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

District: Jefferson County
District Mailing Address: 3332 Newburg Road
District Mailing Address 2: Van Hoose Education Center
District City: Louisville
District ZIP: 40218
District Phone: 502-485-3597
Name of District Contact: Dr. Marco Munoz
Position: Director, Priority Schools
Contact Mailing Address:
Contact Mailing Address 2:
Contact City:
Contact ZIP:
Contact Phone:
Contact Email: marco.munoz@jefferson.kyschools.us

<table>
<thead>
<tr>
<th>District Name</th>
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<th>Total Awarded</th>
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<th>Intervention</th>
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<tbody>
<tr>
<td>1 Southern High School</td>
<td>00637</td>
<td>Turnaround Model</td>
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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.
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 Priority Schools will be served. This includes the schools given first priority by the Kentucky Department of Education (KDE) request for School Improvement Grant (SIG) proposals. The Jefferson County Public Schools (JCPS) turnaround applications include a district section as well as separate applications and plans for Doss High School, Fairdale High School, Iroquois High School, Thomas Jefferson Middle School, T.T. Knight Middle School, Seneca High School, Southern High School, Academy at Shawnee High School, Western High School, and Western Middle School.

Describe the district’s capacity to use school improvement funds to provide adequate resources, related support, and oversight to the identified school in order to implement, fully and effectively, the required activities of the intervention model it has selected. This could include, but is not limited to, district staff dedicated to provide support to 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 three high 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 School 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, Chief Academic Officer, 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 through monthly meetings and site visits;
- 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 transformation zone schools from moving into priority status; and
- Emphasizes a focus on 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 troubleshoot barriers to implementation, connect priority school leaders and teachers with professional development opportunities, and furnish onsite coaching.

Priority Schools included in this application selected the Turnaround Model. All of the Turnaround components will be addressed in the school improvement plans: (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):** The most recent KDE Leadership Audits confirmed current principals have the capacity to lead the school turnaround efforts. Each principal is supported by an Assistant Superintendent and Evaluation Transition Coordinator (ETC) in planning, problem-solving, securing needed resources, and benchmarking progress for the school’s Turnaround efforts. Hire dates for all principals are as follows:

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<td>2/25/2013</td>
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<tr>
<td>Academy @ Shawnee</td>
<td>BENBOE, VENITA</td>
<td>8/11/2015</td>
<td>9/9/1991</td>
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</table>
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. More recently, school leaders in priority schools are participating in the National Institute of School Leadership (NISL) to build capacity for sustainable improvements as part of the educator growth framework of PGES.

Select and implement an instructional model based on student needs (Turnaround #3): Priority Schools 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. Priority School Instructional Leadership Teams (Principal, Assistant Principal, Counselor, 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): Priority Schools have 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. More recently, a Goal Clarity Coach community was established to build capacity across all priority schools.

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 used by all PLC members to improve student achievement;
- Continuously monitor student progress and celebrate student successes.

Increasing learning time (Turnaround #6): Currently, Priority Schools use different approaches to increase student learning time. Some have changed to a trimester schedule while others offer extended school services that provide students with extra daytime instruction a set number of days per week. After school, Saturday school or summer learning opportunities are other options priority schools use to increase student learning time.
Provide social-emotional and community-oriented services and supports for students and families as appropriate (Turnaround #7):

In 2016, the district established the Behavior Support Systems Department to train, coach, and support school staff to create positive school cultures and climates that improve teaching and increase learning, therefore increasing student achievement in every building:

All district level behavior supports and alternative schools now report to one Assistant Superintendent who reports directly to the Superintendent. Behavior supports include Positive Behavior Interventions and Supports (PBIS) and Restorative Practices training and coaching in schools.

The district is contracting with the International Institute of Restorative Practices (IIRP) to provide training for district level employees and school personnel in Restorative Practices to enhance and align with our PBIS initiative over the next three years. Eleven staff, an increase from six, are now working in the Behavior Support Systems Department. The district has hired ten Behavior Support Resource Teachers to coach, train and support schools. Since 2014, the district has offered Youth Mental Health First Aid (YMHFA) Training to school staff.

Implement a new governance structure to allow for enhanced collaboration and clear oversight of work (Turnaround #8): The Principal will work closely with the district’s School-Based Decision Making (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, Priority Schools are exempt from any requirements that mandate placement of voluntary or overstaffed employees until they are no longer identified as low achieving. Priority Schools are able to participate in the staff transfer process, but they are not required to select any staff from the transfer list. Priority Schools receive their transfer list one week earlier than other schools (see section 33 of JCTA-JCPS agreement).

Establishing a system of data collection (Turnaround #10): The district has a well-developed data collection system that supports school turnaround work. The system was developed by in-house programmers and, as such, is highly adaptive to school needs. JCPS has developed an assessment system that requires schools to participate in four district proficiencies centered on the core content areas. The results of these proficiencies are used by the school to analyze instruction and make adjustments. Additionally, schools are required to use a diagnostic test. The district provides a diagnostic test and schools have the option to use the provided assessment or have PLCs create their own. The results of these assessments are stored in the district’s data system, CASCADE. Schools can analyze the results of the district diagnostics and proficiencies in multiple formats, including data dashboards.

The district is also an active partner in KDE’s Continuous Instructional Improvement System (CIITS) project. Teachers create 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.
Starting in 2017-18, high schools will develop smaller learning communities under the Talent Development Academy (TDA) model where instruction will support and align with student interests. Students will identify with a freshman academy in 9th grade and they will select a career-focused academy for grades 10-12. Students will choose a career pathway and core content teachers will be assigned to each academy in Math, English, Science, and Social Studies (MESS) teams. By creating smaller learning communities through the TDA model, teachers will enhance their knowledge of individual students and how they learn. This should increase appropriateness of instruction and deepen student understanding. High schools expect to see improvements in attendance and student engagement with instruction and decreases in behavior incidents and retention.

All courses will include more hands-on activities, critical thinking experiences, and problem-based learning units to further engage students with content, research, and thinking processes appropriate for the discipline. Whenever possible, students will participate in interdisciplinary activities to further their understanding of how each content fits into their understanding and career planning. Core characteristics of TDA model include:

- FRESHMAN ACADEMY
- TALENT DEVELOPMENT ACADEMIES
- ADVISOR/ADVISEE PROGRAM FOR PERSONALIZED LEARNING
- DATA DRIVEN
- PROJECT-BASED LEARNING & TEACHER EXTERNSHIP
- ACADEMY ADVISORY BOARDS
- WORK BASED LEARNING & STUDENT LEADERSHIP

Beginning in the 2016-17 school year, to support the transition of high schools to the TDA model and improve instruction and learning, JCPS contracted with the Buck Institute to provide training in Project Based Learning (PBL) to high schools. This work will continue over the next three years as high schools transitions to integrate more PBL instruction across the curriculum:

- PBL makes school more engaging for students.
- PBL improves learning.
- PBL builds success skills for college, career, and life.
- PBL helps address standards
- PBL provides opportunities for students to use technology.
- PBL makes teaching more enjoyable and rewarding.
- PBL connects students and schools with communities and the real world.
- PBL promotes educational equity.
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).

Not applicable. The district is not asking for SIG funds.

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.)

Title I funding is distributed to eligible schools to assist with implementing the turnaround model. The purpose is to increase student achievement by using effective instructional strategies based on scientific research that increase the amount and quality of learning time. Funding is targeted to provide an enriched and accelerated curriculum to meet the needs of historically underserved populations.

Some of the resources provided with Title I include math and language support, response to intervention personnel, training from nationally known consultants for PLCs, college and career preparation, pupil services, mentoring, professional development, etc.

Title I provides funding for parent involvement activities to increase the school- family partnership that supports student achievement. Participation of parents and families is critical throughout a child’s entire academic career, therefore training and materials are provided for parents to help improve their child’s achievement level. Title I will continue to provide additional support and resources to ensure students are achieving at a high level.

The Youth Service Center is jointly funded by state and district funds. These centers remain extremely active and provide critical support to students and families. Because of the importance of the centers, the district has made up the difference in the state funding knowing how formidable non-academic barriers to learning can be.

A School Resource Officer (SRO) will be funded for the 2017-18 school year. The SROs play a vital role in the school by building relationships with students and families.

The district has assigned a special education resource teacher to each priority school. The resource teacher works with classroom teachers to identify instructional strategies that address individual student needs and to ensure that appropriate systems are in place to meet the requirements of special education students and their families. This position is funded through federal IDEA funds.

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

The achievement area assistant superintendents and evaluation transition coordinators will be working in schools and interacting with school leadership to assure a continuous feedback loop.

A detailed description of district supports for the Turnaround Model are outlined on pages 2-5. Below is a list of district supports for priority schools:

District reorganization aligned priority schools in K-12 regions with an area superintendent allowing for ongoing, consistent coaching support

Evaluation Transition Coordinators were assigned to the achievement regions. They provide individualized support for PGES implementation and coaching on school improvement

ECE Consulting Teachers have been assigned to each priority school to furnish differentiated support regarding PBIS implementation, SRT development, use of district resources, and support to special education students and families, etc.

Budget proposals are submitted/allocated based on the individualized needs of each priority school

The district is committed to school decision-making concerning hiring of instructional staff

Weekly meetings with cabinet, area assistant superintendents, academic leadership team, student support services assistant superintendent, curriculum instruction assistant superintendent, evaluation transition coordinators, and KDE ensure ongoing communication regarding priority school needs and next steps

Frequent priority school meetings facilitated by the district’s Director of Priority Schools create opportunities for shared practice, feedback regarding district supports, etc.

The district emphasizes Culture Competency Audits (facilitated by Roger Cleveland) and next step development

PBIS training and coaching is provided by the district

Academic Services furnishes curriculum maps, assessments, and aligned resources

The Extended Learning Program provides targeted students with additional learning opportunities. Priority schools apply for this intervention through the district’s Section 7 funding application.

The district maintains dashboards for school data manipulation, item analysis, behavior data monitoring, etc.

Goal Clarity Coaches were selected by the schools and funded by the district to facilitate PLCs, coach teachers, co-teach in the classroom, support progress monitoring, etc.

Additional professional development/training opportunities focus on system training, strategic planning, etc.

A set of Goal Clarity Coaches specializing in specific content areas have been assigned to individual schools. These experts are used to support the work of PLCs.
Distances 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.

The Director of the Priority School Office coordinates communication to support schools in any pre-implementation work and activities. Schools were notified of the opportunity to apply for SIG funding in April 2017. Representatives from the district Resource Development office were assigned to schools to provide technical assistance in completing the application process on an “as needed” basis. District personnel were also available to assist Priority Schools in gathering and organizing relevant data to support each individual school application. The Budget and Finance office reviewed all budgets to ensure accuracy and appropriate alignment to MUNIS codes for the eventual processing of any monetary awards.

Area superintendents, Education Recovery staff, ETC’s and additional district personnel provided critical feedback on all SIG applications aimed at supporting school-based decisions. Grant applications for each school were shared with the Site-Based Decision Making Councils at each location for feedback and revision.

Once award decisions are made and notifications received at the district and school level, the district’s Title I office will make the funds available to the schools per the requested and approved MUNIS codes. The Title I office will provide technical support to schools as they begin to access funds in support of their identified activities. Each school will create a series of 30/60/90 day plans to operationalize all aspects of their SIG award in terms of programming and personnel. These plans will be reviewed by the respective Area Superintendents and the Director of Priority Schools and monitored quarterly.

The district Academic Services Department is providing training for Priority Schools, including Stuart Academy, Olmsted North Academy, and Westport Middle School in Illustrative Math during July 2017 as a pre-implementation activity to strengthen mathematics instruction in these Priority Schools. There is no cost to the schools for this training.

All new teachers hired by priority schools and/or teachers new to priority work will attend the Priority Teacher Institute, at no cost, on July 31, 2017 as well as the district New Teacher Institute from August 1, 2017 to August 4, 2017. These experiences are designed to provide support to new teachers prior to the start of the 2017-2018 school year. No SIG funds are required for the institute.

The district will participate in all activities sponsored by the Kentucky Department of Education related to Priority School work. Through the Priority Schools Office, JCPS coordinates and directs support and resources to Priority Schools. This support is ongoing and funded through district and external sources.

**Data Management Planning and Program Evaluation**

Assistance with truancy prevention, student mobility, annual audits, grants and accountability reviews.
Diversity, Equity and Poverty
Competency, Awareness, and Responsiveness to Diverse Students (CARDS) professional development program and Equity Institute focusing on Males of Color.

Academic Services
Professional Development with Content Specialists and District Goal Clarity Coaches; mental health counselors, Exceptional Child Education and English as a Second Language services.

Communications
Perfect Attendance Incentive and Social Media Ambassadors program.

Human Resources
Priority schools may receive the transfer list one week prior to other schools from which to select new staff. Priority schools are not required to select new staff from the transfer list as other schools are required to do.

Finance
Funds for extended learning provided.

Other key supports:

Priority Teacher Institute

Priority Coaches Community
Goal clarity coaches review and create new personal action plans with peer support from the PCC and are introduced to new coaching ideas.

National Institute for School Leadership (NISL)
Administrators and teacher leaders train in effective and student-centered instructional leadership. Sessions ongoing throughout year.

Response to Intervention
Administrators, goal clarity coaches, and teacher leaders train on the premise to provide timely, targeted, systematic support early, rather than delayed help.

Monthly Principal’s Meeting - Multiple breakout sessions throughout the year. Principals participated in a guided discussion around recent accountability results. Ideas, resources, best practices, and feedback shared within the groups.
KDE Novice Reduction Training participation by JCPS schools in October 2016.
School Application

District: Jefferson County Public Schools
School: Southern High School

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

Commitment To Serve

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

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

N=Novice    A=Apprentice    P=Proficient    D=Distinguished    PD=Proficient/Distinguished

K-PREP
Reading End-of-Course

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### K-PREP Language Mechanics Grade 11

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### K-PREP Writing Grade 10

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## K-PREP Writing Grade 11

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### District Reading Proficiency Assessment Results

**Content Type:** Reading  
**Grade:** End of Course

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Mathematics Data
The following data is from the 2015-2016 Kentucky Performance Rating for Educational Progress (K-PREP) Assessment.
N=Novice    A=Apprentice    P=Proficient    D=Distinguished    PD=Proficient/Distinguished

K-PREP
Mathematics End-of-Course

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District Mathematics Proficiency Assessment Results

Content Type: Mathematics
Grade: End of Course

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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.

Non-Cognitive Data

Student Attendance Rate Trends

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### Student Retention Rate Trends

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<tbody>
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### Student Suspension Trends

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<tbody>
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### Teacher Attendance Rate Trends

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### 2015-16 Behavior Data

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<tr>
<td>Expelled, not receiving services (SSR2)</td>
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<td>Out-of-School suspensions (SSR3)</td>
<td>191 215 80 3 *</td>
<td>6 346 147 217 495</td>
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<td>720 973 230 8 *</td>
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<td>Total</td>
<td>912 1,188 316 11 *</td>
<td>51 1,770 708 701 2,478</td>
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Note: *State Resolutions are included in the totals regardless of length of stay.

### Student Five-Year Adjusted Cohort Graduation Rate

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<tr>
<td>American Indian or Alaska Native</td>
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<td>***</td>
<td>***</td>
</tr>
</tbody>
</table>
*** Using guidance from the U.S. Department of Education, counts must be displayed for all groups. In order to protect student identification required by the Family Educational Rights and Privacy Act (FERPA), performance results are suppressed.

**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.**

Southern High School has, as feeder schools, two priority middle schools, T.T. Knight and Thomas Jefferson middle schools. While we are seeing slight improvements in reading from these feeder middle schools, many of our students enter high school reading on an elementary level. Walk-through data show a majority of teachers continue to read aloud to the class, as opposed to having students struggle with the text and construct meaning for themselves. Just as students struggle with strategies for approaching difficult texts, the same holds true for students in math. Walk-through data show math teachers are primarily the problem solvers supplying the reasoning and dominating the class discussion instead of providing opportunities for students to have meaningful and accountable talk.

Based on classroom observations of students and teacher feedback, students reading on a middle school level (6-8th) when entering 9th grade, lack the necessary reading strategies and skills for attacking complex texts and comprehending passages deeply. Even our most fluent readers struggle with comprehending, inferencing, summarizing, and explaining the author’s message or central idea. Observations of students during ACT testing, COMPASS, KYOTE, etc. show students lack stamina and endurance when faced with complex reading or mathematics. Math students lack multiple strategies for approaching difficult problems, just as students lack multiple strategies for reading. Student interviews after ACT testing tell us time management, stamina, and persistency to work through a task serve as barriers to higher performance.

Vocabulary is another barrier for Southern students; especially, in content areas such as science where academic vocabulary can often be overwhelming to struggling readers. Studies show students of poverty enter school with a 30-million-word gap when compared to students of high socio-economic status and a 15-million-word gap when compared to their middle class counterparts (Marzano, 2002). The vocabulary gap is a direct correlate to the achievement gap.
Student motivation and lack of understanding of what proficient readers do when confronted with a difficult task are also barriers to learning. Struggling readers and mathematicians often simply give up by the time they reach high school. Social promotion has taught our most at-risk students they can simply get by in school and their own negative self-talk tells them they can’t achieve—resulting in students taking the approach “it is better not to try than to try and look stupid in front of my peers”.

Low student engagement is also a barrier the school faces. This goes to the heart of instructional practices. Teachers still rely heavily on direct instruction throughout the school, with pockets of teachers using research-based strategies that engage students in active learning; however, according to the AdvancEd audit 2016, consistent use of engaging, research-based strategies throughout the school remains an area of growth.

Marzano’s book (2004) on “Building Background Knowledge” declares the strongest indicator of how well students are going to learn new content is what they already know. Schema Theory tells us the fewer connections students can make between prior knowledge and new learning, the less likely the new information will stick, because isolated pieces are harder for students to locate and retain in long-term memory. Learning in many ways builds on prior knowledge. Students entering Southern High School come to us with limited background knowledge, which serves as a hindrance to learning. Walk-through data show teachers still rely heavily on textbooks, direct instruction, and worksheets with little opportunity given for students to process information through dialogue and discourse.

While attendance trends for Southern show improvement overall, attendance remains a barrier for our most at-risk students. Chronic absenteeism contributes to low classroom performance and disengagement. While Southern has been successful in reducing retention and dropout rates, we continue to search for solutions to engage students in academic learning. According to the Northeast Regional Educational Laboratory (NREL, 2007), the reasons students cite for low attendance are: “viewed classes as boring, irrelevant, and a waste of time; suspended too often; could not keep up with the school work; and found classes unchallenging with too many worksheets and lectures as the predominant style of teaching.” Informal interviews with Southern students would be in alignment with the findings of NREL.

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.

According to the most recent AdvancEd audit report for 2016, Southern High School’s collaborative culture and strong sense of family among the teaching staff, administrators, and students is an area of strength. The school has established an intervention plan for working with struggling students who are at-risk. Student surveys show students feel supported and trust their teachers.

According to the Diagnostic Review, improvement priorities include:

3.1: The school’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.

3.6: Teachers implement the school’s instructional process in support of student learning.

Southern High School received a 2.08 out of 4 for how well the school’s curriculum, instructional design/delivery, and assessment practices guide student learning and teacher effectiveness. Instruction aligned to both standards and assessment is essential to improving students’ academic performance.
Teaching reading and writing across all content areas is a must for the school; however, teachers who are not English instructors need support in how to integrate literacy into their content areas. While training has taken place on research-based strategies, the consistent use of these strategies was not evident in all classrooms. Based on the Eleot and audit report, only 10% of observed classrooms had students engaged in rigorous coursework and discussion. A mere 35% of observed classrooms asked students to respond to questions of higher order thinking and 35% of observed classrooms demonstrated evidence of high expectations.

A shift in the models for teaching must occur school-wide if we are to increase student engagement, reading skills, and math skills. Worksheets and direct instruction have their place in the classroom; however, this cannot be the only model for teaching used.

Awareness of research-based strategies that call for active thinking and learning on the part of the student need to be part of the school’s improvement efforts. Clear expectations must be established regarding what characteristics constitute a ‘thoughtful, engaged classroom’ and close monitoring with meaningful feedback is essential to bring this change about. Small Learning Communities focused on improving teaching and learning will support the instructional shift and ensure curriculum, assessment, and lesson design are aligned to both standards and students’ needs.

While Southern has a positive culture where teachers care about the students, we must raise our expectations for classroom practices. Building Small Learning Communities will provide time for teachers to collaboratively plan instruction and assessment across content areas using a ‘backward planning process’. While the school created time for PLC work by content area, the establishment of career academies for the 2017-2018 school year will place greater demands on teams.

Teachers will need to norm as new teams form, establish expectations for cross-curricular instruction, and develop a literacy plan for integrating reading and writing throughout all classrooms within the academies.

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

While the audit recognized the congenial culture of the school, it also shows us we need to work on the collegial nature of our teams. Thoughtful, Small Learning Communities called the Southern Cohort will be developed. These Collegial teams will learn to take risks in changing instructional practices, ask the hard questions about the work we do in our classrooms, and honestly assess instructional practices that are not bringing about growth in student performance.

The AdvancED report confirmed what research indicates concerning effective professional development. Research by Dr. J. David Cooper, *Professional Development: Effective Research Based Model (Houghton Mifflin, 2012)*, addresses the characteristics of effective professional learning practices.

Effective professional learning is ongoing; a one-shot in-service session is not effective. To ensure success, professional learning must be spread over time to accomplish the goals and objectives of the school.

The professional learning must be relevant, practical, and helpful. It must be delivered in a way that engages and holds teachers accountable for implementation in the classroom.

The teacher must understand the underlying research base and rationale for the instructional strategy, skill, or concept being taught. Only those ideas supported by research are capable of improving student achievement should be included (Arbruster and Osborne, 2001).

Teachers must have opportunities to practice, if possible with other teachers, in a collaborative setting, the
strategy or skill with follow up coaching and feedback for improvement.

Dr. Robert Marzano and McREL (Mid-Continental Regional Educational Laboratory) have identified effective instructional strategies. Using the research-based work of Dr. Marzano and incorporating the perspectives of Jay McTighe, Dr. Harvey Silver, Matt Perini, and Richard Strong, yields a powerful model for thoughtful curriculum design, assessment and instruction. Working within Small Learning Communities, Southern High School will improve its instructional process and build teacher leaders capable of supporting colleagues within PLCs.

Through collegial teams, Teachers will learn, plan, implement, and reflect on the work taking place in the classroom. These teams will foster consistency in the use of instructional strategies and in the establishment of common expectations across the school academies, which will give rise to improved student learning. Monitoring will occur to assess implementation of literacy and other strategies through Learning Walks and on-site coaching. Specific feedback will be given to support teachers as they grow professionally and improve their teaching practice.

Embedded Teaching Rounds will give Teachers an opportunity to plan, implement with support, and reflect on the impact of various instructional methods upon student learning. Scheduled Learning Walks with teachers within their assigned academies will raise awareness of the current state of instruction. It is vital for growth that Teachers working within the building step outside their own classrooms and experience the instruction occurring throughout the school. The changes Southern envisions cannot occur without teachers reflecting on their practice and learning from the practice of others.

**Required Turnaround Activities**

**Turnaround Model** (KY HB 176 Restaffing Model)

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

**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.

In Southern High School’s most recent diagnostic review (December 2016), the principal was recognized by the Kentucky Department of Education’s Review Team as having the capacity to lead. The principal’s selection to lead Southern High School was approved by the Board of Education at its March 28, 2011 meeting. Both documents are included as attachments.

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.

Southern High School’s Principal will have additional flexibility to hire staff, develop a schedule, secure district services, and develop a 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

When Southern High School was first identified as a priority school in 2011, 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 school administration representatives.

As part of this 2017 School Improvement Grant, Southern High School will not be restructured. As new vacancies arise, SHS will use the following hiring process:

The principal will request the list of current transfers and new hires. A selection committee, typically consisting of the principal, the assistant principal in charge of the appropriate career academy, and the department chair of the content area, will review all prospective applicants and identify the “best fit” with the school’s priorities and culture. The committee will interview all identified candidates and make their selection based on the best match to student needs and improvement plans.
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.

Under the current teacher contract as an enticement for teachers to transfer to Priority Schools, the district and teachers 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.”

At Southern, Teacher incentives include meaningful professional development opportunities such as Project Based Learning and Thoughtful Education. Southern’s emphasis on professional learning communities also supports teachers in their practice and ongoing pedagogical development. Teachers may receive stipends to participate in PD or substitutes may be used to give teachers time to dive more deeply into student data or participate in Instructional Rounds to learn from their peers.

Southern seeks out useful tools and resources to support and motivate teachers in their work. For example, the SIG budget includes a request for the HERO behavior management software to foster an upbeat school climate and positive student behaviors. Southern is also requesting support for the College Equipped Readiness Tool (CERT) to assess student learning in English, Mathematics, Reading, and Science. The resource fosters improved effectiveness by assisting teachers in identifying and addressing learning gaps.

Finally, the establishment of Career Academies for the 2017-18 school year, will create Smaller Learning Communities at Southern High School and allow teachers to focus on the instructional and enrichment needs of a smaller group of students. This strategy gives teachers the opportunity to develop deeper more personalized relationships with their students.

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 2016-2017 AdvancEd audit report shows that while training on research-based or evidence based strategies was provided to the staff the strategies have not been fully integrated into the classroom practices of teachers. The workshop model of professional development is less effective than job-embedded professional development. As a priority school, Southern has seen a high turnover of teachers in the past and sustaining the work started was lost as teachers moved to other locations and positions.

As a way of improving instructional practice and building leadership capacity, Southern will continue with the resources and work of Marzano, Silver, Perini, and Strong through the establishment of Small Learning Communities, composed of potential teacher leaders from each of our four career academies.

These teacher leaders will receive monthly release time to work with colleagues in Small Learning Communities during the school day. The focus of the work within each of these academy learning communities will center on effective literacy strategies for reading and writing. Teacher leaders will explore common strategies for integrating reading and writing skills across all content areas.
Key strategies such as Close Reading, Writing to Learn, note-making, and effective vocabulary practices will be addressed during these sessions. Teachers working within the cohort will be expected to apply the strategies in their classrooms, participate in Teaching Rounds, conduct Learning Walks within their academy, and learn a process for analyzing student work using the Collaborative Analysis of Student Learning Protocol as part of Plan-Do-Study-Act (PDSA).

Teacher leaders participating in the cohort will be responsible for embedding the work into their own classrooms and for supporting colleagues within their assigned academies in the use of effective literacy strategies and tools for engaging students in reading/writing.

Teacher leaders will work closely with administrators in guiding the academy as the team identifies a common focus for improving literacy across all content areas. Working as a learning team, administrators, teacher leaders, and members of the academy will write a 30-day improvement plan aligned to the school’s literacy goals. Academy administrators will monitor progress toward the goals through analysis of Walk-Throughs and provide regular feedback to the team.

Academies will meet twice monthly for the purposes of identifying both professional needs and the needs of struggling students. It is through these monthly academy meetings that teachers will explore new instructional strategies, develop common academy goals, reflect on data from Learning Walks, Name and Claim struggling students, determine student intervention/enrichment needs, and assess the academy’s progress toward achieving the school improvement goals.

School administrators overseeing each of the academies will participate in the job-embedded professional development to understand what the strategies and tools should look like in the classroom. Principals will provide constructive feedback to teachers after Walk-Throughs or informal observations on how to increase student engagement in reading and writing. Educational Consultants and a Teacher Mentor will also visit classrooms and provide support to teachers as they begin implementing the strategies/tools in the classroom.

Math cohort members will be provided monthly release time to work with colleagues in Professional Learning Communities during the school day. The focus of the work within each of these learning communities will center on effective discourse strategies, student perseverance, and problem solving for mathematics. Teachers will explore common strategies for integrating perseverance, accountable talk, and problem solving.

Teachers working within the math cohort will be expected to apply the strategies in their own classrooms, participate in Instructional Rounds, conduct Learning Walks within the math classrooms, and learn a process for analyzing student work.

The math department will meet once a month for the purposes of identifying both professional needs and the needs of struggling students. Through these monthly meetings, teachers will explore new strategies, develop common math goals, reflect on data from Learning Walks, and assess the cohort’s progress toward achieving the school improvement goals.

Research has shown that when teachers are involved in Small Learning Communities a greater sense of ‘collective responsibility toward school improvement goals’ begins to emerge. Teachers working together, across all content areas, learn to work as a team as opposed to teaching in ‘silos’ of isolated content. Professional learning that occurs within teams is more sustainable over time (Bolam,R., McMahon,A,

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

As the result of the Leadership audit that placed Southern High School into priority status, the principal was replaced and the School-Based Decision Making Council lost its authority. The Board of Education approved the use of the Turnaround Model for Southern at its February 28, 2011 meeting. The model was selected because the school and district viewed it as the best opportunity to make significant improvements in the instructional program and operations of Southern High School. A new principal was approved by the Board of Education at its March 28, 2011 meeting. An Advisory Team was formed and Educational Recovery Staff were assigned to the school to work with the Principal and Leadership Team to implement strategies to address the identified school improvement priorities.

The Southern Advisory Team is composed of teachers, administrator, and parents. The Advisory Team cannot make policy without the approval of the superintendent of schools. This team works closely with the principal to review school progress, assess needs, make community connections, and oversee growth using data.

The School Leadership team is composed of teacher leaders who serve as department chairs within the building and the school principal. This team oversees the Comprehensive School Improvement Plan, monitors the work occurring in each department, and reports on the progress of the departments toward the school improvement goals.

The Positive Behaviors Interventions and Support (PBIS) Team is composed of teachers, counselors, and an administrator. The team monitors student attendance, tardiness, suspensions, and behavior barriers that interfere with learning. The PBIS group reports to the Advisory and School Leadership Teams, identifying areas of behavioral concern and making recommendations for actions to address the problem.

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.

The College Equipped Readiness Tool (CERT) is an online program aligned to the Common Core Standards for reading, mathematics, science, and English.

Assessments and remedial instruction is built into the program which matches the ACT format. Students take the assessment a minimum of three times per year: fall, mid-year, and spring. Research shows that repeat testers have, on an average, 2.9 higher composite scores than counterparts with a single test score on the ACT. Data from ACT research show that of 2,015 graduates who retested, 57% improved on second testing (ACT Research and Policy, 2016). Southern has a high population of students of poverty, who do not have the financial support from home to take the ACT multiple times in effort to improve scores. The CERT allows students of poverty, who would not otherwise have opportunity to take multiple ACT like assessments, learn from result and receive interventions.

CERT compiles student data for teachers and provides summary reports as well as an online remediation which students may take through the Exam Room. Since the state no longer requires students to take the Explore and Plan, baseline scores will not be available to teachers. The CERT program will fill this void and
data will be used to guide teachers as they plan for interventions and make wise instructional decisions for differentiation.

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 school-wide response to intervention.

CERT will be given three times throughout the school year (Fall, Mid-Year, Spring) to all 9th, 10th, and 11th grade students. Students’ baseline scores will be analyzed to determine areas of need so as to inform teachers’ instructional planning. Comparative scores will be tracked and monitored throughout the school year as well as over a three-year period (e.g. growth from 9th grade to 11th grade).

Students will regularly use the online tutorial offered through CERT to remediate growth areas, which will also be tracked electronically through the CERT program itself. Academy teams will work collaboratively to analyze the results of the CERT data at each testing point throughout the year. Students’ needs will be identified and a plan of action developed outlining how to best integrate thinking skills, reading skills, and mathematical skills into daily instruction. Tracking of progress will be monitored through academy meetings as well as content PLC meetings. Students will establish learning goals after meeting with teachers regarding the results of the CERT data in reading, English, mathematics, and science. Based on specific needs of students, intervention time during the school week shall be set aside to give students the opportunity to work with CERT in the tutorial mode.

Small Learning Teams within Academies will work with team members to identify priority needs of students for reading and writing (e.g. a team may determine being able to read closely and summarize information as a priority need). Teacher leaders working in the Small Learning Community, or Teacher Cohorts, will study and identify specific tools or strategies that can best address the identified priority need of students. A literacy plan shall be developed within each academy guided by the teacher leaders and working in conjunction with the administrator. The administrator of each academy will be responsible for overseeing the plan and monitoring progress toward the school improvement reading and writing goals.

KDE Educational Recovery Staff will support the work through regular visits and monitoring of school efforts. Quarterly reports, school visits, learning walks, and regularly scheduled meetings between KDE and the school administrative team and Principal will help to ensure the plan is having the intended impact upon teaching and learning.

A Teacher Mentor with expertise in Thoughtful Education (retired teacher) will work 120 days at the school to support and guide the Smaller Learning Communities, or Teacher Cohorts, in all the activities outlined in the project timeline section of the proposal. The Teacher Mentor will assist teacher leaders in the planning, implementation, and monitoring of the instructional process. The Teacher Mentor will plan professional development activities for the Teacher Cohorts, provide follow-up support, observe classrooms and provide feedback on progress in the use of research-based strategies and tools.

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).

Southern High School provides interventions which are built into the school’s weekly schedule. Content
PLCs meet regularly to identify students for interventions based on needs: attendance, behavior, and academic. Students not in need of intervention choose from a variety of enrichment activities to attend during the scheduled intervention time. Every teacher, administrator, and counselor works with students in need of intervention or enrichment time.

Teachers also provide opportunities after school for students who require standards recovery or extended help with mastery. Summer classes are offered as an additional support to student learning and success.

Freshmen Summer Bridge is a transitional two-weeks summer program for incoming 9th grade students. In Summer Bridge, incoming 9th graders are provided the opportunity to meet teachers, become familiar with the school building, meet fellow classmates, and work collaboratively to complete a planned project in collaborative classes. Students earn ½ credit for completion of the work in summer bridge and earn a school letter.

Professional Learning opportunities will also be provided for teachers focused on the work of The Thoughtful Classroom. Teachers shall explore the resources “Tools for Thoughtful Assessment” and “The Strategic Teacher”. Teachers leaders will be introduced to a lesson planning process which requires teachers to think about the following five questions when planning and selecting strategies:

What will you do to help ready students for new learning?
How will students acquire the new information? Teacher’s role? Students' role?
What will students do to deepen, practice, and refine learning?
What will students do to demonstrate learning?
What will students do to reflect back on, or self-assess, their own learning?

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

Effective school research (Purkey & Smith, 1982) and Robert Marzano’s “What Work in Schools?” teaches us the importance of having a safe and orderly atmosphere conducive to learning as well as the importance of holding high expectations for academic/behavior performance. Students need social-emotional support structures, especially during the teen years. Often times, schools focus more attention on the negative behaviors without recognizing the positive behaviors occurring within the school. The 80-20 theory applies to schools as well as business, “We spend 80% of our time focused on the 20% of the people who are not doing the right thing.”

Southern uses the Positive Behaviors Interventions and Supports (PBIS) model for behavior management and supplements the model through the use of the HERO program. HERO monitors both good and bad forms of behavior, as well as minor or major incidents. It is an online monitoring device that helps track school data regarding attendance, tardiness, and behavior incidents. HERO gives teachers tools to redirect student behavior effectively, provides positive reinforcement, creates a positive school culture, and improves communication between home and school.

Student HEROES collect points, or “Try Bucks”, for positive behaviors in class throughout the day or external community service, like the mayor’s ‘Give a Day’. These points may be cashed in to purchase items such as prom tickets, yearbooks, t-shirts from the school store, homework passes, or other items made available to them through the school shopping cart.
The school provides social and emotional support for students through the Family Resource Youth Service Center. The FRYSC Coordinator serves families and students who are dealing with financial, social, and emotional issues that reach beyond the academic realm but have impact upon academic performance. Students also receive assistance through the Louisville Educational Employment Program which support students academically, helps students develop life skills, provides community support for families in need (e.g. students who might need glasses), and coordinates projects between the school and community.

Student Advisory Time (SAT) also provides support for students each week. Students meet with a teacher advisor every Tuesday. The advisor helps students reflect on grades, behavior, overall school performance, developing self-awareness, and establishing social or academic goals. The teacher advisor serves as a mentor to the students and an advocate who works to keep students on the right educational path. All of these services help to support students, while teaching them the importance of a positive approach to learning, social interactions, and provides a caring environment for learning.

Southern has two ESL classrooms for those students who are learning the English language. These students are provided focused instruction for English I-English IV classrooms. Students in ESL classrooms in grades 9-10 receive instruction through Pearson’s iLit program. These students use iPads and have access to an online library of more than 5,000 library books for independent reading. Students are given the GRADE assessment at three points throughout the school year as a means of monitoring vocabulary, reading comprehension, writing mechanics, and fluency. Weekly electronic independent practice, based on skill needs, is sent to students and data reports are made available to both students and teachers.

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.

What is the element to be modified?

Not applicable. Southern is an urban high school.

How will the element be modified?

Not applicable. Southern is an urban high school

How does this modification continue to meet the intent of the originally required element?

Not applicable. Southern is an urban high school.

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.

As the result of the Leadership audit that placed Southern High School into priority status, the principal was replaced and the School-Based Decision Making Council lost its authority. The Board of Education approved the use of the Turnaround Model for Southern at its February 28, 2011 meeting. The model was selected because the school and district viewed it as the best opportunity to make significant improvements in the instructional program and operations of Southern High School. A new principal was approved by the Board of Education at its March 28, 2011 meeting. An Advisory Council was formed and Educational Recovery Staff were assigned to the school to work with the Principal and Leadership Team to implement strategies to address the identified school improvement priorities.

**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.**

Southern High School has been 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. Southern may 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, Southern High School will receive its transfer list one week earlier than other schools.

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

The district’s Academic Services Department includes a division led by the Assistant Superintendent of Curriculum and Instruction and comprised of content specialists. The Curriculum and Instruction Division provides curriculum maps, both diagnostic and proficiency assessments, and Specialists who work closely with a school’s Goal Clarity Coach 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.

JCPS is divided into six achievement areas. Each achievement area includes a group of schools overseen by an Assistant Superintendent. Southern High School is part of the district’s Achievement Area 3. Either the Area 3 Assistant Superintendent or their Evaluation Transition Coordinator (ETC) will conduct monthly walk-throughs at Southern High School and provide direct feedback to the principal regarding curriculum, instruction, and school climate. Area 3 leadership will make connections to district programs and services, particularly to address the school’s novice reduction needs. The Area 3 Assistant Superintendent will convene regular Principal PLCs to review data, assess progress on 30/60/90 day plans and discuss the Principal and school’s growth plans.

In addition, the district maintains data dashboards for each priority school, which it updates monthly with both academic and non-academic measures. The District requires school participation in quarterly proficiency tests that measure a priority school’s student growth compared with other schools in the district. The Priority School Office monitors the monthly and proficiency data as well as reviewing each school’s Quarterly Report to the Kentucky Department of Education. The Priority School Director communicates with KDE Recovery staff, Assistant Superintendents, and school leadership regarding the data results and adjustments that may need to be made.

In addition, the Priority School Office, Achievement Area 3, and Education Recovery staff will collaborate to perform an interim diagnostic review using the AdvancED standards in years when a formal review is not
scheduled. 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 supports an Exceptional Child Education Resource Teacher at Southern High School to consult with classroom teachers in meeting the specialized learning needs of students. A full-time certified teacher with expertise with visually impaired students, a part-time speech pathologist, and a part-time certified teacher with expertise with hearing impaired students are also funded by the district to serve the school.

In addition, Southern High School has two English as a Second Language Teachers and two Bilingual Associate Instructors who are funded by the district.

Along with these supports, 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 National Institute of School Leadership (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.

Southern is an Advance KY school. The goal of Advance Kentucky is to expand access, participation and success in rigorous college-level work in high school, particularly among student populations traditionally underrepresented in these courses. Southern receives training and resources for its Advanced Placement teachers and courses from Advance KY as well as strategies for supporting students. Southern encourages all students to participate in advanced placement courses to help with college and career readiness. Southern has increased advance program offerings over the past 6 years. AP Computer Science is out latest addition, bringing the number of advanced courses to thirteen.

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

Southern invites incoming 9th grade students to a two-week program called ‘Summer Bridge’. The goals of the program are:
- acquaint incoming 9th grade students with the school building;
- build positive relationships between Freshmen Academy teachers and students through teaming activities;
- form positive relationships with peers;
- reinforce reading and mathematics skills;
work collaboratively to complete a project; and
provide students an opportunity to earn ½ credit in leadership and ½ credit for reading to kick off the freshman year on a positive note with one full credit earned.

For the 2017-18 school year, Southern High School’s Freshman Academy will provide strong social and academic support. A team of teachers will work with an identified group of students. Each team will share a common vision and consistent classroom strategies to turn the ninth-grade year into a successful year of transition.

Process: Freshman Academy Team Teaching

Teams are composed of core content teachers with a common set of students.
Teams have a common, student-centered planning time.
Transition skills and strategies are taught in all of the teamed classes rather than in an isolated transition or study skills period.
Teams Name and Claim students who are at-risk.
Teams and parents conference together as needed.
Teams conferences with students as needed

**Identify the strategies in place to increase graduation rates.**

Senior teachers working in content PLCs identify at-risk students for scheduled weekly interventions, before/after school tutoring, and counseling if needed.

Attendance and tardiness for Seniors is monitored and parents are notified via email, phone call, or a letter home.

Student Advisory Time provides focused lessons for Seniors and use of score cards/goal setting.

Independent online courses are available through JCPS as an option for Seniors in need of make-up courses.

Counselors identify at-risk students, meet with parents and students at the beginning of the year, and establish a plan of action that both the parent and student work on together to ensure all seniors graduate.

A Response to Intervention (RTI) plan for at-risk seniors is established with a team of administrators, counselors, and support staff. The RTI team works regularly with the identified at-risk seniors to support them as they work through goals, monitor grades and behaviors, and work to complete high school requirements.

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

Southern has partnered with LMPD to have a full time School Resource Officer on duty during the school year. This partnership helps the school if a dangerous situation were to arise, but more importantly, it builds relationships between the LMPD and the community.
One Call Now is a program that notifies parents and teachers immediately should a lock-down situation or threat arise.

PBIS is a positive behavior management system in place in JCPS which Southern uses in conjunction with the HERO program.

CAP, or Caring, Active Parents, is an organization which focuses on building positive relationships between home, community and school.

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

PBIS is a positive approach to behavior interventions which has been in place for the last four years at Southern. All teachers receive training in the program and are expected to employ PBIS when working with students.

HERO is a support system that helps teachers and administrators track, manage, and identify students who may need interventions regarding tardiness, attendance, or behavior.

Using both PBIS and the HERO system helps to build a positive climate for learning and establishes clear expectations for behavior. Students know the consequences for disruptive behavior and know what is acceptable behavior when interacting with others within the classroom or school. Clear models for behavior are provided through PBIS and rewards are provided through HERO when students are demonstrating appropriate behaviors.

Students learn to self-assess behaviors and set goals to work toward with the assistance of teachers and advisors. Self-management, self-awareness, and goal setting are life-skills, which when learned, will serve students well and help them to improve academic performances.

Weekly interventions are provided to those students in need of extra guidance and support with behavior management.

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

In addition to funds provided by the SEEK formula and Title I, the district uses Section 7 funding to provide schools with support based on student needs. The following description is from the JCBOE School Allocation Standards (FY2015-16). Specifically, Section 7, item C states that additional amounts may be distributed “For specific instructional purposes based on student needs identified by the Board from disaggregated student achievement data. Money provided under this paragraph shall be used by the council to address only the identified needs.”

For the current school year, Southern received about $80,000 in Section 7 monies to fund part of its Building Assessment Coordinator, support a JCHS retired teacher for graduation recovery, and a clerk to assist its FRYSC Coordinator in building community linkages.

Other district provided funding includes:
Home to School Coordinator to work with and monitor students who are chronically absent. The Coordinator monitors students with greater than 15% absent rate and intervenes regularly with those with greater than 30% absent rate.

Family and Youth Services Center Coordinator provides assistance in removing non-academic barriers to school attendance and academic success. Functions as liaison between student, family, and community services.

LEEP Career Planner to guide students in developing post-secondary goals and career plans.

Two English as a Second Language teachers and two bi-lingual instructors.

An Exceptional Child Education Teacher and three ECE Instructional Assistants.

**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.**

Southern High School has participated in activities sponsored the Kentucky Department of Education related to Priority School work, such as the Novice Reduction training provided during the fall of 2016, since it was identified as a priority school in 2011. Southern will continue to participate in KDE sponsored priority school activities and all district level PD related to school leadership and priority school work.

As part of its continuing school improvement efforts, teachers have completed professional learning on a range of topics. This includes the Plan-Do-Study-Act cycle of PLC work. Currently, Teachers meet weekly to complete PLC work. The development of Smaller Learning Communities planned for the 2017-18 school year will build on this foundation by incorporating Thoughtful Education methods, developing more consistency in the use of high-impact instructional strategies across classrooms, and lead to school-wide expectations for instructional excellence.

Similarly, teachers have completed formal PD related to the Talent Development Academy model. Teachers were introduced to the TDA concept, its organizational structure, and student expectations. This work was done in preparation for implementation of the academy model for the 2017-18 school year. As part of its improvement priorities, Southern will establish four Career Academies. Each academy will be organized around specific career pathways. Through the academy model, curriculum and instruction will be tied to real world applications and opportunities.

Southern has researched the HERO positive behaviors software and HERO assessment software. Both align with its school improvement priorities and have been included in the SIG budget.

**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 will conduct walk-throughs to observe instructional practice and provide input to principals regarding their observations.
The school will administer quarterly Literacy and Math Assessments. Data from these assessments will be reviewed by PLCs and the Instructional Leadership Team to determine the extent to which changes in instruction are improving student learning.

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.

**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.

The school 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.

Southern will assign teachers intentionally to match strengths with student needs and to increase collaboration potential within PLC and interdisciplinary teams. The school 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.**

Southern High School employs all funds it receives to maximize student achievement. Title I funds are used to increase the number of English and Math teachers at the school to boost learning in these critical areas. Southern is fed by two Priority Middle Schools, and many of our incoming 9th graders are below benchmarks in Reading and Math. With this in mind, we can’t just improve student learning; we must accelerate the learning. Section 7 funds help with credit recovery and student social/emotional needs. They also support a tracking system to name and claim College and Career readiness and administration of State testing requirements.

**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.**

Several paths exist for parents and community members to provide input into the school’s improvement
efforts. Parents may serve on the school's Advisory Council or get involved in the Parent Teacher Student Association (PTSA). The school maintains relationships with local businesses, employers, higher education partners, and professional associations, which support its Business and Information Technology, Arts and Sciences and Industrial Arts schools of study.

The school’s FRYSC Coordinator develops relationships with community-based agencies that support student socio-emotional needs, provide out-of-school time programming such as tutoring and other improvement priorities. In addition, the district conducts an annual survey of administrators, teachers, parents, and students to gather their input into school operations, climate and improvement plans. A link to the current survey is available on the school’s website.

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 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.

Southern’s 2011 leadership assessment revoked the authority of its SBDM. However, when the SBDM is reinstated, the district will furnish support such as providing sample policies to use in developing school-specific SBDM policies. The district ensures 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 Superintendent 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.

Staffing has been realigned to maximize student achievement. Past practice at Southern was to “cash” in several teachers - increasing class sizes. Over the past 6 years, the school has used all of its available funding to put effective teachers in more classrooms. At the same time, the school has increased its professional learning opportunities to better support teachers and promote the use of best practice strategies.

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.

Southern High School plans to use the services of Education Consultants with expertise in Thoughtful Education and Project Based Learning to support its school improvement efforts. 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 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 Smaller Learning Community model for curriculum alignment, instructional planning, establishing clear learning targets, using formative and summative assessments, 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 professional development SIG funding will provide, including Teaching Rounds, will build instructional capacity, increase the use of high yield instructional strategies, and establish a firm foundation for ongoing school improvement. The SIG plan will develop Teacher Leaders who can coach new teachers in the school's instructional framework and classroom best practices after grant funding ends. The district will continue to provide a Goal Clarity Coach and an ECE Consulting Teacher to support differentiated instruction and 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  
District Assessments  
KPREP Proficiency Assessments  
Intervention data  
Enrichment data  
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. The Priority School Office 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. Southern High School’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.

The school will furnish 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 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:**

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

<table>
<thead>
<tr>
<th>2017-18 Literacy</th>
<th>Timeline - Action Steps</th>
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</thead>
<tbody>
<tr>
<td>August</td>
<td>Small Learning Communities are formed, review goals for the year, clarify expectations, literacy goals, and conduct team building activities within academies. All 9th-11th grade students take the CERT exam to determine a baseline.</td>
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<td>2017-18 Literacy</td>
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<tr>
<td><strong>September</strong></td>
<td>Teacher Cohort Leads meet to identify priority needs of students, establish common focus goals (skills) for the academy, begin book study, “Teaching in the Fast Lane: How to Create Active Learning Experiences.” Analyze results from data from state testing from 2016-2017 school year and the CERT 2017; teams discuss needs, causes, and prioritize the students’ needs in order to develop a plan. Academies, Teacher Mentor, and administrators work together to develop a 30-day literacy plan for integrating literacy standards and skills across the content areas (e.g. note-making, inference, vocabulary, writing to learn, close reading, etc.).</td>
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<tr>
<td><strong>September continued</strong></td>
<td>Academies identify common strategies/tools to use consistently across the content areas of the academy, study the strategy, plan for integration of the strategy, and study the impact the strategy has upon the learning. Administrators, the goal clarity coach, and Teacher Mentor visit classrooms and provide feedback on progress in the use of the strategies/tools and level of student engagement when reading.</td>
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<tr>
<td><strong>October</strong></td>
<td>Teacher Cohort Leads meet to take stock on the progress of the short term 30-day plan based on school improvement goals of reading and writing. Teachers work through a process of analyzing student work, determining needs of students, and developing next step plans through a process called the “Collaborative Analysis of Student Work.” (Study-Action part of PDSA). Teachers continue book study and exploration of research based strategies. Academies write another 30-day plan for the integration of reading, writing and thinking in the classroom. Teacher Rounds introduced to cohort members, host teacher identified.</td>
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<tr>
<td>November</td>
<td>Teacher Cohort Leads meet to explore the resources and identify tools/strategies which can best help support the priority needs of students and supports the school improvement goals. Teacher Cohort Leads explore the components of an active and engaging lesson process. Teacher Rounds conducted; teachers plan a lesson and collaboratively teach the lesson using the focus strategies/tools.</td>
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<tr>
<td>December</td>
<td>Mid-Year CERT given to all 9th-11th grade students. English, Math, and Science departments study the results of CERT for each of their content areas in PLCs. Teachers identify areas of need and report findings to the academy in which they are assigned. Analyze data in English, Science, and Math Department PLCs to determine progress and needs. Identify students’ needs, establish time for students to receive online CERT tutorial on areas identified for growth. Compare the growth of students from the fall testing, reflect on what strategies are working and the impact of the strategies upon students' performance. Teacher Cohort Leads meets to continue exploring literacy strategies for implementation in the classroom.</td>
</tr>
<tr>
<td>January</td>
<td>Quarterly Report: Taking Stock of progress toward goals. Teacher Cohort meets to continue exploring strategies, tools, and how to embed the tools into lesson design. Teacher Cohort Leaders take Learning Walks within their assigned academy: Present State-Desired State What is the current state of instruction and student engagement with reading, writing, and thinking? Where do we want to be? What must we do more of to improve instruction and student engagement? Teacher Cohort Leads work with the administrator and academy teams to create a 30 day literacy plan of action, including progress monitoring &amp; feedback.</td>
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<td>2017-18 Literacy</td>
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<tr>
<td><strong>February</strong></td>
<td>Teacher Cohort continues the exploration of research based strategies and tools related to the academy’s focus and needs of students (e.g. vocabulary, note-making, close reading, inference, compare/contrast, questioning, etc.) and the integration of strategies into daily lesson plans &amp; formative assessments aligned to standards. Teacher Round repeated. Learning Walks involving teachers, administrators, and coaches continue to monitor the implementation level of the strategies/tools in the classroom.</td>
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<tr>
<td><strong>March</strong></td>
<td>Teacher Cohort Leaders visit other schools where project-based learning is successful. Reflection on visits using Plus-Deltas. Administer CERT Spring Assessment</td>
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<tr>
<td><strong>April</strong></td>
<td>Analysis of CERT data in content specific PLCs. Analysis of CERT data across academies. Present State-Desired State: Where are we? Where do we want to be (goals)? What must we do differently if we are to achieve our desired state?</td>
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</tbody>
</table>
| **June**         | Curriculum Design  
Writing units of study within academies linking skills across content areas, creating projects which span across multiple content areas within the academy while integrating reading, writing, mathematics, science and social studies when appropriate. |

Year 2:  
The timeline for meetings with Teacher Cohort Leaders repeats itself with a greater emphasis on unit development and integrating project based learning opportunities for students when appropriate.
Collaborative teaching will continue, but with a shift moving away from Teacher Rounds to co-teaching within the academy (example, a math teacher may be provided a ½ day release day to go into the robotics classroom to co-teach a lesson involving mathematical calculations necessary to complete a program or a history teacher may want to have an English teacher co-teach when analyzing and critiquing a political cartoon).

A greater focus during the second year will be on writing units of study, meaningful assessment tasks, and developing engaging lessons using the tools and strategies.

Book study, “Setting the Stage for Project Based Learning” by John Larmer, John Mergendoller, Suzie Boss and study guide. ASCD

Year 3

The timeline for meeting with teacher leaders continues, with emphasis on cross-content skills and developing real world, project-based learning opportunities.

Learning Walks conducted by members of the academy, teacher leaders, and administrators continue into the third year. This extends to members of the academy who are not part of the cohort. Substitutes will allow the teacher leader to walk with colleagues and reflect on the following questions:

What did you learn about the present state of teaching and learning?  
Where is our desired state (goals)?  
What must we do differently if we are to achieve our desired state?

Co-teaching opportunities within academies shall be integrated into the third year plan where it can benefit students. These dates will be established as the academies work to align instruction, skills, and needs of students.

Book study: “Learning for Keeps: Teaching the Strategies Essential for Creating Independent Learners” by Rhoda Koenig. (ASCD)
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<th>2017-18 Mathematics</th>
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<tbody>
<tr>
<td><strong>August</strong></td>
<td>Distribute books and teachers read Chapters 1-2 and explore the five practices: anticipating, monitoring, selecting, sequencing, and connecting.</td>
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**Math Cohort Initial Meeting**
Share the school improvement goals and SMART goals for mathematical practices, review cohort focus for the year, and clarify teacher expectations.
Introduce the “5 Practice to Orchestrating Productive Mathematics Discussion” to the math department as a book study.
Define the criteria of ‘accountable classroom talk’ and explore strategies for promoting accountable talk in the classroom.
Clarify expectations for establishing a mathematical community in classrooms.
Clarify expectations for students founded in the mathematical practices 1 and 3.
Self-Assessment of individual teachers’ abilities to conduct a meaningful discussion and orchestrate accountable talk.

**Follow Up Support & Tasks:**
Learning Walks involving teachers, administrators, and coaches continue as means of monitoring the implementation level of the strategies/tools in the classroom.
Read Chapters 3-4 and investigate the five practices in action: anticipating, monitoring, selecting, sequencing, and connecting.
Teachers share expectations and criteria for success with students for accountable talk, perseverance, and problem solving.
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<th>2017-18 Mathematics</th>
<th>Timeline - Action Steps</th>
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</table>
| September           | Math Cohort Meet:  
|                     | Reflect on implementation of establishing a math community  
|                     | Introduce student surveys to math teacher cohort  
|                     | Analyze tasks to determine the cognitive level demanded of the students  
|                     | and establish mathematical goals.  
|                     | Develop a monitoring tool for a task and anticipate students’ strategies students might choose to complete the task.  
|                     | Sequence student work samples to facilitate classroom discussion and accountable talk.  
| Follow Up Support & Tasks: | Administer the first round of student surveys reflecting on classroom discussions.  
|                     | Work within PLCs or individually to select a high cognitive demand task to implement, anticipate students’ strategies and develop monitoring tool for use in the classroom.  
|                     | Teachers will reflect on the use of the monitoring tool and the task outcomes.  
|                     | Math coach will conduct learning walks to provide feedback and coaching support to math cohort members.  
|                     | Learning Walks involving teachers, administrators, and coaches continue as means of monitoring the implementation level of the strategies/tools in the classroom.  
|                     | Teachers reinforce expectations and criteria for success with students for accountable talk, perseverance and problem solving.  
<p>|                     | Read Chapters 5-6 and learn about determining the direction of the discussion and ensure active thinking and participation. |</p>
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<tr>
<td><strong>October</strong></td>
<td>Math Cohort Meet:</td>
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<td>Math Cohort continues the exploration of research-based strategies and tools related to orchestrating student discourse and needs of students (e.g. implanting talk moves, questioning techniques, etc.) and the integration of strategies into daily lesson plans &amp; formative assessments aligned to standards. Math PLCs collaborate to create a 30 day math plan for integrating accountable talk, expectations for student perseverance, and expectations for student reasoning.</td>
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<td></td>
<td>Follow Up Support &amp; Tasks:</td>
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<td>Work within PLCs or individually to select a high cognitive demand task to implement, anticipate students’ strategies and develop monitoring tool for use in the classroom. Teachers use a monitoring tool to capture student reasoning and strategies. Administer the next round of student surveys reflecting classroom discussions. Teachers engage in a minimum of 3 coaching cycles (planning conversion, lesson observation, and debrief conversation) with math coach to gain feedback on task and strategy implementation from book study learning and consider next steps. Teachers will reflect on coaching cycle and book study learning application and the task outcomes of the observed lesson to refine, adjust, and plan next steps. Learning Walks involving teachers, administrators, and coaches continue as means of monitoring the implementation level of the strategies/tools in the classroom.</td>
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<td><strong>November</strong></td>
<td>Math Cohort Meet:</td>
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<td>Math PLCs reflect on 30 day math plan for integrating accountable talk, expectations for student perseverance, and expectations for student reasoning.</td>
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<td>Math Cohort continues the exploration of research-based strategies and tools related to orchestrating student discourse and needs of students (e.g. implanting talk moves, questioning techniques, etc.) and the integration of strategies into daily lesson plans &amp; formative assessments aligned to standards.</td>
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<td>Math PLCs create a 60 day math plan for integrating accountable talk, expectations for student perseverance, and expectations for student reasoning and expectations for student participation in discussion.</td>
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<td>Follow Up Support &amp; Tasks:</td>
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<td>Work within PLCs or individually to select a high cognitive demand task to implement, anticipate students’ strategies and develop monitoring tool for use in the classroom.</td>
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<td></td>
<td>Teachers use a monitoring tool to capture student reasoning and strategies.</td>
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<td>Administer the next round of student surveys reflecting on classroom discussions.</td>
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<td>Teachers engage in a minimum of 3 coaching cycles (planning conversion, lesson observation, and debrief conversation) with math coach to gain feedback on task and strategy implementation and consider next steps.</td>
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<td>Teachers will reflect on coaching cycle and book study learning application and the task outcomes of the observed lesson to refine, adjust, and plan next steps.</td>
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<td>Learning Walks involving teachers, administrators, and coaches continue as means of monitoring the implementation level of the strategies/tools in the classroom.</td>
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<td>Quarterly Report: Reflecting on progress toward goals.</td>
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<td><strong>December</strong></td>
<td>Math Facilitators Meet:</td>
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<td></td>
<td>PLC Leads meet to take stock on the progress of the 60-day plan based on school improvement goals of math. Teachers work through a process of analyzing student work, determining needs of students, and developing next step plans through a process called the “Collaborative Analysis of Student Work.” (Study-Action part of PDSA).</td>
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<td>Learning Walks involving teachers, administrators, and coaches continue as means of monitoring the implementation level of the strategies/tools in the classroom.</td>
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<td>Reflection on classroom visits using Plus-Deltas.</td>
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<td>Compare the growth of student surveys from first rounds; reflect on what strategies are working and the impact of the strategies upon students’ performance.</td>
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<td>Read Chapters 7-8 and put the five practices in the context of lesson planning.</td>
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<td>Year</td>
<td>Mathematics</td>
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<tr>
<td>January</td>
<td>Math Cohort Meet:</td>
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<td>January</td>
<td>Follow Up Support &amp; Tasks:</td>
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<tr>
<td>February</td>
<td>Math Cohort Conduct Instructional Rounds:</td>
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<tr>
<td>February continued</td>
<td>Administer the next round of student surveys reflecting on classroom discussions. Teachers engage in a minimum of 3 coaching cycles (planning conversion, lesson observation, and debrief conversation) with math coach to gain feedback on task and strategy implementation and consider next steps. Teachers will reflect on coaching cycle and book study learning application and the task outcomes of the observed lesson to refine, adjust, and plan next steps. Learning Walks involving teachers, administrators, and coaches continue as a means of monitoring the implementation level of the strategies/tools in the classroom. Quarterly Report: Reflecting on progress toward goals.</td>
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<td>March</td>
<td>Math Facilitators Meet: Math PLCs reflect on 30 day math plan for integrating accountable talk, expectations for student perseverance, and expectations for student reasoning. Follow Up Support &amp; Tasks: Work within PLCs or individually to select a high cognitive demand task to implement, anticipate students’ strategies and develop monitoring tool for use in the classroom. Teachers use a monitoring tool to capture student reasoning and strategies. Administer the next round of student surveys reflecting on classroom discussions. Teachers engage in a minimum of 3 coaching cycles (planning conversion, lesson observation, and debrief conversation) with math coach to gain feedback on task and strategy implementation and consider next steps. Teachers will reflect on coaching cycle and book study learning application and the task outcomes of the observed lesson to refine, adjust, and plan next steps.</td>
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<td>Learning Walks involving teachers, administrators, and coaches continue as a means of monitoring the implementation level of the strategies/tools in the classroom.</td>
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| **April**           | Follow Up Support & Tasks:  
                     Work within PLCs or individually to select a high cognitive demand task to implement, anticipate students' strategies and develop monitoring tool for use in the classroom.  
                     Teachers use a monitoring tool to capture student reasoning and strategies.  
                     Administer the next round of student surveys reflecting on classroom discussions.  
                     Teachers engage in a minimum of 3 coaching cycles (planning conversion, lesson observation, and debrief conversation) with math coach to gain feedback on task and strategy implementation and consider next steps.  
                     Teachers will reflect on coaching cycle and book study learning application and the task outcomes of the observed lesson to refine, adjust, and plan next steps.  
                     Self-Assessment of individual teachers’ abilities to conduct a meaningful discussion and orchestrate accountable talk.  
                     Learning Walks involving teachers, administrators, and coaches continue as means of monitoring the implementation level of the strategies/tools in the classroom. |
| **May**             | Quarterly Report: Reflecting on progress toward goals.  
                     Math PLC facilitators meet to help establish the plan for 2018-2019.  
                     Celebration and recognition of the work teachers and students have done. |
| **June**            | o Task Design & Modification  
                     Finding, modifying and/or creating high cognitive demand tasks to implement within units of study. |
**Year 2:**

The timeline for meetings with Math Cohort repeats itself with a greater emphasis on unit development and integrating rich tasks for and increasing learning opportunities for students.

Instructional rounds will continue and eventually shift to co-teaching within the PLC (example, a math teacher may be provided a ½ day release day to go into a PLC colleague’s classroom to co-teach a lesson involving the practices).

A greater focus during the second year will be on creating units of study, meaningful assessment tasks, and developing engaging lessons using the tools and strategies.


Book study, “The Formative 5: Everyday Assessment Techniques for Every Math Classroom” by Francis (Skip) Fennell, Beth McCord Kobett, and Jon A. Wray Mellman, Corwin

**Year 3**

The timeline for meeting with teacher leaders continues, with emphasis on growth mindset.

Learning Walks conducted by members of the cohort and administrators continue into the third year. Math Teacher Leaders established and trained to peer coach. Substitutes will allow the teacher leader to walk with colleagues and reflect on the following questions:

What did you learn about the present state of teaching and learning?
Where is our desired state (goals)?
What must we do differently if we are to achieve our desired state?
Co-teaching opportunities within cohort shall be integrated into the third year plan where it can benefit students. These dates will be established as the math PLCs work to align instruction, skills, and needs of students.


**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.

**Annual Goals: Long Term Goals**

Reading and Math:

By **May, 2018**, increase the number of 11th grade students benchmarking in reading, math, and English from 11% in 2017, to **21%** as measured by ACT composite scores.

By **May, 2019**, increase the number of 11th grade students benchmarking in reading, math, and English from 21% in 2018, to **31%**, as measured by ACT composite scores.

By **May, 2020**, increase the number of 11th grade students benchmarking in reading, math, and English from 31% in 2018, to **45%**, as measured by ACT composite scores.

Reading:

By **May, 2018**, increase the percentage of students benchmarking in reading (score of 22) on the ACT from 29% in 2017, to **40%** as measured by the ACT reading data report.

By **May, 2018**, increase the percentage of students scoring proficient or higher in reading from 29.1% to **45%** as measured by state assessments, district assessments, GRADE exam, and CERT data.

By **May, 2019**, increase the number of 11th grade students benchmarking in reading (score 22) on the ACT from 40% to 50% as measured by the ACT reading data report.

By **May, 2020**, increase the number of 11th grade students benchmarking in reading (score 22) on the ACT from 50% to 60% as measured by the ACT reading data report.

Writing:

By **May, 2018** increase the percentage of 11th grade students scoring proficient/distinguished in writing from 40.9% in 2016 to 50% as evidenced by scored samples of students’ work and results from state On-Demand Writing scores.

By **May, 2018**, decrease the percentage of 11th ESL students scoring novice from 34.3% in 2016, to **20%** while increasing the percentage of proficient/distinguished from 2.9 to 10%.

By **May, 2019**, increase the percentage of 11th grade students scoring proficient/distinguished in writing from 50% in 2018 to 60% as evidenced by scored samples of students’ work and results from state On-
Demand Writing scores.

By May, 2020, increase the percentage of 11th grade students scoring proficient/distinguished in writing from 60% in 2018 to 70% as evidenced by scored samples of students' work and results from state On-Demand Writing scores.

Annual Long Term Goals

Mathematics

By May, 2018, all students in grades 9-12 math classrooms will demonstrate growth in their critical thinking skills and ability to explain reasoning through both verbal and written communication as evidence by classroom observations, student surveys, student/teacher reflections, class Plus-Delta, and monitoring tools from “5 Practices for Orchestrating Productive Mathematics Discussions,” and improved classroom academic performance.

Math Practice 1: Perseverance

By May, 2018, all students in grades 9-12 math classrooms will be able to respond to a difficult task without giving up in one of the following ways: 1.) find solution paths, 2.) begin to work toward a solution path by writing down known information or things they notice, or 3.) write questions they ponder that could help them work toward a solution path as evidenced by students’ notes, math journals, scored samples of student work, CERT data, and improved academic performance.

Math Practice 1: Problem Solving

By May, 2018, all students in grades 9-12 math classrooms to be able to demonstrate the ability to approach problems using multiple strategies and to recognize the need for flexibility in approaches to solving problems as evidenced by student reflection, scored samples of student work, monitoring tools, classroom observations, and classroom assessments.

State Long Term Goals

By May, 2018, increase the percentage of students benchmarking in mathematics (score 22) on the ACT from 19% to 29% or higher as evidenced by ACT student data reports and the Kentucky School Report Card.

By May, 2018, increase the percentage of students scoring proficient/distinguished from 22.7% to 35% and decrease the percentage of novice students from 29.1 to 20% as measured by formative assessments, summative assessments, state exams, district exams, CERT data, and the Kentucky School Report Card.

By May, 2019, increase the percentage of students benchmarking in mathematics (score 22) on the ACT from 29% to 40% or higher as evidenced by CERT, scored samples of student work, district exams, summative assessments, state reports and the Kentucky School Report Card.

By May, 2019, increase the percentage of students scoring proficient/distinguished from 35% to 45% and decrease the percentage of novice students from 20% to 10% as measured by formative assessments, summative assessments, state exams, district exams, CERT data, and the Kentucky School Report Card.

By May, 2020, increase the percentage of students benchmarking in mathematics (score 22) on the ACT from 40% to 50% or higher as evidenced by ACT student data reports and the Kentucky School Report Card.
By May, 2020, increase the percentage of students scoring proficient/distinguished from 40% to 50% and decrease the percentage of novice students from 10% to 5% as measured by formative assessments, summative assessments, state exams, district exams, CERT data, and the Kentucky School Report Card. Develop quarterly S.M.A.R.T. goals for literacy and math for each year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.

Reading

9th Grade Quarterly Goals Reading (Short Term Goals and Student Growth Goals)

November
By November, 2017, all 9th grade students will show growth in knowing and being able to apply a variety of strategies for reading closely, make notes independently, and be able to write a clear, coherent, accurate, and precise summary of an informational passage as evidenced by scored samples of student work, formative assessments, and summative assessments.

By November, 2017, 50% of 9th grade students will demonstrate mastery of targeted ELA standards for reading found on district maps, as evidenced by CASCADE, scored samples of students’ work, classroom daily work, and/or teacher summative assessments.

February
By February, 2018, all 9th grade students will show growth in being able to analyze a text to correctly identify the structure, author’s purpose, central idea, and relevant details that support the central idea or claim as evidenced by teacher observations during discussions, scored samples of student work, daily formative assessments, and grades.

By February, 2018, decrease the number of 9th grade students scoring novice by 15% and increase the number of students scoring proficient/distinguish on district proficiency exams by 15% as evidenced by CASCADE, scored samples of student work, formative assessments, and/or summative assessments.

May
By May, 2018, all 9th grade students will be able to read closely, collect information, and organize information using graphic organizers (e.g. compare/contrast, cause/effect, problem/solution) in order to write a coherent summary.
By May, 2018, decrease the number of 9th grade students scoring novice by 10% and increase the number of students scoring proficient/distinguish on district proficiency exams by 10% as evidenced by CASCADE, scored samples of student work, formative assessments, and/or summative assessments.

10th Grade Quarterly Goals Reading (Short Term Goals and Student Growth Goals)

November
By November 2017, all 10th grade students will demonstrate growth in the ability to identify a central theme, claim, or central idea of a passage and be able to give an objective summarize as to how the author develops the theme, claim, or central idea using specific details.

By November, 2017, 50% of 10th grade students will demonstrate mastery (proficiency) of key ELA standards for reading identified on district maps, as evidenced by CASCADE, scored samples of students' work, classroom daily work, and/or teacher summative assessments.

February
By February, 2018, all 10th grade students will demonstrate growth in their ability to analyze an argument from multiple points of view and explain how a writer’s point of view impacts purpose and word choice.

By February, 2018, decrease the number of 10th grade students scoring novice by 10% and increase the number of students scoring proficient/distinguish on district proficiency exams by 10% as evidenced by CASCADE, scored samples of student work, formative assessments, and summative assessments.

May
By May, 2018, all 10th grade students will demonstrate growth in their ability to read critically, summarize key details and central ideas, or theme, and analyze how the author develops ideas within the text.

By May, 2018, decrease the number of 10th grade students scoring novice by 10% and increase the number of students scoring proficient/distinguish on district proficiency exams by 10% as evidenced by CASCADE, scored samples of student work, formative assessments, and summative assessments.

11th Grade Quarterly Goals Reading
By October, 2017, all 11th grade students will show growth in vocabulary development as evidenced by teacher observations of verbal and written communication, vocabulary notebooks, reading comprehension assessments, and students' self-reflections on vocabulary development.
By **October, 2017**, 50% of 11th grade students will demonstrate mastery (proficiency) of key ELA standards for reading identified on district maps, as evidenced by CASCADE, scored samples of students' work, classroom daily work, and/or teacher summative assessments.

By **January, 2017**, all 11th grade students will show growth in their ability to annotate texts, read critically

By **January, 2017**, 60% of 11th grade students will demonstrate mastery (proficiency) of key ELA standards for reading identified on district maps, as evidenced by scored samples of daily work, formative assessments, summative assessments, and CERT data.

By **May, 2017**, all 11th students will show growth in their ability to read and analyze authors’ differing points of view or interpretations of works of literature or controversial issues found within texts.

By **May, 2017**, 65% of 11th grade students will demonstrate mastery (proficiency) of key ELA standards for reading identified on district maps, as evidenced by scored samples of daily work, formative assessments, summative assessments, and CERT data.

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**Mathematics 9-12th Short Term Quarterly Goals**

**November**

By **November, 2017**, all mathematical teachers in grades 9-12 will intentionally plan for the integration and implementation of ‘accountable talk’ as part of daily instruction as evidenced by classroom observations, student surveys, teacher surveys, teacher reflection, and daily lesson plans.

By **November, 2017**, all students will demonstrate critical thinking/reasoning skills through accountable talk, Math Journals, paired conversations, small group work, and whole group work as evidenced by journals, exit tickets, classroom observations, PLC minutes, and/or teacher-coaching reflections.

By **November, 2017**, 50% of students in grades 9-12 math classrooms will be able to respond to a difficult task without giving up in one of the following ways: 1.) find solution paths, 2.) begin to work toward a solution path by writing down known information or things they notice, or 3.) write questions they ponder that could help them work toward a solution path as evidenced by students’ notes, math journals, scored samples of student work, CERT data, and improved academic performance.

---

**February**

By **February, 2018**, all math teachers will demonstrate, with competency, the ability to anticipate the strategies students might use to solve a problem and monitor students’ strategies; with 50% of math teachers demonstrating the ability to select and sequence which strategies to share in whole group discussion as evidence by teacher lesson plans, videos, reflections, PLC minutes, classroom observations, and the monitoring tools.

By **February, 2018**, decrease the number of students (e.g. Algebra I, Algebra II, Geometry, and Senior Math) scoring novice on the district benchmark assessments by 10% and increase the number of students scoring proficient/distinguish by 10% as evidenced by CASCADE, scored samples of student work,
formative assessments, and/or classroom summative assessments.

**By February, 2018,** 75% of all students in grades 9-12 math classrooms will be able to respond to a difficult task without giving up in one of the following ways: 1.) find solution paths, 2.) begin to work toward a solution path by writing down known information or things they notice, or 3.) write questions they ponder that could help them work toward a solution path as evidenced by students’ notes, math journals, scored samples of student work, CERT data, and improved academic performance.

**May**

**By May, 2018,** 50%, or 7 out of 14 teachers, will be able to orchestrate meaningful discussion based on the ‘5 Practices’, as evidenced by teacher survey, student survey, monitoring tools, videos of classroom discussions, teacher reflection, and classroom observations.

**By May, 2018,** decrease the number of students (e.g. Algebra I, Algebra II, Geometry, and Senior Math) scoring novice on the district benchmark assessments by 10% and increase the number of students scoring proficient/distinguish by 10% as evidenced by CASCADE, scored samples of student work, formative assessments, and/or classroom summative assessments.

**By May, 2018,** all students in grades 9-12 math classrooms will be able to respond to a difficult task without giving up in one of the following ways: 1.) find solution paths, 2.) begin to work toward a solution path by writing down known information or things they notice, or 3.) write questions they ponder that could help them work toward a solution path as evidenced by students’ notes, math journals, scored samples of student work, CERT data, and improved academic performance.
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.

The district will provide up-to-date data on district assessments. Teachers use the data when reflecting on progress toward school improvement goals for literacy and math.

The Assistant Superintendent, principals, KDE support staff (e.g. ERD, ERL, ERS), and School Leadership Team meet to complete a Plus-Delta and make suggestions for next step actions and revisions to the plan.

Principals meet with each of the four academies, share the suggestions for next steps, and determine what steps need to be taken for interventions, revisions of plan, and instructional modification.

Teachers shall be informed of JCPS professional development opportunities available to support the school improvement goals for reading, mathematics, and writing.

Mathematics and English Department Chairs meet regularly with other schools for the purpose of aligning curriculum, assessments, and instruction.

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.

Priority school principals and members of the school's leadership team (assistant principals, goal clarity coaches, counselors, and/or content area department heads) along with Educational Recovery staff worked to develop each school's SIG plans. The Superintendent, Chief Academic Officer, Assistant Superintendent for Curriculum and Instruction, Priority School Director, Achievement Area Superintendents and Resource Development staff met on April 14, 2017 to discuss school improvement plans. Once draft plans were developed, they were reviewed by each school's planning team members for content and budget checks.

Student learning will be measured using the district proficiencies and state assessments for each content area. Progress will be monitored by the school’s Instructional Leadership Team which includes the principal, assistant principals in charge of academies, counselors, goal clarity coach, and content resource teachers. Adjustments will be made to SIG plans based on the findings of the monthly data dashboards, the Quarterly KDE Reports and other sources. Regular progress updates will be shared with the Board of Education, Superintendent and the larger school community.

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.

The SIG request includes stipends for teachers to attend professional learning during the summer. The planned Thoughtful Education PD will increase teacher knowledge and use of high impact instructional strategies.

### Year One Stipends: $2,384
Summer PD: PD rate $21.28 per hour X 7 hours X 16 teachers (4 teachers per career academy)

### Year Two Stipends: $2,408
Summer PD: PD rate $21.50 per hour X 7 hours X 16 teachers

### Year Three Stipends: $2,432
Summer PD: PD rate $21.71 per hour X 7 hours X 16 teachers

Stipends total $7,224

The SIG request includes substitutes for classroom teachers to participate in Thoughtful Education, literacy and mathematics professional learning during the school year. In addition, the school will work with a retired teacher with expertise in Thoughtful Education for 120 days as a long-term substitute who will serve as the project’s Teacher Mentor. Embedded Thoughtful Education PD with the Teacher Mentor during the school day will increase teacher knowledge of research-based strategies and provide coaching and peer-to-peer collaborative learning to improve instructional practice.

### Year One Substitutes: $62,355
Literacy PD: $140 per substitute X 5 Teachers per academy X 4 academies X 10 days = $28,000
Math PD: $140 per substitute X 4 Teachers X 6 days = $3,360
Long-term Substitute: $258.29 per day X 120 days = $30,995

### Year Two Substitutes: $62,978
Literacy PD: $141.40 per substitute X 5 Teachers per academy X 4 academies X 10 days = $28,280
Math PD: $141.40 per substitute X 4 Teachers X 6 days = $3,394
Long-term Substitute: $260.87 per day X 120 days = $31,304

### Year Three Substitutes: $3,394

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<td>Education Consultants</td>
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<td>Supplies</td>
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<td><strong>Total</strong></td>
<td><strong>$253,579</strong></td>
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Personnel: The total personnel cost for three years is $128,727.
Kentucky Department of Education
Section 1003g LEA Application
Turnaround Model (KY HB 176 Restaffing Model)

Literacy PD: $153.01 per substitute X 5 Teachers per academy X 4 academies X 10 days = $30,602
Math PD: $141.40 per substitute X 4 Teachers X 6 days = $3,394
Long-term Substitute: $263.49 per day X 120 days = $31,619

Substitutes total $128,727
Personnel Category Total: $128,727

Benefits: the total cost of benefits over three years is $26,590.

Benefits are based on standard district rates and were applied to stipends and substitutes.

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<th>Year 2</th>
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Professional Services: costs over three years totals $68,262

An Education Consultant will be contracted to provide Project-Based Learning Coaching to career academy teams. Each grade will participate in the PBL coaching. In Year 1, Grade 10 Teachers will participate, in Year 2 Grade 11 Teachers will participate and in Year 3 Grade 12 Teachers will participate:

**Year 1 Education Consultants = $33,000**

PBL Coaching: $5,500 per day X 2 days of coaching per team X 3 career academy teams = $33,000

Summer professional learning: $300 per teacher X 16 teachers (4 teachers per academy X 4 career academies = $4,800

**Year 2 Education Consultants = $17,650**

PBL Coaching: $5,500 per day X 2 days of coaching per team X 3 career academy teams = $33,000.

Requesting $17,650 of total cost.

Summer professional learning: $300 per teacher X 16 teachers (4 teachers per academy X 4 career academies = $4,800

**Year 3 Education Consultants = $17,612**

PBL Coaching: $5,500 per day X 2 days of coaching per team X 3 career academy teams = $33,000.

Requesting 17,612 of total cost.

Summer professional learning: $300 per teacher X 16 teachers (4 teachers per academy X 4 career academies = $4,800

Professional Services Category Total = $68,262
Supplies: Supply costs over three years totals $30,000

### Year 1 Supplies: $15,000

**PD resources and materials:** $160 X 20 participants → $3,200  
HERO software licenses to track Positive Behaviors Interventions and Supports: annual license @ $6,000. Requesting $5,000 of total cost.  
College Equipped Readiness Tool (CERT) to assess student learning in English, Mathematics, Reading, and Science: annual license @ $13,000. Requesting $10,000 of total cost.

### Year 2 Supplies: $15,000

**PD resources and materials:** $160 X 20 participants → $3,200  
HERO software licenses to track Positive Behaviors Interventions and Supports: annual license @ $6,000. Requesting $5,000 of total cost.  
College Equipped Readiness Tool (CERT) to assess student learning in English, Mathematics, Reading, and Science: annual license @ $13,000. Requesting $10,000 of total cost.

### Year 3 Supplies: $0

**PD resources and materials:** $160 X 20 participants → $3,200  
HERO software licenses to track Positive Behaviors Interventions and Supports: annual license @ $6,000  
College Equipped Readiness Tool (CERT) to assess student learning in English, Mathematics, Reading, and Science: annual license @ $13,000

Supply Category Total = $30,000

Year One Total: $123,185 Year Two Total: $108,576 Year Three Total: $21,818 Total Project: $253,579
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, Flexible Focus, and Section 7 dollars to support Southern High School's Improvement efforts. US Department of Education Turnaround School Leaders grant is available to provide National Institute for School Leadership (NISL) Executive Development training to school leaders and a US Department of Education School Climate Transformation grant provides Positive Behaviors Interventions and Support training and resources.
**Year 1 School Budget**

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

District: Jefferson County Public Schools  
School: Southern High School

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<td>Stipends</td>
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<td>120</td>
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**Total Amount Requested Year 1**  
$123,185
### Year 2 School Budget

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

District: Jefferson County Public Schools  
School: Southern High School

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Total Amount Requested Year 2: $108,576
**Year 3 School Budget**

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District: Jefferson County Public Schools
School: Southern High School

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Total Amount Requested Year 3 $21,818
Regular Meeting  
March 28, 2011 7:00 PM  
VanHoose Education Center  
Stewart Auditorium

Agenda Item:  
IV.E. Recognition of Newly Appointed Principals

Speaker:  
Assistant Secretary to the Board

Recommendation:  
Superintendent Sheldon recommends that the Board of Education receive a recognition of the newly appointed principals at Fairdale, Iroquois, Southern, and Waggener Traditional high schools.

Rationale:  
Bryce Hibbard, Brad Weston, Chris Perkins, and Katy Zeitz will assume their new role as principal effective July 1. These aspiring new leaders are participating in a comprehensive series of trainings designed to help them find new and innovative ways to improve student performance in an effort to turn around priority schools. These outstanding leaders are highly skilled, passionate, and committed to enhancing student achievement.

Hibbard will become the new principal at Southern High School. He currently serves as assistant principal at Moore Traditional School, a position he held for five years.

Weston will assume the role as principal of Fairdale High School after seven years as assistant principal at the school.

Chris Perkins takes over as principal at Iroquois High School after serving there five years as assistant principal.

Katy Zeitz will be the principal at Waggener Traditional High School. She has held an assistant principal position at Ballard High School for seven years.

Submitted by: Stephanie Bateman
School Diagnostic Review Summary Report

Southern High Magnet Career Academy

Jefferson County Public Schools

1/13/2013 – 1/16/2013

The members of the Southern High Magnet Career Academy Diagnostic Review Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

Principal Authority:
The principal does have the ability to lead the intervention and should remain as principal of Southern High Magnet Career Academy to continue his roles and responsibilities established in KRS 160.345.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

Date:__________________________

I have received the diagnostic review report for Southern High Magnet Career Academy.

Principal, Southern High Magnet Career Academy

Date:__________________________

Superintendent, Jefferson County Public Schools

Date:__________________________