
240		\$
250		\$
251		\$
253	Unemployment	\$ 41
260	Workers Compensation	\$ 11
270		\$
291		\$
292		\$
293		\$
294		\$
295		\$
296		\$
297		\$
321		\$
322	Education Consultant	\$12,000
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		\$16,854

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 teachers attending Summer Institute	\$ 4,146
120		\$
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221		\$
222	Medicare Match	\$ 60
231	KTRS	\$ 668
232		\$
233		\$

MUNIS Code	Description of Activity	Amount Requested
240		\$
250		\$
251		\$
253	Unemployment	\$ 41
260	Workers Compensation	\$ 11
270		\$
291		\$
292		\$
293		\$
294		\$
295		\$
296		\$
297		\$
321		\$
322	Education Consultant	\$12,000
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		\$16,926

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 teachers attending Summer Institute	\$ 4,146
120		\$
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221		\$
222	Medicare Match	\$ 60
231	KTRS	\$ 668
232		\$
233		\$

MUNIS Code	Description of Activity	Amount Requested
240		\$
250		\$
251		\$
253	Unemployment	\$ 41
260	Workers Compensation	\$ 11
270		\$
291		\$
292		\$
293		\$
294		\$
295		\$
296		\$
297		\$
321		\$
322	Education Consultant	\$12,000
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	\$16,926
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School Application

District Jefferson County Public Schools
School Roosevelt-Perry Elementary School

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.

The majority of students at Roosevelt-Perry score in the novice category at all levels in all subjects. Only 5th grade math, at 46.8%, saw less than a majority of students score as novice.

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	62.6	21.3	12.9	3.2

Level	% Novice	% Apprentice	% Proficient	% Distinguished
3 rd Grade Reading	64.8	22.2	13.0	0.0

3 rd Grade Reading Gap Groups	% Novice	% Apprentice	% Proficient	% Distinguished
All Students	64.8	22.2	13.0	0.0
Male	65.6	25.0	9.4	0.0
Female	63.6	18.2	18.2	0.0
White (non-Hispanic)	40.0	30.0	30.0	0.0
African American	72.1	20.9	7.0	0.0
Hispanic	0.0	0.0	100.0	0.0
English Language Learners	100.0	0.0	0.0	0.0
Free/Reduced Lunch	65.4	21.2	13.5	0.0
Disability with an IEP	71.4	28.6	0.0	0.0
Non-duplicated gap group	64.8	22.2	13.0	0.0

Level	% Novice	% Apprentice	% Proficient	% Distinguished
4 th Grade Reading	61.1	24.1	11.1	3.7

4 th Grade Reading Gap Groups	% Novice	% Apprentice	% Proficient	% Distinguished
All Students	61.1	24.1	11.1	3.7
Male	68.0	20.0	12.0	0.0
Female	55.2	27.6	10.3	6.9
White (non-Hispanic)	55.6	33.3	11.1	0.0
African American	64.1	23.1	7.7	5.1
Hispanic	100.0	0.0	0.0	0.0
English Language Learners	100.0	0.0	0.0	0.0
Free/Reduced Lunch	61.5	23.1	11.5	3.8
Disability with an IEP	87.5	12.5	0.0	0.0
Non-duplicated gap group	61.1	24.1	11.1	3.7

Level	% Novice	% Apprentice	% Proficient	% Distinguished
4 th Grade Language Mechanics	57.4%	27.8%	11.1%	3.7%

4 th Grade Language Mechanics Gap Groups	% Novice	% Apprentice	% Proficient	% Distinguished
All Students	57.4%	27.8%	11.1%	3.7%
Male				
Female				
White (non-Hispanic)	55.6%	33.3%	11.1%	0.0%
African American	61.5%	23.1%	12.8%	2.6%
Hispanic	0.0%	100.0%	0.0%	0.0%
English Language Learners	0.0%	100.0%	0.0%	0.0%
Free/Reduced Lunch	55.8%	28.8%	11.5%	3.8%
Disability with an IEP	100.0%	0.0%	0.0%	0.0%
Non-duplicated gap group	57.4%	27.8%	11.1%	3.7%

Level	% Novice	% Apprentice	% Proficient	% Distinguished
5 th Grade Reading	61.7	17.0	14.9	6.4

5 th Grade Reading Gap Groups	% Novice	% Apprentice	% Proficient	% Distinguished
All Students	61.7	17.0	14.9	6.4
Male	65.2	8.7	21.7	4.3
Female	58.3	25.0	8.3	8.3
White (non-Hispanic)	85.7	0.0	14.3	0.0
African American	61.1	19.4	16.7	2.8
Hispanic	0.0	100.0	0.0	0.0
English Language Learners	66.7	33.3	0.0	0.0
Free/Reduced Lunch	63.0	17.4	15.2	4.3
Disability with an IEP	83.3	16.7	0.0	0.0
Non-duplicated gap group	63.0	17.4	15.2	4.3

Level	% Novice	% Apprentice	% Proficient	% Distinguished
5 th Grade On-Demand Writing	66.0%	27.7%	6.4%	0

5 th Grade On-Demand Writing Gap Groups	% Novice	% Apprentice	% Proficient	% Distinguished
All Students	66.0%	27.7%	6.4%	0
Male				
Female				
White (non-Hispanic)	71.4%	28.6%	0.0%	0
African American	69.4%	27.8%	2.8%	0
Hispanic	0.0%	0.0%	100.0%	0
English Language Learners	66.7%	0.0%	33.3%	0
Free/Reduced Lunch	67.4%	26.1%	6.5%	0
Disability with an IEP	83.3%	0.0%	16.7%	0
Non-duplicated gap group	67.4%	26.1%	6.5%	0

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 3	Proficiency Assessment		15.4		33.3
ELA/Reading Grade 4	Proficiency Assessment		18.9		20.0
ELA/Reading Grade 5	Proficiency Assessment		19.1		13.6

Elementary School	Assessment	Proficiency 3		Proficiency 4	
		Goal	PA3	Goal	PA4
ELA/Reading Grade 3	Proficiency Assessment		16.7		14.6
ELA/Reading Grade 4	Proficiency Assessment		29.4		27.7
ELA/Reading Grade 5	Proficiency Assessment		25.5		6.8

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	56.1	29.7	12.3	1.9

Level	% Novice	% Apprentice	% Proficient	% Distinguished
3 rd Grade Mathematics	57.4	37.0	5.6	0.0

3 rd Grade Math Gap Groups	% Novice	% Apprentice	% Proficient	% Distinguished
All Students	57.4	37.0	5.6	0.0
Male	50.0	43.8	6.3	0.0
Female	68.2	27.3	4.5	0.0
White (non-Hispanic)	40.0	40.0	20.0	0.0
African American	62.8	37.2	0.0	0.0
Hispanic	0.0	0.0	100.0	0.0
English Language Learners	0.0	100.0	0.0	0.0
Free/Reduced Lunch	59.6	34.6	5.8	0.0
Disability with an IEP	71.4	28.6	0.0	0.0
Non-duplicated gap group	57.4	37.0	5.6	0.0

Level	% Novice	% Apprentice	% Proficient	% Distinguished
4th Grade Mathematics	63.0	22.2	13.0	1.9

4th Grade Math Gap Groups	% Novice	% Apprentice	% Proficient	% Distinguished
All Students	63.0	22.2	13.0	1.9
Male	84.0	8.0	8.0	0.0
Female	44.8	34.5	17.2	3.4
White (non-Hispanic)	66.7	22.2	11.1	0.0
African American	66.7	20.5	10.3	2.6
Hispanic	0.0	100.0	0.0	0.0
English Language Learners	50.0	50.0	0.0	0.0
Free/Reduced Lunch	61.5	23.1	13.5	1.9
Disability with an IEP	100.0	0.0	0.0	0.0
Non-duplicated gap group	63.0	22.2	13.0	1.9

Level	% Novice	% Apprentice	% Proficient	% Distinguished
5th Grade Mathematics	46.8	29.8	19.1	4.3

5th Grade Math Gap Groups	% Novice	% Apprentice	% Proficient	% Distinguished
All Students	46.8	29.8	19.1	4.3
Male	56.5	21.7	17.4	4.3
Female	37.5	37.5	20.8	4.2
White (non-Hispanic)	42.9	28.6	14.3	14.3
African American	50.0	33.3	16.7	0.0
Hispanic	0.0	0.0	100.0	0.0
English Language Learners	66.7	0.0	33.3	0.0
Free/Reduced Lunch	47.8	30.4	17.4	4.3
Disability with an IEP	83.3	0.0	16.7	0.0
Non-duplicated gap group	47.8	30.4	17.4	4.3

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

Elementary School	Assessment	Proficiency 1		Proficiency 2	
		Goal	PA1	Goal	PA2
Mathematics Grade 3	Proficiency Assessment		3.9		17.6
Mathematics Grade 4	Proficiency Assessment		7.7		16.0
Mathematics Grade 5	Proficiency Assessment		19.1		4.5

Elementary School	Assessment	Proficiency 3		Proficiency 4	
		Goal	PA3	Goal	PA4
Mathematics Grade 3	Proficiency Assessment		2.1		14.3
Mathematics Grade 4	Proficiency Assessment		29.4		17.6
Mathematics Grade 5	Proficiency Assessment		8.7		12.8

BRIGANCE DATA

School Name	% Kindergarten Ready				Physical Development Average/Above Average			
	2012-2013	2013-2014	2014-2015	2015-2016	2012-2013	2013-2014	2014-2015	2015-2016
Roosevelt Perry	17.3	34.2	26.3	15.3	37.3	32.9	39.4	22.2

School Name	Language Development Average/ Above Average				Academic/Cognitive Average/Above Average			
	2012-2013	2013-2014	2014-2015	2015-2016	2012-2013	2013-2014	2014-2015	2015-2016
Roosevelt Perry	37.3	54.4	38.2	52.8	53.3	20.2	14.5	8.3

School Name	Social Emotional Average/Above Average				Self Help Average/Above Average			
	2012-2013	2013-2014	2014-2015	2015-2016	2012-2013	2013-2014	2014-2015	2015-2016
Roosevelt Perry	66.2	71.8	60.5	75.0	54.1	62.8	52.6	59.7

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

Attendance Data

STUDENT ATTENDANCE RATES

2015-16 Student Attendance

	pm 01	pm 02	pm 03	pm 04	pm 05	pm 06	pm 07	pm 08	pm 09	pm 10	Total ATTENDANCE %
ELEMENTARY AVERAGE	97.1 %	96.1 %	95.9 %	95.5 %	92.7 %	95.6 %	94.6 %	95.0 %	95.6 %	93.3 %	95.2 %
ROOSEVELT PERRY	95.7 %	95.0 %	94.6 %	94.8 %	90.4 %	93.5 %	93.7 %	94.6 %	93.9 %	90.2 %	93.9 %
00	94.9 %	94.8 %	95.2 %	95.5 %	89.4 %	93.2 %	93.5 %	94.4 %	93.4 %	87.1 %	93.6 %
01	94.9 %	94.4 %	92.5 %	93.9 %	89.2 %	92.0 %	92.5 %	93.0 %	92.7 %	90.1 %	92.7 %
02	95.9 %	94.3 %	94.9 %	94.8 %	92.5 %	94.1 %	92.6 %	95.0 %	94.2 %	92.6 %	94.2 %
03	96.0 %	94.6 %	93.3 %	94.3 %	89.3 %	93.0 %	94.6 %	96.7 %	95.0 %	91.4 %	94.0 %
04	97.1 %	96.7 %	96.4 %	95.7 %	91.9 %	94.6 %	95.6 %	95.9 %	94.7 %	92.6 %	95.3 %
05	96.2 %	96.3 %	95.8 %	95.6 %	90.6 %	95.8 %	95.8 %	93.7 %	94.5 %	87.7 %	94.7 %
SC	91.3 %	92.1 %	91.8 %	89.5 %	84.1 %	84.5 %	85.8 %	88.3 %	88.1 %	89.3 %	88.3 %

2013-14 & 2014-15 Student Attendance

School Name	Year	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	Annual
Roosevelt Perry Elementary	2014	97.1	95.1	94.0	92.8	89.7	93.4	92.9	93.8	93.9	79.3	93.4
	2015	96.5	94.9	94.5	92.8	93.0	94.2	92.5	94.2	93.2	85.0	93.6

TEACHER ATTENDANCE RATES

School Name	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Roosevelt-Perry ES	90.80	95.54	90.94	94.89	94.80	94.36	95.61	94.63	94.57	96.10

Retention Rates

Elementary Schools	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Roosevelt Perry ES	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

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
Expelled, not receiving services (SSP2)	0	0	0	**	**	**	**	0	0	0	0	0
Out-of-School suspensions (SSP3)	2	121	0	**	**	**	**	9	110	22	62	132
Corporal Punishment (SSP5)	0	0	0	**	**	**	**	0	0	0	0	0
In-School Removal (INSR)	0	0	0	**	**	**	**	0	0	0	0	0
Restraint (SSP7)	1	115	0	**	**	**	**	5	95	26	37	121
Seclusion (SSP8)	0	0	0	**	**	**	**	0	0	0	0	0
Unilateral Removal by School Personnel (IAES1)	0	0	0	**	**	**	**	0	0	0	0	0
Removal by Hearing Officer(IAES2)	0	0	0	**	**	**	**	0	0	0	0	0
Total	3	236	0	**	**	**	**	14	205	48	99	253
% of Total Resolutions	1.2%	93.3%	0.0%	**	**	**	**	5.5%	81.0%	19.0%		

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
Expelled, not receiving services (SSP2)	0	0	0	*	*	*	*	0	0	0	0	0
Out-of-School suspensions (SSP3)	12	108	1	*	*	*	*	2	90	33	123	123
Corporal Punishment (SSP5)	0	0	0	*	*	*	*	0	0	0	0	0
In-School Removal (INSR)	0	4	0	*	*	*	*	0	1	3	4	4
Restraint (SSP7)	4	96	0	*	*	*	*	7	94	13	106	107
Seclusion (SSP8)	0	6	0	*	*	*	*	0	4	2	1	6
Unilateral Removal by School Personnel(IAES1)	0	0	0	*	*	*	*	0	0	0	0	0
Removal by Hearing Officer(IAES2)	0	0	0	*	*	*	*	0	0	0	0	0
Total	16	214	1	*	*	*	*	9	189	51	234	240
% of Total Resolutions	6.7%	89.2%	0.4%	*	*	*	*	3.8%	78.8%	21.3%		

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.

Data from the BRIGANCE assessment shows only 15.3% of Roosevelt-Perry students start school kindergarten ready. Similarly, 2015-2016 scores indicate a scant 8.3% of students entering kindergarten were assessed as average or above average on the BRIGANCE academic and cognitive measures. Student mobility is an issue. At 16.4%, Roosevelt-Perry's student mobility rate is 7 points higher than the district's elementary school average. Most importantly, significant numbers of students experience mental health or behavioral issues resulting from exposure to trauma, grief and anger.

Every student at Roosevelt-Perry will benefit from additional academic and social-emotional supports. Students need more challenging learning experiences with high expectations; rigorous instruction that more actively engages them; and more frequent feedback from teachers. Curriculum and instruction needs to be more fully aligned with standards and assessments to routinely gauge student progress and personalize instruction. Teachers need additional support in analyzing and interpreting data. Teacher induction and coaching need to be enhanced to increase the use of high-yield instructional strategies. As a Magnet Technology School, there is a substantial need for more opportunities for students to use technology to conduct research, solve problems and learn collaboratively.

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

Improvement Priorities

Priority 1 (AdvancED Indicator 3.1): Collaboratively develop, implement and monitor a schoolwide instructional process that clearly conveys learning expectations and requires teachers to use high yield instructional strategies (e.g., student collaboration, self-reflection, development of critical thinking skills, exemplars, differentiated instruction, intervention, student feedback) in response to findings from analyzing multiple forms of data (e.g., formative assessments, classroom observation data) to inform instructional modifications.

Priority 2 (AdvancED Indicators 1.2 and 3.1): Create and consistently implement challenging student learning tasks anchored in an aligned curriculum that provides equitable opportunities for students to develop learning, thinking and life skills in preparation for success at the next level.

Priority 3 (AdvancED Indicator 3.2): Design and implement a systematic process by which curriculum (e.g., vertical and horizontal alignment), instruction (e.g., instructional delivery, lesson pacing, differentiated instruction) and assessment (e.g., formative, summative) practices are monitored and modified in response to data from multiple assessments.

Priority 4 (AdvancED Indicator 5.4): Develop and implement a systematic process that guarantees school leaders and teachers are trained in the evaluation and interpretation of data and that teachers use findings to determine verifiable improvements in student learning, including readiness and success at the next level.

Priority 5 (AdvancED Indicator 3.4): Establish and implement a systematic process for school leaders to monitor the implementation of high yield instructional practices (e.g., student feedback, differentiation, intervention, student collaboration) and provide feedback to teachers beyond the formal evaluation process to ensure practices are aligned with the school's values and beliefs.

Describe why this intervention model was selected to meet the improvement needs of the school.

After the diagnostic review, the Principal consulted with the Achievement Area 6 Assistant Superintendent, KDE Education Recovery staff, SBDM Specialist, and Director of Human Resources to discuss the improvement models and collect information and input. The Principal also held faculty meetings to share the information and discuss the models with staff. The SBDM met with the Director of Priority Schools who explained the available intervention models.

These stakeholder discussions acknowledged that Roosevelt-Perry had been struggling for several years to improve reading and math proficiency levels. It was evident a brave and bold change was needed to point the school in a new direction. After considering the options, the SBDM made the difficult decision to recommend the Turnaround or Restaffing Model to the Board of Education (BOE). The BOE discussed the school improvement plans for the cohort 4 schools at its May 10, 2016 meeting. At that meeting, the Board of Education agreed with the SBDM's recommendation and approved the Turnaround Model for Roosevelt-Perry.

Required Turnaround Activities

Turnaround Model (KY HB 176 Restaffing Model)

Will the principal be replaced? (A principal hired in the last two years as part of an intervention plan does not have to be replaced). Documentation must be submitted verifying the hire date for both a newly hired and retained principal.

Roosevelt-Perry hired its current Principal on July 28, 2014 as part of its intervention plan. Please see the attached personnel action approved by the Board of Education at its August 11, 2014 meeting. KDE's Diagnostic Review determined the Principal has the ability to lead Roosevelt-Perry's Turnaround efforts. The review also indicated that the School Based Decision Making Council has the capacity to continue its roles and responsibilities.

Describe the operational flexibility (e.g., staffing, calendars/time, and budgeting) the principal will have 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 develop a calendar, 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 exempt 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.

Explain the process used to measure the effectiveness of staff to determine those that will be retained. (Must rehire no more than 50% of staff, select new staff)

On May 10, 2010, the Jefferson County Board of Education approved the Kentucky Teacher Standards as the local standards used to screen and hire the faculty and staff at schools implementing the turnaround model. These standards measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students. The standards include:

Standard 1: The Teacher Demonstrates Applied Content Knowledge

Standard 2: The Teacher Designs and Plans Instruction

Standard 3: The Teacher Creates and Maintains Learning Climate

Standard 4: The Teacher Implements and Manages Instruction

Standard 5: The Teacher Assesses and Communicates Learning Results

Standard 6: The Teacher Demonstrates the Implementation of Technology

Standard 7: Reflects on and Evaluates Teaching and Learning

Standard 8: Collaborates with Colleagues/Parents/Others

Standard 9: Evaluates Teaching and Implements Professional Development
Standard 10: Provides Leadership Within School/Community/Profession

The re-staffing process included:

- *The school overstaffed its certified instructional staff. Staff wishing to remain at the school were required to go through an application and interview process.*
- *Using the Kentucky Teacher Standards adopted by the Board of Education, teachers were chosen by a selection committee.*
- *The school-based selection committee included two Jefferson County Teacher Association (JCTA) representatives and two administration representatives.*

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

Teacher incentives include meaningful professional development opportunities, stipends for additional afterschool collaboration, increased school technology resources, and priority school supports such as SIG requested funding for three Instructors to scaffold student learning by providing literacy and math interventions as well as a PASS Coach ~~and additional Mental Health Counselor~~ to assist with student social and emotional needs.

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

The school schedule addresses Teacher professional development needs by providing time during the school day for a PLC meeting and a collaborative planning session each week. In addition, the Instructional Leadership Team is each assigned a group of teachers to support. The ILT conducts daily walk-throughs for every Teacher using the eWalk tool. After the observation, eWalk emails a summary to the teacher.

The Instructional Leadership Teams consulted with teachers and has developed a professional development plan that includes:

Year One

New Teacher PLC, two hours afterschool each month, led by Principal

Stipends for additional afterschool time for teachers to collaboratively plan

Three days of Fundamental Five PD (summer)

One day for phase two of Thoughtful Education Literacy PD (teachers have already participated in initial Thoughtful Education Literacy PD) (summer)

Three days for Thoughtful Education Math PD (summer)

Two days for ReadyGEN Literacy PD (summer)

Teacher Leads (one per grade level) participate in 2 days of Thoughtful Education Instructional Coaching

Years Two and Three

New Teacher PLC, two hours afterschool monthly, led by Principal

Stipends for additional afterschool time for teachers to collaboratively plan

Week of Teacher summer PD

Teacher Leads participate in 8 days of Thoughtful Education Instructional Coaching and in-depth Fundamental Five

Identify the new governance structure (e.g., hire turnaround leader, contract with a management company, SBDM Council loses authority) in place and explain why it was selected.

Through training opportunities and coaching, there will be enhancements to the governance structure. The Diagnostic Review determined both the Principal and the SBDM have the capacity to lead the school. The Principal is participating in NISL Executive Development training and plans to have her Assistant Principal and Goal Clarity Coach attend the second and third NISL cohorts. The Principal is also working with the district's SBDM Specialist to identify additional training and resources that are available to enhance the Council's effectiveness.

Describe the research based literacy and math program that will address the previously identified causes and contributing factors to low student achievement. Explain how both programs are vertically aligned by grade and to state academic standards.

Roosevelt-Perry's school improvement plans include providing Fundamental Five professional development to staff to improve its school-wide instructional process. The school also plans to supply Thoughtful Education Literacy and Math resources and training to teachers. Roosevelt-Perry has selected the ReadyGen Literacy curriculum and EnVision 2.0 Math curriculum. SIG-funds are being requested for the Thoughtful Education and ReadyGen curriculum and training. The school purchased EnVision 2.0 Math using other funding and has providing two days of program training to teachers.

Roosevelt-Perry has established a Response to Intervention/Multi-Tiered System of Supports Committee. Using KPREP scores, the Committee reviews student data to identify students in need of Tier 2 and Tier 3 Interventions. The RTI/MTSS Committee establishes student learning goals. The Committee meets monthly to review student data and adjust each student's learning plan as necessary. The Committee will assess both student academic and social-emotional learning needs.

The school master schedule has been adjusted to provide time for enrichment and interventions during the school day. Three SIG-funded Instructors are requested to provide literacy and math interventions to students. These Instructors will use a push-in/pull-out model. They will visit classrooms to assist with instruction and pull students out to provide leveled, small group instruction.

Describe the plan for the continuous use of student data (e.g., formative, interim, 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 select or 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.

Roosevelt-Perry will follow the district's assessment guidelines and complete interim assessments approximately every six to nine weeks. The Measures of Academic Progress (MAP) will be administered three times a year (i.e. August/September, December and April/May). Other universal screening, diagnostic or progress monitoring tools from the Bellarmine Literacy Project (i.e. Developmental Spelling Assessment and the Phonemic Awareness Test (PAT)) will be used by grade level PLCs as appropriate. Interim assessments will be used to monitor student skill development, instructional groupings, and intervention effectiveness.

Each unit of the math and literacy curriculums include a diagnostic pre-test (Test A) and a summative assessment (Test B). Review of formative, interim and summative assessment data will occur in PLCs to inform planning and differentiate instruction. The Instruction Leadership Team will review data for each assessment cycle and provide guidance and feedback to the PLCs. The RTI/MTSS Committee will also review student data at its monthly meetings to modify intervention plans and identify additional learning/enrichment opportunities as indicated.

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

Roosevelt-Perry has modified its Master Schedule to establish four additional periods per week during which students will receive extra math and literacy instruction. The SIG-funded Instructors will deliver Tier 2 and Tier 3 interventions during these times to identified students. They will also provide additional instructional support in the classroom and lead small group pull-out sessions as needed. An afterschool new Teacher PLC led by the Principal will be provided twice each month. Additional afterschool time for teacher collaboration will also be provided with SIG support to enhance instructional cycle planning to unpack the standards, assure horizontal and vertical alignment, and establish clear learning targets.

Identify appropriate social-emotional and community-oriented services provided for students and explain how they will reduce barriers to learning.

Roosevelt-Perry has a Family Resource Center Coordinator who builds and maintains relationships with community partners to address social and emotional needs of students and their families. Current partnerships include:

- *Big Brothers/Big Sisters*
- *Boy/Girl Scouts*
- *Center for Women and Families (domestic abuse shelter and aftercare service provider),*
- *Kentucky Harvest*
- *Kentucky Lions Eye Foundation*
- *Kroger*
- *Legal Aid Society*
- *Louisville Metro Government*
- *Louisville Metro Housing Authority*
- *Neighborhood Place (one-stop human services provider)*
- *Northwest AHEC (health services)*
- *Portland Promise Center*
- *The Plymouth Center*
- *The Urban League*
- *Seven Counties (mental and behavioral health service provider)*
- *several community churches*
- *University of Louisville ABI (provides therapy sessions to students)*

In addition, the school participates in the district's Positive Behaviors Interventions and Supports (PBIS) work. PBIS is a framework that helps school leaders identify the best strategies to improve behavior. Instead of a reactive and punitive response to behavior, PBIS stresses a proactive and positive one, which can help boost student achievement and play a role in overall school improvement. There are four integrated elements: data for decision making, measurable outcomes, practices that outline appropriate behavior and support students

who need interventions, and systems that hold staff accountable for implementing the practices. PBIS prompts schools to analyze discipline data and make informed decisions to create a positive learning culture. Roosevelt-Perry uses the framework to build positive relationships between faculty, staff, and students.

Roosevelt-Perry also has a Mental Health Counselor to provide support to students who need additional developmental guidance, are coping with trauma or crisis, have difficulty with peer relations, are anxious due to a separation or divorce or have difficulty managing anger. The Counselor provides individual and small group support to meet student social and emotional needs.

Roosevelt-Perry participates in REACH CORPS, 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 Reach Corps 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

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 Turnaround 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. JCPS is an urban district.

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

Turnaround Model (KY HB 176 Restaffing Model) Permissible Activities:

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

Describe the new school model (e.g., themed, dual language academy, etc.) being implemented and how it will improve student achievement.

Roosevelt-Perry is a Technology Magnet School. That model will be enhanced. During the Diagnostic Review, auditors observed 18 classrooms. The majority, 94%, did not offer any instances of students using digital tools to communicate or facilitate learning. The review noted, “there were minimal opportunities for students to use technology to conduct research, solve problems and work collaboratively.” In addition, of the seven learning environment categories, digital learning was ranked lowest, with a score of 1.2 on a 4 point scale. The review concluded, “Although Roosevelt-Perry is considered a Magnet Technology School,

classroom observations revealed that student use of technology was primarily superficial or non-existent.”

The school is working to include more technology into its classrooms. Title I funds have been used to purchase classroom sets of Chromebooks (30 tablets per set, with one set per grade level) as well as mobile carts. Ten Chromebooks were provided to the school’s Exceptional Child Education (ECE) team. New computers have been placed in the computer lab and there are four student desktop computers in each classroom as a result of Title I technology and Kentucky Education Technology System (KETS) funds. A request for additional technology, especially touchscreen displays, is part of the school’s SIG budget. Enhancing the school’s technology resources and magnet theme is a means of increasing student engagement, a way to develop increased higher order thinking (investigating, evaluating, synthesizing and applying), and a key method for differentiating instruction.

Initial teacher training on how to use the requested technology will be provided by the vendor. The district offers a series of five afterschool trainings led by Computer Education Support staff on how to productively use SMART technology in the classroom to differentiate instruction and enhance student engagement. Teachers at Roosevelt-Perry will attend this professional learning, either for PD credit or stipend. In addition, Roosevelt-Perry’s Technology Magnet Coordinator will attend an annual train the trainer professional learning conference. The Technology Magnet Coordinator will develop regular, ongoing staff training to be provided to teachers at Faculty meetings and afterschool (twice during the fall and twice during the spring for two hours each). A technology in the classroom component will likewise be part of the summer professional learning furnished to teachers (two sessions will be provided lasting three hours each). Extra service and travel is requested for the Technology Magnet Coordinator to develop the technology training component.

Explain how the district plans to ensure the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of teacher seniority.

Roosevelt-Perry 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. Roosevelt-Perry will participate in the staff transfer process, but it will not be required to select any staff from the transfer list. Since it is a Priority School, Roosevelt-Perry will receive their 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, both diagnostic and proficiency assessments, and Specialists who work closely with Goal Clarity Coaches and/or Department Heads around effective delivery of content to produce higher student achievement. Specialists help schools ensure that classroom materials and interventions are aligned with the standards.

Either the Area 6 Assistant Superintendent or ETC will conduct weekly walk-throughs at Roosevelt-Perry and provide feedback. Area 6 leadership will make connections to district programs and services, particularly to address novice reduction needs. The Area 6 Assistant Superintendent holds Principal PLCs to review data, assess progress on the 30/60/90 plan and discuss the Principal and school’s growth plans. In addition, the Priority School Office, Achievement Area 6, 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.

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

The district will provide a summer institute. Created by experienced priority teachers for new priority school teachers, the summer institute will provide an introduction to priority school settings and offer cultural proficiency training. The institute will also cover classroom management, instructional best practices, using formative assessments and data, differentiating instruction and student engagement strategies.

The district will provide NISL training to priority school leaders and PBIS coaching to teachers and staff. In addition, the district' Coordinator for Professional Development will consult with the Director of Priority Schools, Area Assistant Superintendents, and Principals to identify other priority school professional 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. Roosevelt Perry is an elementary school.

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

Not applicable. Roosevelt Perry is an elementary school.

Identify the strategies in place to increase graduation rates.

Not applicable. Roosevelt Perry is an elementary school.

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

Roosevelt-Perry will establish a Parent Institute to improve the home – school connection. The institute will provide incentives for families to attend, such as pizza night or ice cream socials. The institute will discuss school improvement activities with parents and collect their feedback. Useful and fun ways for parents to engage in learning activities with their student will be supplied. Information about available resources at the school, in the district and within the community will be shared.

The Louisville Urban League is located across the street from Roosevelt-Perry. Urban League Staff are given one half hour per week to visit the school and mentor students. Mentors read with students, do math problems and assist with other learning tasks. Students benefit from having the one-on-one or small group time with their mentor/role models.

Identify the strategies implemented to improve school climate and discipline and explain how this will improve student achievement.

During the 2014-2015 school year, there were 123 student suspensions at Roosevelt-Perry, the highest number of elementary suspensions in the district. The district has 89 elementary schools, nearly 10% of all elementary suspensions occurred at Roosevelt-Perry. There is a substantial need for crisis, grief, anger and trauma counseling. Roosevelt-Perry is requesting SIG support for a PASS Coach ~~and a Mental Health Counselor~~ to address student social-emotional learning needs, improve student behavior and enhance school culture.

The Positive Approach to Student Success or PASS program was developed by a behavior specialist and licensed psychologist to serve students with serious emotional and behavioral disorders within mainstream education settings. PASS combines targeted and intensive social skills instruction with behavior coaching and monitoring to support students and teachers. The program teaches students classroom expectations and appropriate behaviors. Pre-Placement includes reviewing student records to ensure less intensive interventions have occurred, developing an IEP targeting 2-3 behaviors that interfere with the student's academic and behavioral progress, and formal placement in PASS by an Admissions and Release Committee (ARC). In Phase 2, the student is placed in a PASS classroom where the PASS Coach teaches classroom expectations and focuses on each student's targeted social skills. This phase is brief and personalized. "Readiness" to move to Phase 3 occurs when the student is ready to return to the general education classroom. Monitoring and coaching of the student by the PASS Coach and Teacher occur in the general education classroom to reinforce positive behaviors. Students may return to the PASS classroom for re-orientation if they demonstrate an inability to successfully perform replacement behaviors. The PASS Coach collaborates with the student's teacher to identify and use techniques that bolster each student's replacement behaviors.

The Mental Health Counselor will use a push in/pull out model. They will provide social-emotional skills development in the classroom and pull-out students needing extra support within small group settings. The Counselor will identify student needs during Brunch 'n Talks and Lunch 'n Talks and follow-up with students and families to address their needs as appropriate. The Mental Health Counselor will make referrals to additional community services such as the Center for Women and Families or Seven Counties Services.

Both the PASS Coach and Mental Health Counselor will serve on the school's RTI/MTSS Committee. They will assist teachers and staff in implementing PBIS strategies, creating a safe school environment, and monitoring data to assure every student receives all needed supports.

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

To address disparities in Kindergarten Readiness, the district has established a month-long summer camp. JCPS piloted the kindergarten camp during the summer of 2015. The project scale was limited to three sites and less than 300 students, however the results were extremely positive. A pre-test using the district-created EMBARK assessment was administered at the beginning of the camp, and it showed 51% of children were projected to be kindergarten ready. Using the same assessment, the projected readiness rate at the end of the camp rose to 73% for participating children, representing a 22 percentage point gain.

During the summer of 2016, the camps were offered at six different locations serving a thousand children. The district will support Roosevelt-Perry by helping to recruit incoming kindergarteners from its resides area to the Ready 4K Camps for the summer of 2017 and ongoing.

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 should be reflected in the school budget.

In preparation for the 2016-2017 school year, twelve new teachers were hired. 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 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 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 Open House the school held on September 7, 2016. The SBDM discussed the SIG application at its September 21, 2016 meeting. The Instructional Leadership Team (ILT) met on September 22, conferring on the proposal. The ILT shared grant components with their instructional teams to collect their feedback.

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 with Achievement Area Assistant Superintendents, district content specialists, and KDE Educational 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 to analyze data (i.e. behavioral, CASCADE, walk-throughs, etc.) The goal of the Principal PLCs is to 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).

How the school will evaluate the impact of SIG-funded initiatives on student learning and the effectiveness of the supports it is providing:

Extensive professional development is planned to enhance teacher professional practice and content knowledge. To assess the impact of this professional learning on instruction, grade level PLCs will develop weekly common formative assessments. Each week the PLCs will review data from the assessments to determine the impact of instruction on student content mastery, identify differences in student learning needs and modify instruction or re-teach concepts as indicated.

Each member of the Instruction Leadership Team has been assigned a group of classrooms for which they are responsible for providing instructional support. The ILT Team will conduct walk-throughs using the eWalk instrument on a daily basis to monitor the use of high yield instructional strategies and provide immediate feedback to teachers via email. The Area 6 Assistant Superintendent or their ETC will conduct building and classroom walk-throughs weekly to assess school/classroom routines and instructional practices. Feedback by the Assistant Superintendent or ETC will be provided to the Principal or Assistant Principal. The Instructional Leadership Team will meet weekly to review PLC, walk-through, and intervention data.

The school will administer the Measures of Academic Progress (MAP) and District Literacy and Math Assessments quarterly. Data from these assessments will be reviewed by PLCs and the Instructional Leadership Team to determine the extent to which SIG-funded strategies are improving student learning.

The Multi-Tiered System of Supports/Response to Intervention Team (MTSS/RTI) will establish intervention plans for students requiring additional literacy and math support. The Team will meet monthly to review intervention data to determine if the provided strategies are effective and each student is progressing or if adjustments need to be made.

As part of the MTSS/RTI process, the SIG-funded Instructor III's - who will provide daily math and literacy interventions to students - will supply intervention data to the MTSS/RTI leader, who is the school's ECE Consulting Teacher. The ECE Consulting Teacher has rights to the Intervention Tab and will enter data for students being served by literacy and math interventions into the Tab along with data on behavioral interventions.

The Student Response Team/PBIS Team, which will include the PASS Coach, will meet weekly to review student behavior data. The PASS Coach will train teachers on PASS methods and effective classroom behavior strategies. The SRT/PBIS Team will be responsible for developing student behavior support plans. The Team will hold an initial meeting with parents, teachers and support staff to discuss the plans. Every six weeks each student's behavior support plan will be reviewed and adjustments and follow-up with parents and teachers will occur as necessary. At its weekly meetings, the SRT/PBIS Team will review data from the PASS classroom, PBIS efforts as well as behavioral data such as attendance and suspensions provided to the school by the district's Data Management Planning and Program Evaluation Department through data dashboards.

The MTSS/RTI Lead/ECE Teacher will develop training for staff on collecting and analyzing intervention and behavioral data. Extra service, travel and conference registration costs for the ECE Teacher to attend a train the trainer professional learning conference and develop a continuing staff training component is requested. The ECE Teacher will offer this training to teachers during afterschool sessions (twice in the fall and twice in the spring) and during the summer professional learning scheduled for teachers.

Teachers will reflect on the SIG-funded professional learning and its impact on their professional practice as part of their use of the TPGES tool. Student growth goals will provide another means of assessing the impact of SIG-funded strategies on student learning.

Using the ELEOT tool, district staff along with ERSs and ERLs will conduct an off-year Diagnostic Review of the school to evaluate continuous improvement efforts and track progress in achieving the project's SMART goals. These monitoring tools are in addition to the 30/60/90 day plays, quarterly Priority School report, and CSIP discussed above.

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

The administrative team will review data gained 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 will assign teachers to the appropriate courses and grade-levels to maximize the achievement of the school's improvement goals and in accordance with JCTA/BOE contract agreements.

*Roosevelt-Perry 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.*

Roosevelt-Perry will assign teachers intentionally to match strengths with student needs and to increase collaboration potential within PLC and interdisciplinary teams. Roosevelt- Perry will provide 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.

Roosevelt-Perry is using school-level extended school services funds to support a Literacy Coach. The school used Title I and KETS funds to purchase four student desktop computers for each classroom and grade level sets of Chromebooks to enhance its magnetism as a Technology Magnet School. It used school-level funds to purchase a new mathematics curriculum Envision 2.0. SIG summer grants were used to provide professional development to new Teachers during the summer of 2016 and other professional development was provided by offering PD credit to teachers.

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

Roosevelt-Perry will produce a monthly Parent Newsletter that keeps families informed regarding improvement plans and school activities. The newsletter will notify parents of upcoming meeting schedules and invite them to get involved by serving on the Communications Committee or SBDM Council. The school currently offers Family Involvement Nights every semester and is in the process of establishing a Parent Institute in partnership with the Louisville Urban League. The Parent Institute will occur once in the fall and again in the spring to collect input on school improvement efforts and discuss approaches for family learning in literacy, math and social and emotional well-being. The Urban League will contribute information about its programs (financial literacy, housing counseling and workforce development).

The school will offer a Back to School Bash in the late summer, so incoming students may meet their teachers, receive school supplies, and learn about district programs and family resources available in the community. An Open House will likewise be held in September to share school activities and community resources with families.

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 intervention model. 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 Turnaround 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.*

Identify 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.

Roosevelt-Perry has made extensive staffing changes and developed a detailed plan for staff professional development. The planned PD includes the Fundamental Five as well as Thoughtful Education Literacy and Math strategies. Initial training began during the summer 2016 and will continue for the next three years with SIG support. In addition to the Thoughtful Education training provided to all Teachers, one Teacher from each grade level will be selected to participate in Thoughtful Education Instructional coaching rounds. These Teachers will enhance their practice and develop their leadership skills to coach and support other teachers on their grade level teams.

To further support instruction, additional time has been provided for PLCs. The Master Schedule has been modified to increase time for literacy and math interventions. Roosevelt-Perry has purchased the EnVision 2.0 mathematics curriculum and provided curriculum training to staff. The school has researched the ReadyGEN curriculum. With SIG support, Roosevelt-Perry will purchase the ReadyGEN curriculum and provide aligned professional learning to Teachers.

The SBDM has reviewed its policies and procedures and made changes to support school improvement priorities, for example, moving from the Care for Kids to the Positive Behaviors Interventions and Supports social and emotional learning model.

Identify supports, outside the district, (e.g., 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.

Roosevelt-Perry participates in the Bellarmine University Literacy Project, which targets high-need elementary schools. Schools were selected by data analysis and commitments by principals, SBDM Councils and teachers. The project provides intentional professional development to improve literacy instruction in the classroom. Roosevelt-Perry teachers and the principal engage in ongoing coursework offered by Bellarmine University. Teachers are learning key literacy strategies that, when implemented with fidelity, improve student literacy outcomes. The Bellarmine Literacy Project supports the district's Third-Grade Pledge to Proficiency, an effort to ensure all students are reading on grade level at the end of third grade. Bellarmine prepares an annual performance report, which was presented to the Board of Education in August. Based on the project measures, students are demonstrating statistically significant gains in literacy skills (sight-word reading, phonics/word knowledge, and passage reading).

Roosevelt-Perry plans to contract with Education Consultants with expertise in the Fundamental Five, Thoughtful Education, and other proven improvement practices. All consultants will be researched to determine they possess the necessary experience and credentials. Consultants will be issued contracts that detail the scope of work to be provided and specify deliverables. These contracts will be reviewed and approved by the Board of Education. Principals and the Director of Priority Schools will be responsible for monitoring consultants to assure they are accountable for their performance as stipulated in their written agreements.

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.

While the level of funding from SIG funds cannot be maintained, refinement of the PLC system for curriculum alignment, instructional planning, establishing clear learning targets, using formative and summative assessments, providing multiple interventions, and routine data analysis should become the new norm and build a lasting culture of high expectations for students and collaborative professional learning for staff.

In addition, the intensive professional development SIG funding will provide will build instructional capacity, increase the use of high yield instructional strategies, and establish a firm foundation for ongoing school improvement. The district will continue to provide a Goal Clarity Coach and an ECE Consulting Teacher to sustain continuous improvement efforts. Funds for these positions have come from various sources including general funds and Title I.

Data that will be regularly collected, monitored and evaluated to maintain progress towards annual goals include:

- *Attendance – student and teacher*
- *Suspensions*
- *Retentions*
- *Behavior data*
- *Formative Assessments*
- *MAP*
- *District Assessments*
- *KPREP Proficiency Assessments*
- *Intervention Learning*

- *Enrichment*
- *Classroom Observation/Walk Through Data*
- *Lesson Plans*

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 staff will use student learning and behavioral data during PLCs on a weekly basis to review and adjust improvement initiatives to align practice with 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. Roosevelt-Perry'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 and the Teachers, one per grade level, who will participate in the Thoughtful Education instructional coaching. The intent is for these Teachers to become building Leaders that mentor and coach developing teachers.

Timeline

Develop a timeline that describes the steps necessary to implement the intervention model through the grant’s duration. 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.

STEPS	Daily	Weekly	Monthly	Quarterly	Bi-Annually	Annually
Restaffing based on local standards						X
Master Schedule adjustments						X
District and school policy review						X
Diagnostic Review using AdvancED standards for continuous improvement – provided by KDE or during “off” year through a partnership between district and Education Recovery Leaders and Specialists						X
PLCs instructional planning and data review		X				
SRT/PBIS Team student and school behavior data review		X				
PBIS, AmeriCorps, Social/Emotional supports	X					
Positive Approach to Student Success Program	X					
Instructional Leadership Team (ILT) (Principal, Assistant Principal, Goal Clarity Coach, ECE Consulting Teacher)		X				
RtI/MTSS Committee intervention data progress monitoring			X			
Tier 2 and Tier 3 Literacy and Math Interventions	X					
In classroom literacy and math differentiation and support	X					

STEPS	Daily	Weekly	Monthly	Quarterly	Bi-Annually	Annually
Classroom walk-throughs by ILT with immediate feedback to teachers	X					
Common Formative Assessments		X				
MAP				X		
District Intermediate Assessments				X		
KPREP Summative Assessments						X
30/60/90 Plan			X			
KDE Priority School Report				X		
Comprehensive School Improvement Plan						X
Teacher Growth Planning using PGES						X
Fundamental Five Professional Learning- All Teachers						Summer 2017
Fundamental Five – in-depth for Teacher Leads Years 2 & 3				8 days		
Thoughtful Education Literacy – All Teachers						Summer 2017
Thoughtful Education Math – All Teachers						Summer 2017
Thoughtful Education Instructional Coaching (Monthly for grade level Teacher Leaders in Years 2 & 3)			X			
Teacher after school collaboration time			Every 2 weeks			
New Teacher PLCs led by Principal			Every 2 weeks			
SBDM			X			
Walk-through by Achievement Area Assistant Superintendent or ETC and consultation with Principal		X				
Parent Newsletter			X			
Family Nights					X	
Parent Institute					X	
Back to School Events						X
Open House					X	

Annual Goals

Develop **annual** S.M.A.R.T. goals (Goals must be Specific, Measureable, 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.

SMART GOALS

Annual Proficiency Goals by Content Area

Roosevelt-Perry Elementary School – All Students					
CONTENT AREA	% Proficient/ Distinguished	Baseline 2015-2016	Year One 2016-17	Year Two 2017-18	Year Three 2018-19
Reading	Delivery Target	37.0	44.9	52.8	60.7
Reading	Actual Score	16.1			
Math	Delivery Target	34.4	42.6	50.8	59.0
Math	Actual Score	14.2			

*Annual Smart Goals are based on the KDE delivery targets.

ANNUAL SMART GOALS – ALL STUDENTS – READING AND MATHEMATICS

Roosevelt-Perry Elementary School will increase reading proficiency for all students from 16.1% in 2016 to 44.9% by 2017 as indicated by state assessment results.

Roosevelt-Perry Elementary School will increase reading proficiency for all students from 44.9% in 2017 to 52.8% by 2018 as indicated by state assessment results.

Roosevelt-Perry Elementary School will increase reading proficiency for all students from 52.8% in 2018 to 60.7% by 2019 as indicated by state assessment results.

Roosevelt-Perry Elementary School will increase mathematics proficiency for all students from 14.2% in 2016 to 42.6% by 2017 as indicated by state assessment results.

Roosevelt-Perry Elementary School will increase mathematics proficiency for all students from 42.6% in 2017 to 50.8% by 2018 as indicated by state assessment results.

Roosevelt-Perry Elementary School will increase mathematics proficiency for all students from 50.8% in 2018 to 59% by 2019 as indicated by state assessment results.

Annual Proficiency Goals by Content Area and Grade Level

Roosevelt-Perry Elementary School					
CONTENT AREA	Grade	Baseline 2015-2016	Year One 2016-17	Year Two 2017-18	Year Three 2018-19
Reading	3	13.0	41.5	49.4	60.7
Reading	4	14.8	43.3	51.2	60.7
Reading	5	21.3	49.8	57.7	60.7
Math	3	5.6	34.6	46.8	59.0
Math	4	14.9	42.9	50.9	59.0
Math	5	23.4	49.9	54.5	59.0

*Annual Smart Goals are based on the KDE delivery targets.

ANNUAL SMART GOALS – BY GRADE LEVEL – READING

Roosevelt-Perry Elementary School will increase reading proficiency for third grade students from 13% in 2016 to 41.5% by 2017 as indicated by state assessment results.

Roosevelt-Perry Elementary School will increase reading proficiency for third grade students from 41.5% in 2017 to 49.4% by 2018 as indicated by state assessment results.

Roosevelt-Perry Elementary School will increase reading proficiency for third grade students from 49.4% in 2018 to 60.7% by 2019 as indicated by state assessment results.

Roosevelt-Perry Elementary School will increase reading proficiency for fourth grade students from 14.8% in 2016 to 43.3% by 2017 as indicated by state assessment results.

Roosevelt-Perry Elementary School will increase reading proficiency for fourth grade students from 43.3% in 2017 to 51.2% by 2018 as indicated by state assessment results.

Roosevelt-Perry Elementary School will increase reading proficiency for fourth grade students from 51.2% in 2018 to 60.7% by 2019 as indicated by state assessment results.

Roosevelt-Perry Elementary School will increase reading proficiency for fifth grade students from 21.3% in 2016 to 49.8% by 2017 as indicated by state assessment results.

Roosevelt-Perry Elementary School will increase reading proficiency for fifth grade students from 49.8% in 2017 to 57.7% by 2018 as indicated by state assessment results.

Roosevelt-Perry Elementary School will increase reading proficiency for fifth grade students from 57.7% in 2018 to 60.7% by 2019 as indicated by state assessment results.

ANNUAL SMART GOALS – BY GRADE LEVEL – MATHEMATICS

Roosevelt-Perry Elementary School will increase mathematics proficiency for third grade students from 5.6% in 2016 to 34.6% by 2017 as indicated by state assessment results.

Roosevelt-Perry Elementary School will increase mathematics proficiency for third grade students from 34.6% in 2017 to 46.8% by 2018 as indicated by state assessment results.

Roosevelt-Perry Elementary School will increase mathematics proficiency for third grade students from 46.8% in 2018 to 59% by 2019 as indicated by state assessment results.

Roosevelt-Perry Elementary School will increase mathematics proficiency for fourth grade students from 14.9% in 2016 to 42.9% by 2017 as indicated by state assessment results.

Roosevelt-Perry Elementary School will increase mathematics proficiency for fourth grade students from 42.9% in 2017 to 50.9% by 2018 as indicated by state assessment results.

Roosevelt-Perry Elementary School will increase mathematics proficiency for fourth grade students from 50.9% in 2018 to 59% by 2019 as indicated by state assessment results.

Roosevelt-Perry Elementary School will increase mathematics proficiency for fifth grade students from 23.4% in 2016 to 49.9% by 2017 as indicated by state assessment results.

Roosevelt-Perry Elementary School will increase mathematics proficiency for fifth grade students from 49.9% in 2017 to 54.5% by 2018 as indicated by state assessment results.

Roosevelt-Perry Elementary School will increase mathematics proficiency for fifth grade students from 54.5% in 2018 to 59% 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

ROOSEVELT-PERRY ELEMENTARY SCHOOL	YEAR	Q1	Q2	Q3	Q4
READING	2016				16.1
	2017	23.3	30.5	37.7	44.9
	2018	46.8	48.8	50.8	52.8
	2019	54.7	56.7	58.7	60.7
MATH	2016				14.2
	2017	19.2	24.3	29.3	34.4
	2018	36.4	38.5	40.5	42.6
	2019	46.7	50.8	54.9	59.0

Quarterly Proficiency Goals by Content Area and Grade Level

ROOSEVELT-PERRY ELEMENTARY SCHOOL	GRADE	YEAR	Q1 Goal	Q2 Goal	Q3 Goal	Q4 Goal
Reading	3	Actual 2016				13.0
		2017	20.1	27.2	34.3	41.5
		2018	43.4	45.4	47.4	49.4
		2019	52.2	55.0	57.8	60.7
	4	Actual 2016				14.8
		2017	21.9	29.0	36.1	43.3
		2018	45.2	47.2	49.2	51.2
		2019	53.5	55.9	58.3	60.7
	5	Actual 2016				21.3
		2017	28.4	35.5	42.6	49.8
		2018	51.7	53.7	55.7	57.7
		2019	58.45	59.2	59.9	60.7

ROOSEVELT-PERRY ELEMENTARY SCHOOL	GRADE	YEAR	Q1 Goal	Q2 Goal	Q3 Goal	Q4 Goal	
Math	3	Actual 2016				5.6	
		2017	12.8	20.1	27.3	34.6	
		2018	37.6	40.7	43.7	46.8	
		2019	49.8	52.9	55.9	59.0	
	4	Actual 2016					14.9
		2017	21.9	28.9	35.9	42.9	
		2018	44.9	46.9	48.9	50.9	
		2019	52.9	54.9	56.9	59.0	
	5	Actual 2016					23.4
		2017	30.0	36.6	43.2	49.9	
		2018	51.0	52.2	53.3	54.5	
		2019	55.6	56.7	57.8	59.0	

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 Instructional Leadership Team, Director of Priority Schools, Area 6 Assistant Superintendent and ETC, and Educational 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 Manager 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 was shared with the Superintendent, Chief Academic Officer and 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 applications.

School Budget Narrative

Please Note: You may only type in the gray areas. The budget must include a minimum amount of \$50,000 per school per year and may not exceed \$2 million per school per year.

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>\$1,371,923</u>
Personnel	\$647,919
Fringe Benefits	\$229,323
Travel	\$8,064
Curriculum, Technology, Books and Supplies	\$377,617
Education Consultants	\$109,000

Personnel: The total personnel cost for three years is 647,919.

The School Improvement Grant (SIG) request includes the **salaries** of 3 FTE Instructor positions for each year of the three year project (district job title, Instructor III, work calendar 187 days). Each Instructor will provide leveled, small group instruction and classroom support in Literacy or Math to students identified for Tier 2 or Tier 3 interventions. A 3% increase (COLA and steps) is included in these salaries for Years 2 and 3 of the grant.

- Year 1: \$26,000 X 3 Instructors = \$78,000
- Year 2: \$26,780 X 3 Instructors = \$80,340
- Year 3: \$27,583 X 3 Instructors = \$82,750

Instructor III Salaries total **\$241,090**

~~The (SIG) request includes the salary of 1 FTE Mental Health Counselor position for each year of the three-year project (district job title, Mental Health Counselor, work calendar 195 days). The Mental Health Counselor will provide social and emotional learning supports to students, assist with PBIS implementation~~

~~as well as serve on the SRT/PBIS Team and RTI/MTSS Committee. A 3% increase (COLA and steps) is included in the salary for Years 2 and 3 of the grant.~~

- ~~• Year 1: \$48,000 X 1 Counselor = \$48,000~~
- ~~• Year 2: \$49,440 X 1 Counselor = \$49,440~~
- ~~• Year 3: \$50,923 X 1 Counselor = \$50,923~~
- ~~• Mental Health Counselor Salary total \$148,363~~

The SIG request includes the **salary** of 1 FTE Positive Approach to Student Success (PASS) Coach position for each year of the three year project (district job title, Resource Teacher, work calendar 187 days). The Coach will implement the PASS program at the school. PASS was designed by a licensed psychologist and behavior specialist to assist students with serious emotional and behavioral disorders. The PASS Coach will identify behaviors that interfere most with each student’s academic and behavioral progress, teach replacement skills, develop student understanding of classroom expectations in a PASS classroom, and facilitate the student’s return from the PASS classroom to a general education or resource setting. The PASS Coach collaborates with classroom Teachers to identify strategies best suited to supporting each student in this transition. The PASS Coach will serve on the SRT/PBIS Team and RTI/MTSS Committee. A 3% increase (COLA and steps) is included in the salary for Years 2 and 3 of the grant.

- Year 1: \$68,000 X 1 PASS Coach = \$68,000
 - Year 2: \$70,040 X 1 PASS Coach = \$70,040
 - Year 3: \$72,141 X 1 PASS Coach = \$72,141
- PASS Coach Salary total **\$210,181**

The SIG request includes **stipends** for teachers to attend professional learning during the summer and to collaborate after school. The planned PD will increase teacher knowledge and use of high-impact instructional strategies and promote teacher retention.

Year One: \$56,838

- After school 25 teachers X 24 hours @ \$20.95 per hour = \$12,570
- New Teacher PLC led by Principal 12 teachers X 2 hours X 16 weeks @ \$20.95 = \$8,045

- Summer 22 teachers X 6.5 hours X 3 days X @ \$20.95 for Fundamental Five PD = \$8,988
- Summer 40 teachers X 6.5 Hours X 2 days X @ \$20.95 for ReadyGEN Literacy PD = \$10,894
- Summer 30 teachers X 6.5 hours X 1 day X @ \$20.95 for Thoughtful Education Literacy PD = \$4,085
- Summer 30 teachers X 6.5 hours X 3 days @ \$20.95 for Thoughtful Education Math PD = \$12,256

Years Two and Three: \$42,839 each

- After school 30 teachers X 24 hours @ \$21.26 per hour = \$15,307
- New Teacher PLC led by Principal 10 teachers X 2 hours X 16 weeks @ \$21.26 = \$6,803
- Summer 30 teachers X 6.5 hours X 5 days @ \$21.26 per hour = \$20,729

Stipends total **\$142,516**

The SIG request includes **substitutes** for Teachers Leaders, one per grade level, to participate in intensive Fundamental Five professional learning during the school year and Thoughtful Education instructional coaching.

- **Year One:** 2 days X 7 Lead Teachers @ \$150 per day = **\$2,100**
- **Year Two:** 8 days X 7 Lead Teachers @ \$150 per day for Fundamental Five (\$8,400) + 2 days X 4 sessions X 6 Teachers per session @ \$150 (\$7,200) for Thoughtful Education instructional coaching rounds = **\$15,600**
- **Year Three:** 8 days X 7 Lead Teachers @ \$150 for Fundamental Five (\$8,400) + 2 days X 4 sessions X 6 Teachers per session @ \$150 (\$7,200) for Thoughtful Education instructional coaching rounds = **\$15,600**

Substitutes total **\$33,300**

The SIG request includes **extra service** for one Teacher Leader to develop and lead a PD session outside their contract calendar and for the Assistant Principal to participate in professional learning outside their work calendar. The extra service rates include a 3% increase in Years 2 and 3 for COLA and steps.

- **Year One:** Teacher Lead 1 day @ \$350 + 5 days AP @ \$360 = \$2,150
 - **Year Two:** Teacher Lead 1 day @ \$360 + 5 days AP @ \$371 = \$2,215
 - **Year Three:** Teacher Lead 1 day @ \$371 + 5 days AP @ \$382 = \$2,281
- Teacher Lead and Assistant Principal Extra Service Salary Total **\$6,646**

The SIG request includes **extra service** for the PASS Coach to participate in some of the project's planned professional development. Three days of professional learning for the PASS Coach is expected. The extra service rates include a 3% increase in Years 2 and 3 for COLA and steps.

- **Year One:** PASS Coach @ \$363 X 3 days = \$1,089
 - **Year Two:** PASS Coach @ \$373.89 X 3 days = \$1,122
 - **Year Three:** PASS Coach @ \$385 X 3 days = \$1,155
- PASS Coach Extra Service Salary Total = **\$3,366**

The SIG request includes **extra service** for one ECE Teacher Leader to attend train the trainer professional learning outside their contract calendar and develop staff training on collecting and analyzing intervention data. The extra service rates include a 3% increase in Years 2 and 3 for COLA and steps.

- **Year One:** ECE Teacher @ \$350 X 5 days = \$1,750
 - **Year Two:** ECE Teacher @ \$360.50 X 5 days = \$1,803
 - **Year Three:** ECE Teacher @ \$371.31 X 5 days = \$1,857
- ECE Teacher Extra Service Salary Total = **\$5,410**

The SIG request includes **extra service** for the Technology Magnet Coordinator to attend train the trainer professional learning outside their contract calendar and develop ongoing staff training to incorporate technology into the classroom to enhance and differentiate instruction. The extra service rates include a 3% increase in Years 2 and 3 for COLA and steps.

- **Year One:** Technology Magnet Coordinator @ \$350 X 5 days = **\$1,750**
 - **Year Two:** Technology Magnet Coordinator @ \$360.50 X 5 days = **\$1,803**
 - **Year Three:** Technology Magnet Coordinator @ \$371.31 X 5 days = **\$1,857**
- Technology Magnet Coordinator Extra Service Salary Total **\$5,410**

Extra Service Total = **\$20,832**

Personnel Category Total: **\$647,919**

Personnel Support of Project Goals:

Based on established district rates, the salary, stipend, substitute and extra service costs are reasonable and necessary to achieve project goals. This includes training teachers and administrators in high yield instructional practices, improving the effectiveness of PLCs, increasing the use of standards aligned curriculum and assessments, enhancing the use of data for continuous improvement, providing math and literacy interventions that move students to proficiency, and supporting student social and emotional learning. **It likewise includes training teachers and staff in collecting and analyzing intervention data and productively incorporating technology into instruction.** Identified personnel are crucial to meeting SMART goals for student learning and for implementing PBIS and the PASS program with fidelity to reduce barriers to learning, decrease suspensions and disciplinary referrals, and increase attendance.

Benefits: the total cost of benefits over three years is \$229,323.

	Year 1	Year 2	Year 3	Total Project
Life Insurance	\$138.00	\$141.00	\$144.00	\$423.00
Liability Insurance	\$173.00	\$173.00	\$173.00	\$519.00
Long Term Disability	\$438.00	\$450.00	\$465.00	\$1,353.00
FICA	\$4,836.00	\$4,980.00	\$5,130.00	\$14,946.00
Medicare Match	\$3,068.00	\$3,127.00	\$3,197.00	\$9,392.00
KTRS	\$21,528.00	\$21,809.00	\$22,181.00	\$65,518.00
CERS	\$14,571.00	\$15,009.00	\$15,459.00	\$45,039.00
Unemployment	\$898.00	\$894.00	\$897.00	\$2,689.00
Workers Compensation	\$572.00	\$582.00	\$594.00	\$1,748.00
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
	\$75,454.00	\$76,397.00	\$77,472.00	\$229,323.00

Travel: the total cost of travel over three years is \$8,064.

Year One: Travel for ECE Teacher and Technology Magnet Coordinator to attend train the trainer professional learning. Airfare roundtrip X 2 attendees X \$500 each = \$1,000 + Ground Transportation roundtrip X 2 attendees X \$100 each = \$200 + Per Diem @ \$36 X 2 attendees X 4 days = \$288 + Lodging 2 attendees X 3 nights X \$200 per night = \$1,200.

Year 1 Travel Total: \$2,688

Year Two: Travel for ECE Teacher and Technology Magnet Coordinator to attend train the trainer professional learning. Airfare roundtrip X 2 attendees X \$500 each = \$1,000 + Ground Transportation roundtrip X 2 attendees X \$100 each = \$200 + Per Diem @ \$36 X 2 attendees X 4 days = \$288 + Lodging 2 attendees X 3 nights X \$200 per night = \$1,200. **Year 2 Travel Total: \$2,688**

Year Three: Travel for ECE Teacher and Technology Magnet Coordinator to attend train the trainer professional learning. Airfare roundtrip X 2 attendees X \$500 each = \$1,000 + Ground Transportation roundtrip X 2 attendees X \$100 each = \$200 + Per Diem @ \$36 X 2 attendees X 4 days = \$288 + Lodging 2 attendees X 3 nights X \$200 per night = \$1,200. **Year 3 Travel Total: \$2,688**

Travel Category Total = \$8,064

Supplies: the total cost of supplies over three years is \$377,617.

- **Year One:** Library books (\$12,000) + PASS Resource books (\$75 X 4 = \$300) + ReadyGEN K-5 one-time curriculum purchase (\$77,844) + STEAM Lab supplies, learning kits, robotics, art materials (\$15,000) + Assessment and Curriculum materials (\$10,000) + Technology (\$188,473): including Interactive Flat Panel Display, 65" for 3 ECE classrooms @ \$3,899 each (\$11,697) + Interactive Flat Panel Displays, 75 inch for 23 large classrooms @ \$5,632 each (\$129,536) + Interactive Flat Panel Displays, 75 inch for 2 multi-use spaces @ \$5,199 each (\$10,398) + Smart Mount Universal Cart for 32" to 75" Displays @ \$629 X 25 rooms (\$15,725) + ProLift, Tilttable, Mobile, Electric, Height Adjustable Cart @ \$1,859 X 3 carts for ECE rooms (\$5,577) + installation (\$9,100) and installation materials (cable, HDMI converter, VGA cable @ (\$2,240) + C-Information Materials 28 @ \$150 each (\$4,200) = **\$303,617**
- **Year 2:** Library books (\$12,000) + STEAM Lab supplies, learning kits, robotics, art materials (\$15,000) + Assessment and Curriculum Materials (\$10,000) = **\$37,000**
- **Year 3:** Library books (\$12,000) + STEAM Lab supplies, learning kits, robotics, art materials (\$15,000) + Assessment and Curriculum Materials (\$10,000) = **\$37,000**

Supplies Category Total = \$377,617

Professional Services: the total cost of Education Consultants and Conference Registration over three years is \$109,000.

- **Year 1:** Fundamental Five (2 days for spring school-wide assessment and 3 days to lead summer teacher PD) @ \$6,000 each (\$30,000) + Thoughtful Education 3 days for summer PD @ \$7,000 each (\$21,000) + ReadyGEN PD @ \$8,400 = **\$59,400**
- **Year 2:** Fundamental Five 3 days for onsite coaching @ \$6,000 each (\$18,000) + Thoughtful Education Instructional Coaching Rounds 4 days @ \$7,000 each (\$28,000) = **\$46,000**
- **Year 3: \$0**

Education Consultants Total = **\$105,400**

Year One: Conference registration for ECE Teacher and Technology Magnet Coordinator to attend train the trainer professional learning @ \$600 X 2 attendees = \$1,200

Year Two: Conference registration for ECE Teacher and Technology Magnet Coordinator to attend train the trainer professional learning @ \$600 X 2 attendees = \$1,200

Year Three: Conference registration for ECE Teacher and Technology Magnet Coordinator to attend train the trainer professional learning @ \$600 X 2 attendees = \$1,200

Conference registration total = **\$3,600**

Professional Services Category Total = **\$109,000**

Year One Total: \$654,036

Year Two Total: \$379,047

Year Three Total: \$338,840

Total Project: \$1,371,923

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 school and district will invest general funds, Family Resource/Youth Service Center, Title I, and Section 7 dollars to support Roosevelt-Perry's School Improvement efforts. US Department of Education funding for a School Climate Transformation grant will provide training and resources to the school's PBIS Coach. A Turnaround School Leaders grant is providing National Institute for School Leadership (NISL) Executive Development training to the Principal. Roosevelt-Perry's Assistant Principal and Goal Clarity Coach will participate in Cohorts 2 and 3 of the NISL training. An AmeriCorps Grant supports the placement of an AmeriCorps Member at the school to mentor students and address the school's high rates of absenteeism. A grant from the CE&S Foundation is also helping to address chronic absenteeism and truancy. Extended School Services funding supports a part-time Literacy Coach.

Year 1 School Budget

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

District Jefferson County Public Schools
School Roosevelt-Perry Elementary School

MUNIS Code	Description of Activity	Amount Requested
110	PASS Coach and Mental Health Counselor	\$ 68,000
111	Extra Service one day Teacher Lead + five days Assistant Principal + 3 days PASS Coach + 5 days ECE Teacher + 5 days Tech Coordinator	\$ 6,739
112		\$
113	Stipends Teacher afterschool time and summer PD	\$ 56,838
120	Substitutes	\$ 2,100
130	Three Instructor IIIs	\$ 78,000
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211	Life Insurance	\$ 138
212		\$
213	Liability Insurance	\$ 173
214		\$
215	Long Term Disability	\$ 438
216		\$
219		\$
220		\$
221	FICA	\$ 4,836
222	Medicare Match	\$ 3,068
231	KTRS	\$ 21,528
232	CERS	\$ 14,571

MUNIS Code	Description of Activity	Amount Requested
233		\$
240		\$
250		\$
251		\$
253	Unemployment	\$ 898
260	Workers Compensation	\$ 572
270		\$
291		\$
292		\$
293		\$
294	Health Insurance	\$ 28,800
295	State Life insurance	\$ 48
296	State Administration Fee	\$ 384
297		\$
321		\$
322	Education Consultants	\$ 59,400
335		\$
338	Conference Registration	\$ 1,200
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	Airfare and Ground Transportation	\$ 1,200
581		\$
582		\$
584		\$
585	Per Diem	\$ 288
586	Lodging	\$ 1,200
591		\$
592		\$
610		\$
616		\$

MUNIS Code	Description of Activity	Amount Requested
617		\$
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643	Books for Library, Curriculum, STEAM Lab supplies, PASS guide	\$ 115,144
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734	Technology: touch screen displays and carts	\$188,473
735		\$
739		\$
810		\$
894		\$
Total Amount Requested by School Year 1		\$654,036

Year 2 School Budget

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

District Jefferson County Public Schools
School Roosevelt-Perry Elementary School

MUNIS Code	Description of Activity	Amount Requested
110	PASS Coach and Mental Health Counselor	\$ 70,040
111	Extra Service one day Teacher Lead & five days Assistant Principal + 3 days PASS Coach + 5 days ECE Teacher + 5 days Tech Coordinator	\$ 6,943
112		\$
113	Stipends Teacher afterschool time and summer PD	\$ 42,839
120	Substitutes	\$ 15,600
130	Three Instructor IIIs	\$ 80,340
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211	Life Insurance	\$ 141
212		\$
213	Liability Insurance	\$ 173
214		\$
215	Long Term Disability	\$ 450
216		\$
219		\$
220		\$
221	FICA	\$ 4,980
222	Medicare Match	\$ 3,127
231	KTRS	21,809
232	CERS	\$ 15,009

MUNIS Code	Description of Activity	Amount Requested
233		\$
240		\$
250		\$
251		\$
253	Unemployment	\$ 894
260	Workers Compensation	\$ 582
270		\$
291		\$
292		\$
293		\$
294	Health Insurance	\$ 28,800
295	State Life Insurance	\$ 48
296	State Administrative Fee	\$ 384
297		\$
321		\$
322	Education Consultant	\$ 46,000
335		\$
338	Conference Registration	\$ 1,200
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	Airfare and Ground Transportation	\$ 1,200
581		\$
582		\$
584		\$
585	Per Diem	\$ 288
586	Lodging	\$ 1,200
591		\$
592		\$
610		\$
616		\$

MUNIS Code	Description of Activity	Amount Requested
617		\$
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643	Books for Library, Curriculum materials, STEAM Lab supplies	\$ 37,000
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734		\$
735		\$
739		\$
810		\$
894		\$
Total Amount Requested by School Year 2		\$379,047

Year 3 School Budget

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

District Jefferson County Public Schools
School Roosevelt-Perry Elementary School

MUNIS Code	Description of Activity	Amount Requested
110	PASS Coach and Mental Health Counselor	\$ 72,141
111	Extra Service one day Teacher Lead & five days Assistant Principal + 3 days PASS Coach + 5 days ECE Teacher + 5 days Tech Coordinator	\$ 7,150
112		\$
113	Stipends Teacher afterschool time and summer PD	\$ 42,839
120	Substitutes	\$ 15,600
130	Three Instructor IIIs	\$ 82,750
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211	Life Insurance	\$ 144
212		\$
213	Liability Insurance	\$ 173
214		\$
215	Long Term Disability	\$ 465
216		\$
219		\$
220		\$
221	FICA	\$ 5,130
222	Medicare Match	\$ 3,197
231	KTRS	22,181
232	CERS	\$ 15,459

MUNIS Code	Description of Activity	Amount Requested
233		\$
240		\$
250		\$
251		\$
253	Unemployment	\$ 897
260	Workers Compensation	\$ 594
270		\$
291		\$
292		\$
293		\$
294	Health Insurance	\$ 28,800
295	State Life Insurance	\$ 48
296	State Administrative Fee	\$ 384
297		\$
321		\$
322		\$
335		\$
338	Conference Registration	\$ 1,200
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	Airfare and Ground Transportation	\$ 1,200
581		\$
582		\$
584		\$
585	Per Diem	\$ 288
586	Lodging	\$ 1,200
591		\$
592		\$
610		\$
616		\$

MUNIS Code	Description of Activity	Amount Requested
617		\$
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643	Books for Library, Curriculum materials, STEAM Lab supplies	\$ 37,000
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734		\$
735		\$
739		\$
810		\$
894		\$
Total Amount Requested by School Year 3		\$338,840

----- End of School Application -----

THIS BOARD AGENDA CONTAINS INFORMATION FOR CERTIFIED AND CLASSIFIED PERSONNEL THAT WAS APPROVED BY THE SUPERINTENDENT BEGINNING JULY 17 30, 2014.

EMPLOYMENT - ADMINISTRATOR(S)

<u>Name</u>	<u>Position/Location</u>	<u>Effective Date</u>	<u>Action</u>
1. Currin, Mathew D.	From: Teacher Dawson Orman Education Center To: Elementary School Counselor Cochran Elementary	07/28/14	
2. Flener, Bradford	From: Teacher Fern Creek Traditional High To: Middle School Counselor The Academy @ Shawnee	07/28/14	
3. Frye, Whitney C.	From: Teacher Bates Elementary To: Elementary School Counselor Hazelwood Elementary	07/28/14	Amend
4. Graham, Jessica L.	From: Coordinator Family Resouce Center Brandeis Elementary To: Elementary School Counselor Wellington Elementary	07/28/14	
5. Meinecke, Charles J.	From: Teacher Newburg Middle To: Elementary School Counselor Middletown Elementary	08/04/14	
6. Mueller, Dianna W.	To: Middle School Counselor Valley High School	07/01/14	Amend
7. Sears, Rhonda M.	From: Teacher Conway Middle To: Middle School Counselor Conway Middle	07/28/14	
8. Stoner, Tiffany M.	From: Coordinator Family Resource Center Jacob Elementary To: Elementary School Counselor Rangeland Elementary	07/28/14	

REASSIGNMENT - ADMINISTRATOR(S)

<u>Name</u>	<u>Position/Location</u>	<u>Effective Date</u>	<u>Action</u>
1. Garner, Kevin L.	From: Elementary School Assistant Principal Shacklette Elementary To: Elementary School Principal Shacklette Elementary	07/21/14	
2. Marshall, Kimberly N.	From: Elementary School Assistant Principal Rutherford Elementary To: Elementary School Principal Roosevelt-Perry Elementary	07/28/14	