

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

Cover Page

District: Jefferson County Public Schools

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Position: Priority School Manager

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Contact Mailing Address: Van Hoose Education Center 3332 Newburg Road Louisville, KY 40218

Contact Phone: 502-485-3080

District Name	NCESID#	Total Awarded
Jefferson	2102990	\$

School Name	NCESID#	Intervention
1 Academy @ Shawnee	210299000777	Turnaround Model
2 Iroquois High School	210299000753	Turnaround Model
3 Knight Middle School	210299000725	Turnaround Model
4 Southern High School	210299000637	Turnaround Model
5 Thomas Jefferson Middle School	210299000682	Turnaround Model

District Verification

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

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

The district must assure that it will-

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



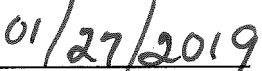
Superintendent Signature



Date



Notary Public



My commission expires

Notary seal

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. These schools were given first priority by the Kentucky Department of Education (KDE) request for School Improvement Grant (SIG) proposals.

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 Schools Office to provide additional support to schools.

The Priority School Office:

- Ensures identified priority schools receive special emphasis, support, and attention as the district makes decisions and assigns resources to foster success;
- Responds to the differentiated needs of priority schools, coordinating services provided by district staff with the Assistant Superintendents for each priority school;
- Regularly analyzes and reports priority school data to stakeholders (Superintendent, 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 key core work processes that enable success on the identified Improvement Priorities associated with AdvancED Standards for Quality.

The Priority School Office concentrates stakeholder attention on priority school concerns. For example, it prepared a Data Report for the Board of Education in February 2016, which noted weak student attendance trends for many priority schools. As a result, the Priority School Office coordinated efforts with principals, Pupil Personnel, and Academic Support Services to deliver interventions to improve attendance. A review of priority school teacher data, in the same report, led to the creation of an institute in the summer of 2016 to address teacher training, attendance, and retention needs. Created by experienced priority teachers for new priority school teachers, the summer institute offered an introduction to priority school settings and cultural proficiency. The institute also furnished classroom management, instructional best practices, using formative assessments and data, differentiating instruction and student engagement strategies.

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

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

Effective principals (Turnaround #1):

Most recent KDE Leadership Audits confirmed that all principals have the capacity to lead the school's 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:

School	Name	Placed as Principal at school	Hire Date
Doss High School	POLLIO, MARTIN A.	7/1/2015	8/5/1997
Fairdale High School	CORBIN, BRANDY B.	11/5/2016	8/3/2001
Iroquois High School	HOLBROOK, HERBERT C.	10/31/2015	1/17/2012
TT Knight Middle School –	GIBBS, CATHERINE L.	4/28/2014	8/1/2011
Southern High School	HIBBARD, BRYCE K.	6/13/2011	8/14/1995
Seneca High School	MORALES, KIMBERLY N.	4/21/2014	8/3/2001
Thomas Jefferson	GREGORY, KIMBERLY M.	9/5/2008	8/10/1998
Western High School	NEWMAN, MICHAEL S.	7/16/2013	8/1/2006
Western Middle School	RICE, KYMBERLY M.	2/25/2013	2/25/2013
Academy @ Shawnee	BENBOE, VENITA M.	8/11/2015	9/9/1991

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's Instructional Leadership Team (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 has established a schedule that provides teachers with job embedded professional development aligned with the instructional program. Teachers have release time during the school day for extended planning and learning time for PLCs. The district's content specialists are available to consult with school leaders to help Goal Clarity Coaches and/or department heads create effective professional development to support student learning. 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 utilized by all PLC members to improve student achievement;
- Continuously monitor student progress and celebrate student successes.

Increasing learning time (Turnaround #6):

Currently, Priority Schools offers daytime extended school services. Students receive extra literacy instruction by a retired JCPS teacher two days per week. The Literacy Coach provides certified instructional support to facilitate small, focused groups to address the needs of Tier 2 and 3 students performing at the novice or apprentice levels. In addition, the school's Master Schedule has been adjusted, so students will participate in literacy and math interventions during four additional periods per week. The new Teacher PLC will meet after school twice monthly. All teachers will have additional after school time for collaborative learning along with extensive summer professional development opportunities.

Provide social-emotional and community-oriented services and supports for students and families as appropriate (Turnaround #7):

In 2016, the district established the Behavior Support Systems Department to train, coach, and support school staff to create positive school culture and climate that improves teaching, and increases learning, therefore increasing student achievement in every building:

- All district level behavior supports and alternative schools now report to one Assistant Superintendent reporting directly to the Superintendent.
- Behavior supports include Positive Behavior Interventions and Supports (PBIS) and Restorative Practices training and coaching in schools.
- District is contracting with International Institute of Restorative Practices (IIRP) to provide training and support for district level employees and whole school training in Restorative Practices at schools over three years to enhance and align with our PBIS initiative.
- Eleven staff, an increase from six, are now working in the Behavior Supports 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 council at The Academy @ Shawnee was placed in advisory capacity based on the March 2010 findings of the School Leadership Assessment Report. The statement below is taken directly from the report:

Council Authority –

The school council does not have capability and capacity to continue its roles and responsibilities established in KRS 160.345. The school council shall be retained in advisory capacity.

This advisory council operates with the understanding that all actions are merely recommendations to the school superintendent or designee.

The assistant superintendent and the principal will work closely with the SBDM specialist to map out a plan for the advisory council as they work toward resuming their authority as an SBDM council.

Providing operational flexibility (Turnaround #9):

Priority schools have the ability to write a special budget to the district to request funding for programs that support improvement work at the school. These requests are carefully considered by the Superintendent and if found to be central to the work, they are funded. In addition, as a Priority School, Priority Schools is exempt from any requirements that mandate placement of voluntary or overstaffed employees until it is no longer identified as low achieving. Priority Schools will be able to participate in the staff transfer process, but it will not be required to select any staff from the transfer list. Since Priority Schools is identified as a Priority School, it will receive its 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 work. The system was developed by in-house programmers and, as such, is highly adaptive to school needs. JCPS has developed an assessment system that requires schools to participate in four district proficiencies centered on the core content areas. The results of these proficiencies are used by the school to analyze the instruction and make adjustments. Additionally, schools are required to use a diagnostic test. The district provides a diagnostic test and schools have the option to use the provided assessment or to have PLCs create their own. The results of these assessments are stored in the district's data system, CASCADE. Schools can analyze the results of the district diagnostics and proficiencies in multiple formats, including data dashboards.

The district is also an active partner in KDE's Continuous Instructional Improvement System (CIITS) project. Teachers are creating formative assessments using the instructional management system. Each school's Comprehensive School Improvement Plan (CSIP) and the progress notes that accompany it are found on the ASSIST platform and all schools have experience using the tool to capture their work.

Starting in 2017-18, we will develop smaller learning communities in Priority high schools under the Talent Development Academy (TDA) model where instruction will support and align with student interests. Students will identify with one of three academies—freshman, Business, and Services. Students select career pathways and core content teachers will be assigned to one academy in Math, English, and Science, Social Studies (MESS) teams that will enhance their knowledge of individual students and how they learn. This should increase appropriateness of instruction and deepen student understanding. Seneca expects to see increases 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:

- FRESHMAN ACADEMY
- TALENT DEVELOPMENT ACADEMIES
- ADVISOR/ADVISEE PROGRAM FOR PERSONALIZED LEARNING
- DATA DRIVEN
- PROJECT-BASED LEARNING & TEACHER EXTERNSHIP
- ACADEMY BUSINESS & INDUSTRY ADVISORY BOARD
- 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 and support in Project Based Learning (PBL). This work will continue over the next three years as these 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.

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 provide opportunities to increase student achievement by utilizing 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 arts interventionists, 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 district funds. This center is active and a huge support to the students and families. Because of the importance of this center, the district has made up the difference in the state funding knowing that the difference made was monumental.

The 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 of these schools. This teacher works with teachers to create instructional strategies designed to meet individual students' needs and to ensure that appropriate systems are in place to meet the needs 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, in order for there will be a continuous feedback loop.

A more detailed description of district supports for the Turnaround Model are outlined on pages 5-7. Below is a list of district supports provided 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 assigned to regions providing individualized support for PGES implementation and coaching on school improvement
- ECE Consulting Teachers assigned to each priority school providing differentiated support regarding PBIS implementation, SRT development, utilization of district resources, and support to special education students and families, etc.
- Budget proposals submitted/allocated based on the individualized needs of each priority school
- Staffing considerations ensuring school decision-making regarding 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 ensuring ongoing communication regarding priority school needs and next steps
- Frequent priority school meetings facilitated by the district's Director of Priority Schools providing opportunities for shared practice, feedback regarding district supports, etc.

- Opportunities for Culture Competency Audits (facilitated by Roger Cleveland) and next step development
- PBIS training and opportunities for coaching support
- Access to curriculum maps, assessments, and aligned resources
- Extended Learning Programs providing targeted students with additional learning opportunities for priority schools who applied for this intervention through the district's Section 7 funding application.
- District dashboard access providing opportunities for data manipulation, item analysis, behavior data monitoring, etc.
- Goal Clarity Coaches selected by the schools and funded by the district to facilitate PLCs, coach teachers, co-teach, support progress monitoring, etc.
- Additional professional development/training opportunities focused on systems training, strategic planning, etc.
- A set of Goal Clarity Coaches specializing in particular content was assigned to individual schools. These experts are used across schools to support the work of PLCs.

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

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

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

The Office of Priority Schools Manager coordinates communication to support the Priority 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 Grants and Awards 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 accurate 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 Title I office at the district will make the funds available to the schools per the requested and approved MUNIS codes. That office will provide technical support to schools as they begin to access funds in support of their individual 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 these schools and/or teachers in these schools 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 these activities.

The district will participate in all activities sponsored by the Kentucky Department of Education related to Priority School work. Through the Priority Schools Office, the district has coordinated and directed support and resources through all areas of the district for Priority Schools. These are 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, ECE and ESL services.

Communications

Perfect Attendance Incentive and Social Media Ambassadors program.

Human Resources

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

Finance

Funds for extended learning provided. Holding priority schools harmless during the budgeting process.

Other key supports:

Priority Teacher Institute

Designed by priority teachers for new priority teachers. July 28 & 29, Booster Session Nov 7. Numerous breakout opportunities: Cultural Proficiency, Assessment Strategies, Engagement Strategies, Classroom Rituals and Routines, Networking Opportunities

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. Next meeting Dec 13.

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. Latest work session Nov 10. Principals participated in a guided discussion around recent accountability results. Ideas, resources, best practices, and feedback shared within the groups.

Novice Reduction Training for ALL schools in JCPS (October).

School Application

District: Jefferson County Public Schools
School: The Academy @ Shawnee

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 data shows that in both literacy and math the majority of students (greater than 70% in most identified groups) are classified as “Apprentice” or “Novice”. These classifications indicate that this same percentage of students are not at the intended levels in these content areas. Specifically, students with IEPs represent the student group with the highest percentage of students falling into these classification. Many times the IEPs for these students require special accommodations and specific intervention type instruction (e.g. readers, scribes, extended time). This type of work is greatly aided by intervention type teachers such as those requested in this grant application.

Literacy Data

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

Content Type: Reading
Grade: K-PREP End-Of-Course

	#	N	A	P	D	PD
All Students	126	61.9	7.9	27.8	2.4	30.2
Male	68	67.6	4.4	26.5	1.5	27.9
Female	58	55.2	12.1	29.3	3.4	32.8
White (Non-Hispanic)	53	54.7	3.8	39.6	1.9	41.5
African American	65	69.2	10.8	18.5	1.5	20.0
Hispanic	0					
Asian	0					
American Indian or Alaska Native						
Native Hawaiian or Other Pacific Islander						
Two or more races	0					
English Learners	0					
Free/Reduced-Price Meals	113	61.9	8.8	26.5	2.7	29.2
Disability-With IEP (Total)	31	80.6	9.7	9.7	0.0	9.7
Gap Group (non-duplicated)	122	62.3	8.2	27.0	2.5	29.5

Content Type: Language Mechanics
 Grade: 11

	#	N	A	P	D	PD
All Students	123	51.2	33.3	10.6	4.9	15.4
Male	68	55.9	29.4	10.3	4.4	14.7
Female	55	45.5	38.2	10.9	5.5	16.4
White (Non-Hispanic)	59	42.4	35.6	15.3	6.8	22.0
African American	59	61.0	30.5	5.1	3.4	8.5
Hispanic	0					
Asian	0					
American Indian or Alaska Native	0					
Native Hawaiian or Other Pacific Islander	0					
Two or more races	0					
English Learners	0					
Free/Reduced-Price Meals	110	54.5	30.9	10.0	4.5	14.5
Disability-With IEP (Total)	24	62.5	37.5	0.0	0.0	0.0
Gap Group (non-duplicated)	115	54.8	31.3	9.6	4.3	13.9

Content Type: Writing
 Grade: 10

	#	N	A	P	D	PD
All Students	132	40.2	56.1	3.8	0.0	3.8
Male	73	46.6	47.9	5.5	0.0	5.5
Female	59	32.2	66.1	1.7	0.0	1.7
White (Non-Hispanic)	56	26.8	66.1	7.1	0.0	7.1
African American	68	48.5	50.0	1.5	0.0	1.5
Hispanic	0					
Asian	0					
American Indian or Alaska Native	0					
Native Hawaiian or Other Pacific Islander	0					
Two or more races	0					
English Learners	0					
Free/Reduced-Price Meals	119	39.5	57.1	3.4	0.0	3.4
Disability-With IEP (Total)	34	70.6	29.4	0.0	0.0	0.0
Gap Group (non-duplicated)	128	39.8	57.0	3.1	0.0	3.1

Content Type: Writing
 Grade: 11

	#	N	A	P	D	PD
All Students	123	39.8	36.6	22.0	1.6	23.6
Male	66	43.9	39.4	13.6	3.0	16.7
Female	57	35.1	33.3	31.6	0.0	31.6
White (Non-Hispanic)	59	27.1	42.4	27.1	3.4	30.5
African American	59	50.8	32.2	16.9	0.0	16.9
Hispanic	0					
Asian	0					
American Indian or Alaska Native	0					
Native Hawaiian or Other Pacific Islander	0					
Two or more races	0					
English Learners	0					
Free/Reduced-Price Meals	109	44.0	33.0	21.1	1.8	22.9
Disability-With IEP (Total)	24	62.5	29.2	8.3	0.0	8.3
Gap Group (non-duplicated)	115	42.6	33.9	21.7	1.7	23.5

District Reading Proficiency Assessment Results

Content Type: Reading
 Grade: End of Course

	#	N	A	P	D	PD
All Students 2015-16	124	75.8	4.0	13.7	6.5	20.1
All Students 2016-17	126	61.1	9.5	20.6	8.7	29.4

Mathematics Data

The following data is from the 2015-2016 K-PREP.

Content Type: Mathematics

Grade: K-PREP End-Of-Course

	#	N	A	P	D	PD
All Students	98	34.7	46.9	17.3	1.0	18.4
Male	49	26.5	51.0	22.4	0.0	22.4
Female	49	42.9	42.9	12.2	2.0	14.3
White (Non-Hispanic)	49	30.6	42.9	24.5	2.0	26.5
African American	0					
Hispanic	0					
Asian	0					
American Indian or Alaska Native	0					
Native Hawaiian or Other Pacific Islander	0					
Two or more races	0					
English Learners	0					
Free/Reduced-Price Meals	86	37.2	46.5	15.1	1.2	16.3
Disability-With IEP (Total)	16	50.0	37.5	12.5	0.0	12.5
Gap Group (non-duplicated)	91	36.3	47.3	15.4	1.1	16.5

District Mathematics Proficiency Assessment Results

Content Type: Mathematics

Grade: End of Course

	#	N	A	P	D	PD
All Students 2015-16	132	25.8	56.8	17.4	0.0	17.4
All Students 2016-17	125	40.8	54.4	4.8	0.0	4.8

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

Non-Cognitive Data

Student Attendance Rate

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
85.3	84.0	85.7	88.7	87.5	88.5	88.9	87.6

Student Dropout Rate

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
10.0	7.4	6.6	7.1	5.9	5.2	3.3	3.3	4.5

Student Retention Rate

2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
9.5	14.7	13.0	9.6	13.6	5.1	4.6	7.2

Student Five-Year Adjusted Cohort Graduation Rate

	Cohort Rate 2013	Cohort Rate 2014	Cohort Rate 2015
All Students	72.5	72.5	75.2
African American	77.9	76.1	83.6
American Indian or Alaska Native			
Asian			
Hispanic			***
Native Hawaiian or Other Pacific Islander			
Two or more races	***	***	***
White (Non-Hispanic)	69.4	65.2	63.6
Female	69.1	78.2	77.6
Male	75.4	67.7	73.3
GAP	76.5	76.2	78.8
Free/Reduced-Price Meals	86.1	84	82.8
Limited English Proficiency			***
Migrant			
Disability-With IEP (Total)	71.4	84.2	

Student Suspensions

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
472	792	810	652	703	574	368	695	607

Teacher Attendance Rate

2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
91.97	94.94	93.87	93.22	91.48	95.29	95.10	93.33	95.59	95.47

2016-17

In-School Removal	Out of School Suspension	Restraint	Seclusion	Other	Grand Total
1448	942	14		1264	3668

The non-cognitive data shows several facts. First, student attendance, while trending upwards over several years, is still below the desired 90% mark. Additionally, across all groups, behavior (as tracked by suspension days) data is over the predetermined goals. In essence, both of these factors work to perpetuate educational gaps.

Students struggle to learn if they are not in classes. The preservation of instructional minutes is a focus of The Academy @ Shawnee. Any work increasing attendance and/or decreasing behavior infractions that culminate in disruption or students being removed from class will work towards this overarching goal. Conversely, every incident of absence or suspension adversely impacts this school goal.

Student retention is another metric of non-cognitive data that can be used to analyze a school's progress. At the high school level, student retention is measured by credits acquired, and percentage of a cohort of students who graduate in the prescribed four (4) years. Over the last two school years, The Academy @ Shawnee met its annual measurable objectives for graduation rate. While this progress is certainly a positive, our graduation rate is 6% behind the district average and 14% behind the state average, which shows a need for improvement.

All of these factors tie together to build the culture and focus of the school. A student population that grows in these non-cognitive areas will likely also demonstrate growth in key academic areas.

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.

When looked at in a holistic manner, the academic and non-cognitive data referenced in this application creates a narrative of the school. Specifically to The Academy @ Shawnee, the data shows a significant number of students who are behind the desired level of knowledge in literacy and math. Entrance data shows that these academic challenges were prevalent prior to entering high school. Hypotheses can be made as to where these gaps originated, but once students enroll, it is the school's responsibility to remediate and close these gaps as efficiently as possible. Some of this has been occurring, as evidenced

by the recent growth in the school's total accountability score. To continue improving academically, The Academy @ Shawnee needs to focus on improving non- cognitive measurements in conjunction with an intentional focus on the academic attainment of all students. Numerous studies have documented that attendance, behavior, and instructional quality are variables that schools can positively impact through intentional interventions. Through improving in these areas, student achievement can be bolstered. Thus, these improvements benefit both the students and the school.

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.

KDE conducted its most recent Diagnostic Review on February 16-19, 2016. The review team found that principal Venita Benboe has the ability to lead the intervention at the school. In addition, the review team identified the following improvement priorities.

- Clearly define and implement a schoolwide “instructional process” to ensure that teachers 1) clearly inform students of learning expectations and standards of performance, 2) use exemplars of high quality work to further communicate learning/high expectations, 3) use formative assessment practices to inform ongoing modification of instruction, 4) provide students with specific and immediate feedback about next steps in their learning and 5) implement effective and adequate interventions based on data.
- Develop a formal system whereby school leaders consistently monitor behavioral expectations and instructional practices beyond the formal evaluation process through shared school values and beliefs about teaching and learning. Guarantee that continuous support for teachers is systematically provided through collaboration, modeling, coaching, schoolwide professional learning and consistent feedback.
- Develop an instructional process to engage students in their learning through strategies (e.g., collaboration, self-reflection, critical thinking skills) that ensure achievement of learning expectations. Teachers should personalize student learning tasks and interventions to address the academic needs of each student.
- Develop, implement, and monitor a school-wide system that clearly defines behavioral guidelines and establishes a culture anchored in high academic expectations. Ensure professional practices (e.g., routines, rituals, supervision, communication, collaboration) are consistently implemented by all administrators, teachers and staff.

The School Improvement Grant will provide supports that address students' literacy and math learning needs, as well as the improvement priorities from the most recent Diagnostic Review. Proposed supports include (1) additional math and reading interventions delivered by certified teachers, (2) training and resources for scaling up standards-based grading practices, (3) additional time for teachers to collaborate and analyze student data, and (4) a behavior management program.

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

The Academy @ Shawnee was in the initial cohort of priority schools identified in 2010. The school collaborated with the district to determine the intervention model to be implemented based on a thorough analysis of the leadership assessment and school-wide data. The intervention model chosen was the re-staffing option.

Several aspects of the model (i.e. research based instructional programs, increased learning time, and professional development) addressed student needs in Reading and Math and were intended to close the achievement gap. The socio-emotional and community-oriented services were designed to improve student attendance and reduce student suspensions.

Finally, the model also included strategies to improve teacher attendance and retention. These aspects of the turnaround model addressed student needs and deficiencies listed in the initial leadership assessment.

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.

The current principal, Venita Benboe, was hired in August 2015. Documentation of her hiring is attached. During the most recent Diagnostic Review, the principal was deemed capable of leading the turnaround intervention (see attached documentation). The principal will not be removed as part of this SIG application process.

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.

Priority schools have the ability to write a special budget request to the district to request funding for a program that will support the work at the school. These requests are carefully considered by the superintendent and funded if found to be central to the work. The district works to fund programs that priority schools have identified as a need. For example, Shawnee High School participated in an extended learning program to support student learning. Students were provided a third meal and transportation. This opportunity provided students another means to learn the standards that they have not yet mastered.

The district, through the assistant superintendent, will broker resources for immediate school needs. The school's assistant superintendent will also serve as a liaison between the principal and district directors to promote flexibility in securing services and resources. The principal will have additional flexibility to hire staff, to develop a calendar for securing the services and resources, and for developing the budget.

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 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

Each standard has a number of indicators that provides detailed information about the standards and contains a rubric that ranges from initial-level performance to advanced-

The re-staffing process includes the following steps:

The schools using the Turnaround (Re-staffing) Option have previously overstaffed their certified instructional staff and moved through a screening and selection process, using the Kentucky Teacher Standards adopted by the local board, for hiring those teachers currently in the building who want to remain.

The selection committee determined which teachers would remain in the school, those not selected had the opportunity to request transfer. The school-based selection committee was comprised of two Jefferson County Teachers' Association (JCTA) representatives and two administration representatives.

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

Under the current teacher contract, as an enticement for teachers to transfer to a Priority School, 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.

Teachers are rewarded through multiple opportunities within the building. The staff has had the opportunity to work in the after school program during the current school year. Not only were staff pleased to have the additional time to meet individual students' learning needs, they were also paid to work this additional time. There are also multiple opportunities for staff to be leaders in the school and in the district. Priority schools

have been provided additional, ongoing learning opportunities (i.e. systems training, frequent priority school meetings, etc.) to enhance practice and create a network promoting communication and shared resources/strategies/systems. As a result, many of the priority schools are on the cutting edge of new strategies and are willing and able to share their knowledge with others. A school can request to the superintendent that she consider moving an administrator--- the superintendent will consider if this is the appropriate move. In many cases, teachers who are not meeting the needs of students are also helped to find more appropriate placements.

The human resources department works closely with priority schools to provide them top-quality teaching staff when there is a vacancy. These schools are exempted from the rules of the teachers' union contract around hiring off of the transfer list. Although there are many quality teachers on the list and schools have access to them, they are not required to take those teachers.

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.

Outside of the district required professional development, Academy @ Shawnee staff work extensively inside of their PLCs to analyze student work, create common assessments, collaboratively plan lessons/activities, and develop interventions. This work time is conducted after school in lieu of many staff faculty meetings. In previous years, staff had requested more time to work on instruction and investigate student data in their content areas. The time allocation for PLCs is the schools way of emphasizing the focus on the work occurring in the classroom.

To further enhance instruction/interventions, the school conducts embedded professional development based on observed needs of teachers in an effort to improve instructional practices. These sessions are grounded in research based best practices. These sessions occur during the school day and are led by staff members viewed as leaders/experts on the respective topics.

Examples could include literacy strategies, student data analysis methods, standards based grading, classroom management, and intervention strategies.

Based on a review of student data with special consideration of identified learning gaps, district resource teachers and specialists will work with the school leadership teams to design and deliver job embedded professional development to teachers throughout the school year. The focus will be on incorporating literacy across the curriculum and aligning the math curricula to meet improvement goals.

The Academy @ Shawnee instituted a new master schedule for the 2016-17 that has an intense focus on increasing the Advance Placement Program. The schedule allows for an increase in the number of students and class offerings in the areas of Math, Science and English. Shawnee is also sending 3 teachers to the Advance Placement Summer Institute to provide support for the Math, Science and English AP teachers. This will provide much needed support to our teachers. We are committed to ensuring that students have access to high level courses and will support them as they work through the courses.

The Academy @ Shawnee participates in the District Assessment System with emphasis on math and English. The District Assessment System is a Summative Assessment that teachers can use to measure student data over a 9 week period. Within the 9 weeks, a diagnostic assessment is given as a formative assessment that provides timely and relevant student data. Teachers have received professional development over the District Assessment System with more PD to support teacher needs. Teachers will

use Professional Learning Communities (PLCs) to disaggregate and discuss the data to improve student achievement.

Shawnee's Instructional Leadership Team (ILT) places major emphasis on proper planning through the use of the Charlotte Danielson Framework for Domains 2 and 3. Regular walkthroughs using the provided tools will be conducted to guide instructional coaching and professional development offerings. PD sessions will be designed that focus on the Danielson Framework of the TPGES system and Domain 1: Planning and Preparation. Teachers need support in this domain during the summer as they plan for their lessons. The other three domains will also be part of the training and support but a major focus will be on Planning and Preparation.

Professional development will be provided that identifies deficiencies and gaps for struggling learners. PLCs will meet weekly to examine student progress and collaboratively create adjusted formative assessments, differentiated strategies, and responsive interventions. Collectively, they will build expertise and receive PD from curriculum, ECE, and ESL resource teachers who will participate in these meetings. The district has multiple specialists in content areas, CCR, and CTE to assist in this work. These specialists are also available to provide support to teachers but at school-level sessions and district-wide professional development.

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

The council at The Academy @ Shawnee was placed in advisory capacity based on the March 2010 findings of the School Leadership Assessment Report. The statement below is taken directly from the report:

Council Authority –

The school council does not have capability and capacity to continue its roles and responsibilities established in KRS 160.345. The school council shall be retained in advisory capacity.

This advisory council operates with the understanding that all actions are merely recommendations to the school superintendent or designee.

The assistant superintendent and the principal will work closely with the SBDM specialist to map out a plan for the advisory council as they work toward resuming their authority as an SBDM council.

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 Academy @ Shawnee has implemented a variety of support systems within the curriculum and instructional programs that enhance academic rigor, provide appropriate intervention for students requiring remediation and improve the quality of instruction for students.

Literacy: Shawnee is committed to a focus on reading and writing across the curriculum with a school-wide Literacy Plan. Content teachers across the curriculum created a plan that would increase reading in all subjects. The Literacy Plan supports struggling readers by monitoring fluency activities and using the Close

Reading strategy. During Embedded Professional Development Wednesdays (in-house professional development during the school day) sessions have been provided to teachers around using literacy strategies across the curriculum.

Mathematics – Inquiry-based curriculum. The Shawnee Math Department adopted rigorous and engaging curriculum materials by using College Preparatory Mathematics (CPM). This curricula align with postsecondary rigor and require inquire-based teaching that engages students in conceptual understanding as well as skill fluency. Characteristics include the following:

- Students are the primary talkers/thinkers/doers.
- Students actively construct and revise individual/group understanding and produce new knowledge by discovering relationships, solving problems, constructing explanations, and drawing conclusions.
- Teachers guide students to grapple with complex concepts through discussion, debate, problem-based learning scenarios, research projects, written arguments, and reflection.
- Overarching essential questions, untested hypotheses, and unfamiliar situations characterize tasks and discussions.
- Students confront compelling, contemporary issues or problems and connect with fellow learners to build on each other's knowledge, skills, and personal experiences and make meaning, provide service, and learn to contribute to a more just society.

The Academy @ Shawnee is implementing a Standards-Based Grading (SBG) approach that identifies students as meeting the standard and not meeting the standard. As a basis for SBG, a variety of formative and summative assessments are the basis for demonstrating knowledge/skills. Based on this concept, students who do not meet the standard in Math or Literacy are provided continuous remediation opportunities through Extend School Day services, pullouts, in class interventions, and through an intervention period each week.

The Academy @ Shawnee encourages the use of the Fundamental Five Framework (CIF) when lesson planning. The format incorporates best practices and appropriate lesson scaffolding for engagement and rigor. The Instructional Leadership Team (ILT) monitors and provides feedback with the regular walkthroughs of teachers, post walkthrough conferences, and coaching.

The Academy @ Shawnee is increasing the Advance Placement (AP) program by adding new courses to the master schedule in math, science and English. AP teachers will receive training through the University of Louisville during the summer that supports teachers in the AP curriculum. Pre-AP teachers will also receive training during the summer over "Laying the Foundation" that supports the AP programs.

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

Data is utilized in many capacities at The Academy @ Shawnee. Formative assessments are a part of each classroom, and school professional development supports this focus. The school administers and follows the district's provided assessment timeline for both diagnostic assessments and proficiencies. This data is used to benchmark progress as a school, but, more importantly, individual student data is analyzed and interventions are determined to help students master standards that they have not yet learned.

The Academy @ Shawnee tracks student progress in numerous ways. PLCs regularly analyze student data and track student growth. Interventions are devised based on this work. The school's Goal Clarity Coach and College Access Resource Teacher track progress by all students towards College and Career Readiness. From this information scheduling and intervention strategies are determined. The staff is committed to doing whatever it takes for each individual child to be successful after high school.

Every nine weeks, our teachers will administer district designed proficiency assessments aligned to state standards and utilize CASCADE (Classroom Assessment System and Community Access Dashboard for Education) a web-based data collection system, to disaggregate scores, identify learning gaps, and track individual student and school growth. PLC leaders will communicate progress and next steps with the Instructional Learning Team (ILT).

Furthermore, JCPS has developed a District Assessment System that requires schools to participate in four district proficiencies centered on the core content areas. The results of these proficiencies are used by the school to analyze the instruction and make adjustments. Additionally, schools may use a diagnostic test. The district does provide a diagnostic test and schools have the option to use the provided assessment or to have PLCs create their own. The results of these assessments are stored in the district's data system, CASCADE. Schools can analyze the results of the district diagnostics and proficiencies in multiple formats.

After each Common Formative Assessment (CFA) (2-3 week point of 6-week grading period) for a particular course, the teachers teaching the content will scan student CFA's and use the student data through Mastery Connects generated reports for teachers and administrators to review in determining intervention placements for Tier 2 interventions.

The next steps of the Learning Team are determined by the group collaboratively. Some standards may be re-taught and re-assessed in class through a new common lesson/formative assessment created by the group. The team may determine a student swap or restructuring of the class rosters may be needed to do interventions and enrichment for differentiation of student needs. Those students who need more support and assistance may stay after school for a more one-on-one setting, or opportunities for recovery can be facilitated during the school day through our intervention period each week.

Students may receive assistance from peer-tutors, community volunteers, pre-service teachers, retired teachers, or the resource teacher/instructional coach of that specific content. Students that still need support may be exposed to different teaching styles and given alternative formative assessments in order to recover the standard needed. Students who have mastered the standard(s) will be grouped together and given a chance to extend their knowledge of the standards with an instructor through the regrouping process. The instructional coach and/or resource teachers for each subject may also be used for regrouping in cases when there are not enough teachers teaching a subject during a specific class or intervention period to accommodate the number of standards needing to be recovered.

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).

Ultimately, the focus of The Academy @ Shawnee is to increase student learning and student success. The school's primary method for accomplishing this goal is to increase both the quality and quantity of instructional minutes. Commitment to this goal is exhibited in decisions made and processes implemented across the school.

The allocation of resources (time, money, staffing) are all closely examined to ensure that maximum benefit is reaching the desk of each student. The school's master schedule, course offerings, and staffing are all strategically developed to elevate student learning. Emphasis has been placed on providing more rigorous instruction. Strategies implemented to pursue this goal include having students take many core content classes all school year (36 week) instead of the prescribed two trimesters (24 weeks), inclusion and development of AP courses (the number of AP courses has grown each school year since the first was piloted in 2013), and intervention strategies have been developed both inside the classroom and out. Pullout opportunities, extended school day sessions for struggling learners are implemented several times a week, and an intervention period for all students to reach mastery of essential standards within our system of Response to Intervention (RTI). Finally, staff consistently meet with PLCs to plan and analyze student data. This ensures there is a continuous effort to meet students where they are academically while continuing to move them forward.

Additionally, administration focuses to protect instructional minutes through decision in how to run the school. From the scheduling of fire drills to the structuring of the lunch times, the integrity of classroom instructional time is a primary concern.

The modified block schedule implemented at Shawnee provides for extended learning time in core content areas beyond the traditional six-period day. The modified block schedule consists of seven- 50 minute periods on Monday, Tuesday, and Friday while students receive 85 minute blocks on Wednesday and Thursday for project based learning. Students may earn 7 credits per year and 28 credits in four years. Since the state requires 22 credits to graduate, students have increased access to both the growing number of state requirements and valuable electives. There are a number of critical advantages of this schedule for improving student performance. The longer periods provide additional time for in-depth learning and personalization. At the same time, it reduces the student- teacher ratio. This enables both teachers and students to focus more clearly on their coursework. It also provides more flexible pathways for both acceleration and remediation. It also enables students who struggle with content or who are taking demanding Advanced Placement classes to take a course with an extended class period on Wednesday or Thursday and through targeted interventions during the intervention period. Time for content-based student pull-outs and regrouping based on standards is afforded by the modified block schedule. It should be noted that the district provides funds to support the modified block schedule since it requires more teachers.

Additional tutoring or remedial time will be provided for students Before/After School Programs. One after school program that exist is the Extended School Services (ESS). ESS occurs three days a week on Mondays, Wednesdays and Thursdays. Students can be assigned ESS or choose to attend willingly. The extended school days lasts for two hours per day.

Additional planning has been provided through our weekly PLC's and Embedded PD times. During these times, teachers have been trained in Response to Intervention, both academic and behavioral pieces of this system. Teachers have also worked to vertically and horizontally align all core courses within their departments, utilizing Mike Mattos' work for building essential standards and the common formative assessments for those standards. However, we still need our entire staff to go through the RTI at work training so that all teachers, counselors, and administrators completely understand the system of RTI we are moving to over the next three years.

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

The Academy @ Shawnee continues to work to improve upon services available for social- emotional needs of all students. Significant effort has been placed on this from the past year and emphasis on Positive Behavior Intervention Systems (PBIS), implementing a Student Response Team (SRT), becoming a Restorative Practices school, and a school-wide focus on culturally responsive pedagogy has been one of the school "three big rocks".

Specifically, an Academic and Behavioral Response to Intervention (RTI) team was formed in partnership with the University of Louisville to examine student behavior data and make recommendations. The focus this past year was primarily on potential solutions to reduce tardies to class and increase attendance. The focus for the coming school year will be on tier 1 level classroom instruction and management.

The Academy @ Shawnee is continuing its partnership with the University of Louisville on the Cardinal Success Program. This partnership provides in house therapeutic services to all Shawnee students in a clinical model. The University of Louisville provides trained professionals to meet with students. All staff has the capability to recommend students and then there is a comprehensive intake process to make sure all students' rights and confidentiality are maintained. Parents are included in this process. Provided services include group sessions, individual session, and daily discussion held in SSR (Student Support Room).

This year, we have continued our mentoring program: 3:1. This program's goal is connecting each student at Shawnee with 3 mentors. These mentors focus on academic, social, and behavioral challenges. It is an avenue for volunteers from the community to connect with students and students to develop connections outside of the school. Meetings/mentoring sessions occur between the various mentors and their mentees in numerous settings orchestrated by the 3:1 Program Director. The intent is to systemize connections to all students around the most common sources of strife and struggle.

The Academy @ Shawnee also hosted the annual Leadership Conference where students were encouraged to dress up and examined a variety of topics about citizenship, college eligibility, choice, and leadership. Community volunteers spoke with groups of students about these topics and served as mentors.

This was the second year for the school's Advisory Student Board (ASB). This system is placing more responsibility for school practices in the elected officials of the student body. Elections were conducted in May and the first full year of student participation will be this coming school year. Decisions about school spirit activities, school policies, and overall school culture will be influenced by this group of students.

Finally, this summer, all staff members and volunteers (teachers, administrators, cafeteria workers, bus drivers, custodians, community volunteers, parents, security guards, and clerks) are being trained in Restorative Practices so that our school will become a Restorative School. This training is in partnership with the International Institute of Restorative Practices out of Pennsylvania, a worldwide and highly respected leader in restorative practices. All stakeholders will be trained in affective statements, affective questions, effective circles, and basic school climate and culture. Through this, we hope to restore the social-emotional needs of the students to the school.

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

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

N/A

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

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

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

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

The Academy @ Shawnee re-staffed the school with teachers who were fully committed to the PLC process, job-embedded professional development, implementation of PBIS (Positive Behavior Intervention Support), and teaching, learning, and assessing according to the KCAS standards. Shawnee continues to hire teachers with this commitment. We know that empowering teachers, through the PLC process, is the way to improve student achievement.

Additionally, the Academy @ Shawnee is thematically aligned with professional careers. Our programs will teach critical skills to prepare our students as members of a viable, high-performing workforce. All students will take pathway courses in seven different fields. Students will also learn the technical skills required for success in college and the workforce. Students will get real-world, hands-on experiences by completing internships with our business partners. One of our goals is to increase the number of students receiving Industry Certification. State universities will also provide enhanced learning opportunities for students through Advance Placement courses, on campus learning opportunities, and dual-credit college courses. The driving goal of our theme is to enhance student learning so that all are college and career ready.

Additionally, the Academy @ Shawnee is now one of eleven schools in Jefferson County that will be part of the Talent Development Academies. We are moving to the academy model over the next three years. The Academy @ Shawnee will have three academies: the Freshman Academy, the Leadership Academy, and the Health Sciences Academy. Students will be a part of the Freshman Academy their first year at Shawnee. Freshman will be part of career exploration, college fairs, campus visits, mentoring, advisory groups, and have their own designated principal and counselor. The other two academies are thematically aligned. Once students leave the Freshman Academy, they will choose a pathway in the Leadership Academy or the Health Sciences Academy. Every student will be given the opportunity to complete high school with a career certification and be college ready. The leadership pathways include Aviation, Advanced Automation Robotics Manufacturing, Marketing, and JROTC. The Health Sciences pathways include Patient Care Technician, Medical Administrative Office Support, and Interactive Media Arts with a Health Care focus. All students will be teamed based upon their academy and pathway. Each Academy will have their own designated counselor and principal. Teachers will be teamed by academy for cross curricular planning and project based learning. Even physically throughout the building, the teachers will be located with other academy teachers. This will allow relationships be better built between students and staff as they will all be a part of the same academy, and this should increase a positive school climate and culture as students take ownership of their learning and their academy. Business partners will be heavily involved in meeting the

needs of the students and academies. Additionally, students will participate in internships, job shadowing, and post-secondary counseling as it applies to their future goals. Teachers will be provided externships and incentives from businesses to implement project based learning that applies to a student's respective pathway.

College Resource Office-In an attempt to connect students to something beyond high school, Shawnee has a College Resource Office. It is managed by the College Access Resource Teacher that is funded by the District and the Goal Clarity Coach. The mission is to create a place where upperclassmen can apply for education and career opportunities and a nexus of materials, knowledge, and assistance for students to research College and Career information.

We are focused on building teacher capacity in the PLC process, student intervention, and standards based instructional practice. Shawnee will continue to implement PLCs through professional development and training that is researched-based. The PLC process has been written into the school's Comprehensive School Improvement Plan (CSIP), and teachers have committed to the process.

The Goal Clarity Coach and College Access Resource Teacher have played an important role in the turnaround work at Shawnee. GCCs and other district specialists will continue to be important partners in the work.

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.

The human resources department works closely with priority schools to provide them top-quality teaching staff when there is a vacancy. These schools are exempted from the rules of the teachers' union contract around hiring off of the transfer list. Although there are many quality teachers on the list and schools have access to them, they are not required to take those teachers.

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

The Office of Curriculum Instruction has a department led by the assistant superintendent of curriculum and instruction and staffed with a director and content specialists. This department provides curriculum maps, both diagnostic and proficiency assessments and specialists who work closely with schools and/or departments around effective delivery of content to produce higher student achievement. There are additional content specialist to support Program Reviews and academic areas other than the core: music, art, and practical living. Additional support by content specialists will include strategies and support for school-based Response to Interventions (RTI) in our Priority Schools.

District personnel, including the area assistant superintendents and/or Evaluation Transition Coordinators, will regularly visit the school and perform classroom walkthroughs to ensure curriculum implementation aligned to pacing maps and appropriate grade level standards.

District personnel, including the area assistant superintendents and/or ETCs, will regularly monitor assessment results on district proficiencies as an indicator of curriculum implementation with fidelity.

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

Each priority school has assigned a full time Special Education Consulting Teacher. Duties include building school capacity in the following areas:

- Implement research based practices to close the achievement gap in reading, writing, and math for students with significant underachievement;
- Implement research based practices in teaching grade level content standards for students with significant underachievement;
- Deconstruct content standards for student with significant academic and cognitive deficits;
- Teach social skills for students with behavioral deficits;
- Teach organization, problem solving, and decision making for student with Executive Functioning deficits;
- Work with teachers in planning and executing co-taught classes;
- Develop and monitor Individual Education Programs, Functional Behavioral Assessments, and Behavior Intervention Plans;
- Collaborate with school-based ECE teachers to ensure that students are placed in their least restrictive environment; and
- Design and implement data collection systems as a basis for instruction.

Priority schools participate in the Positive Behavior Intervention and Supports training, a three to five year training program to create multi-tiered system of proactive supports within a school. School supporters include a trainer, school based PBIS team, and external district level coach.

District professional development and the partnership with the University of Louisville will provide additional support specific to school needs. Topics may include Research Based Literacy Interventions, Co-teaching, Aggression Replacement Training, Understand the Rage Cycle, Classroom Management, and Teaching Intensive Students.

Relevant to support for English as Second Language students and programming:

- District and school ESL (English as a Second Language) personnel provide job embedded professional development and instructional support for all faculty members who serve ESL students. Additionally, the ESL Department will be joining the middle and high school ELA/Math PD collaborative.
- To support student progress in attaining English language proficiency and meeting the academic content standards, LEP students at Shawnee, a non-ESL program site, receive differentiated instruction according to the instructional accommodations listed on their Program Services Plan (PSP).

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.

The Academy @ Shawnee is reviewing the district proficiencies and state assessment scores to identify future AP students and increase its AP enrollment. Additionally, our Talent Development Academy Cohorts are being built in an effort to further connect our career pathways with content instruction.

The Academy @ Shawnee has partnered with Advance KY to increase the number of students enrolled in the Advance Placement (AP) program by adding new courses to the master schedule in math, science and English. Advance KY's goals are to identify more AP students and increase enrollment in AP courses. Advance KY believes that AP students are not being identified throughout the state correctly. Too many students are recommended and enrolled in the AP program based on being a "Teacher Pleaser." Advance KY wants students who have previously demonstrated success outside the normal classroom setting and remove teacher bias.

AP teachers will receive training through the University of Louisville during the summer that supports teachers in the AP curriculum. Pre-AP teachers will also receive training during the summer over "Laying the Foundation" that supports the AP programs.

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

Shawnee works with all of its feeder middle schools to ensure that there is a smooth transition from 8th to 9th grade. Emphasis is placed on the proper academic placement and intervention strategies that were successful in 8th grade. In the 2013-2014 school year, Shawnee added a sixth grade and in each of the two subsequent year added a grade. The 2015-2016 school year will be the year when there is a fully functioning 6th, 7th and 8th grade middle school program in the building. Having a middle school in the building has many advantages including a built-in feeder system. It should be noted that the students in the middle school have the option to enroll in the high school or not.

Continuous efforts are being made to encourage continuous enrollment. The middle school has a focus of engineering and aviation to match the high school's magnet programs. Additionally, the middle school counselor works seamlessly with the freshman counselor to provide more cohesion during this impactful transition period.

The Academy @ Shawnee conducts orientation for the incoming freshmen through a summer Foundation Eagle's Camp. The summer camp is designed to inform, educate and remove barriers for incoming freshmen. Administrators, teachers, community members and coaches carry out a multi-day transition program to acclimate and be successful in high school.

The Academy @ Shawnee reaches out to numerous elementary schools in an effort to inform and recruit students about the growing middle school. Ideally the middle school will serve as a pipeline to the high school and funnel students interested in the magnet programs and other academy pathways.

Identify the strategies in place to increase graduation rates.

Counselors are constantly tracking all students' progress towards graduation. An early and proactive stance is taken to keep students on pace to graduate in four (4) years. Strategies implemented include the following:

- School wide leadership conference focused on skills required for post graduate success
- Mentoring programs pairing students with various adult advisors (3:1, Big Brother Big Sister, Right Turn, College Access Resource Teacher)
- Cardinal Success Program is available to all Shawnee students for in-house counseling and therapeutic services

- NCAA Clearing House Seminars for all athletes
- Transition Room/Credit Recovery for students behind their cohort on required credits
- ESS/Summer School
- Ford NGL Partnership and newly forming business partnerships allow students to participate in Project Based Learning activities
- Magnet programs and pathways provide exciting opportunities for students including aviation, manufacturing, marketing, JROTC, patient care, medical office support, and interactive media arts.

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

The Academy @ Shawnee focuses intensely on providing services and connecting with the following partnerships to ensure a safe school and provide support where needed.

- Neighborhood Place to offer numerous support services to families and the community
- The Cardinal Success Program in partnership with the University of Louisville to provide therapeutic services to Academy @ Shawnee students
- A School Resource Officer who is paid by LMPD but works seamlessly with school staff
- College Access Resource Teacher who promotes a college going culture and provides additional positive tethers to students and their families.
- Mentoring programs pairing students with various adult advisors (3:1, Big Brother Big Sister, Right Turn)
- The Family Resource/Youth Service Center offer social/emotional supports to students and families
- The district funds a Home School Coordinator who works to connect the school with families and address problems originating outside of the school that can inhibit success both socially and academically inside of the school.
- The school has invested in a Director of Student Development to help schedule, monitor, and support various student support programs offered at the school. During the 2014-2015 school year this individual coordinated 7 programs from various outside volunteers. Moving forward they will be the point person on assessing impact of these programs and streamlining the integration of the programs with the functioning of the school day/instructional focus.
- During the 2014-2015 school year, the Associated Student Body was started. The intent of this program is to provide students with more influence and thus ownership on what occurs with the school.
- Implementation of the Talent Development Academies in the 2017-2018 school year to increase student ownership of their education, increased relevance and rigor for college and career readiness
- Use of Restorative Practices beginning in the 2017-2018 school year to restore the relationship between students and the school when adverse events happen that could cause the student to avoid school
- Implementation of our academic and behavioral Response to Intervention (RTI) system to provide targeted, timely interventions to meet students' individual needs

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

The Academy @ Shawnee is continuing to implement Positive Behavior Intervention Strategies (PBIS) school-wide along with Student Response Team (SRT) protocol. Shawnee is using the 3 Tier Behavior

Intervention model to address certain behaviors. Last school year, the primary focus of the PBIS and SRT members were school-wide expectations. The focus this year will be at the classroom level 1 behavior. We will also utilize a universal behavior screener throughout next year to monitor and provide interventions for our students with the most behavioral challenges.

At the faculty retreat before next school year, we will also be training staff in basic school climate and culture. This training will include professional development on our school vision and mission so it aligns to our Restorative Practice focus and professional development on multiple strength based models of school climate and culture like the Circle of Courage and using Students as Resources. This coming school year, we are focusing a lot of our energy on being proactive in creating a positive school climate and dealing with discipline.

Additionally, we will be utilizing Restorative Practices to help reintegrate students into the school when they have been absent because of disciplinary reasons. We will utilize the intervention period to deal with, not just academic interventions, but also will and behavioral interventions to meet the individual needs of students within our system of RTI. We will have monthly, on-site coaching from a trained Restorative Practice staff member from the International Institute of Restorative Practices and unlimited telephone and JCPS district support as we implement Restorative Practices.

The school has a Transition Room where students are supported when they need it. The Transition Room provides students a computer based curriculum as an opportunity to make up credits for classes previously failed, or to provide a different learning environment if the traditional school setting was not proving productive. Regardless of the student's reason for being enrolled in this room the scheduling and possibilities provide a high degree of flexibility for both the student and the school to address varied situations.

To combat a high rate of tardies, Shawnee created a Tardy Sweep system. This system is based on sweeping the entire school for students who may be tardy. Consequences are progressive based on the number of tardies a student has received. Administration uses the Infinite Campus attendance tab to monitor student tardies, absences and cuts. Students are monitored at real-time and receive consequences based on the number of tardies and cuts they have each trimester.

The school leadership team meets weekly to discuss progress and next steps. When the school considers the Student Response Team (SRT) data, students are considered individually and plans are made to support each based on their needs. The school is committed to celebrating students and throughout the building both students and staff are recognized for their strengths. Having the building filled with these celebrations lets students know how important they are!

In the coming year, we are working to increase student engagement. As students are teamed by academy, we are working to implement the Freshman Academy with fidelity this first year of our Talent Development Academy. By providing teaming of our students, we know that research supports our hopes of having an increased sense of buy-in from students, increased achievement, and fewer disciplinary issues. Our Freshman Academy will be utilizing project based learning, a freshman seminar course, and engagement strategies like Kagan Cooperative Learning strategies and utilizing technology with Google Classroom. Additionally, we will be implementing a school wide literacy plan with incentives for parent involvement and continuous practice in literacy by our students. The literacy plan will be cross curricular so that students will see the importance of literacy in all classes and have more buy in to why they must work toward higher levels of literacy.

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

N/A

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 specifically provide schools funding based on student need. The following description is from the JCBOE: School Allocation Standards FY 2015-2016. On December 15th, the Board approved a Comprehensive District improvement plan that included an imminent change in how Section 7 was to be distributed to schools. Section 7, item C of the regulation allows the remainder of the funds available to councils to be distributed in a very intentional manner, where such funds are available for distribution. 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."

In addition to the Section 7 funding, for the 2013-2014 and 2014-2015 school years the JCPS BOE set aside \$5,000,000 for Extended Learning Time (also known as ATTAIN) as well as \$2,500,000 for covering transportation. These funds were set aside for Priority Schools and other schools that demonstrated student need. Each school submitted a detailed plan to access these additional funds.

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.

Parents will play an integral role as we move forward. Initially, we will focus on engaging parent and community partners and work toward involving them in planning and evaluating the implementation of the intervention model. PTSA membership is higher than it has been in recent years and the SBDM Advisory Council is providing valuable input into decisions impacting the school.

Partnerships continue to be built with those connected to the community and aerospace industry in an effort to build cohesion between all stakeholders on the global mission and vision for the school. We are also building relationships with businesses for each pathway we offer through the Talent Development Academies like GE, Baptist Hospital, and Black Diamond. We have also partnered with community organizations like the Neighborhood House and Love City, INC to provide mentoring, after school activities in the neighborhood, and extra volunteers to provide interventions. Our PBIS lead is an integral part of connecting our school to volunteers for mentoring and utilizing community resources. Next year, we will also have an Academy Coach on staff that will work to increase our business partnerships and their involvement in our daily routines and student partnerships. One partnership we have built is with Paradise Tomato. They are providing an externship with 5 teachers from our Leadership Academy with a manufacturing focus to provide training in relevant project based learning opportunities for our students next year. Additionally, the Office of College and Career Readiness is supporting us in providing project based learning PD, cross curricular teaming PD, and district support of our talent development academy

implementation. These activities, as well as current embedded PD's, are helping us implement our new model because teachers are already building cross curricular units and activities among core content and career and technical courses. We will need professional development for all staff on RTI. We are being provided Basic Restorative Practices training by the district and Basic School Climate and Culture training to help us in improving our school climate and culture. Our district English Language Arts specialist is helping us develop our school wide literacy plan currently with teacher and student input. The business partnerships are also providing teachers with professional development on how to incorporate our pathways into core content courses.

The YSC is active in working with community and will provide valuable opportunities to receive stakeholder buy-in.

The Academy @ Shawnee conducts orientation for the incoming freshmen. The orientation is designed to inform, educate and remove barriers for incoming freshmen. Administrators, teachers, community members and coaches carry out a week long transition program to acclimate and be successful in high school.

Our Signature Partnership with the University of Louisville supports teachers working to get their National Board Certification. The Teacher in Residence will support teacher learning and coordinate the partnership between the university and the school. Additionally, the Cardinal Success Program supports students and staff by offering a mental health clinic on campus.

These activities will be designed to assist the principal in generating ideas, support, buy-in and commitment for needed changes at the school to result in improved student achievement.

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 district will work collaboratively with the district specialists and the KDE Educational Recovery Staff to monitor changes in the instructional practice as a result of job-embedded professional development. The assistant superintendents and evaluation transition coordinators will be working closely with the school leadership teams to monitor the instructional practice as well. Analyzing data (i.e. behavioral, CASCADE, CERT, walk-through, etc.) and determining next steps is a key component to the turnaround work. The Education Recovery (ER) staff will also be active partners in this work.

Principals will collect data from PLC meetings (i.e., agendas, data, analysis sheets, etc.) to share with their instructional leadership and administrative teams to determine effectiveness of teams and next steps that are necessary to move the work forward and improve student achievement. The analysis of this information will help determine how to support the teams. As a result of these analyses, the Goal Clarity Coach or an administrator may need to provide a resource or provide more active support for the PLC. The assistant superintendent and/or ETC will also coach the principal based on these artifacts to help determine next steps. Shawnee will use 30-60-90 plans and quarterly reports to document their short term plans and identify the next steps.

All Priority Schools complete the KDE Quarterly Report. This tool is used for school self-monitoring, district monitoring, and state monitoring. The quarterly report provides data on formative assessments, summative assessments, academic interventions, behavioral interventions, and other cognitive and non-cognitive data. Additionally, each section of the Quarterly Reports has a reflection section that is completed by the school's Principal and instructional leaders. The reflection sections can contain information on which instructional practices are achieving the desired results, and which are not. In combination with the Quarterly Reports, the Priority School completes a 30-60-90 plan or other similar planning tools which details instructional strategies the schools are using to improve academic achievement. These 30-60-90 day plans support the school's Comprehensive School Improvement Plan (CSIP) and the district's Comprehensive District Improvement Plan (CDIP).

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

The Academy @ Shawnee follows the collectively bargained agreement between the Jefferson County Board of Education and the Jefferson County Teachers Association. Using the provisions of this agreement, Shawnee's principal will use the criteria of "measurable employee capabilities," as determined through the professional growth and effectiveness system, and "needs of education program" in order to recommend reassignments for teachers who persistently attain ineffective and low student growth ratings.

Shawnee High School will actively work to retain teachers who possess the capacity to carry out the school's improvement goals. These teachers will subsequently provide professional support and leadership to newly hired staff to build the capacity of effectively carryout the school's improvement goals. Additionally, the district has given us priority in hiring new staff to ensure that priority schools have their vacancies filled with highly effective teachers.

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

The Academy @ Shawnee focuses the budget around the needs of students. The Title I budget provides support by funding two teachers. One teacher is an English teacher and the other is a math teacher. These additional teachers allow the school to provide more interventions to help students master standards.

The Section 7 money provides extended learning classes three days a week after school to offer students the opportunity to master standards with which they are struggling. The second part of the Section 7 budget will help fund a 3:1 mentoring teacher who supports students and the mentoring program at Shawnee with the intent of providing individualized supports to each. Additionally, resources will be allocated to support staff, instruction, and intervention in a variety of fashions. Funding will be utilized for embedded professional development with specialist, additional technology (laptop carts & updated computer labs), and promoting new school initiatives like Jobs for Kentucky Graduates and the Air and Space curriculum.

The district uses Add-on General Fund money to provide 1 Goal Clarity Coach, a College Access Resource Teacher, and a Special Education Resource Teacher. These three staff are focused on improving instructional practices in the school and students' success at transitioning after graduation. There are other district supports to the school including a psychologist, and others who are on-call to support whenever the school requests it.

The Flexible Focus money is all directed toward professional development. Ensuring that teachers have the support they need is essential.

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.

Families and community partners play an integral role in planning and evaluating the implementation of this model. There will be a focus on the development of various teams to involve more parents and teachers in the decision making process with an emphasis on increasing student achievement in Math and Reading. Additionally, parents and community partners are being included in the appropriate professional developments and learning opportunities like the Basic Restorative Practices training and the Academy Launch Nights.

The Academy @ Shawnee will continue to increase the number of active members in the PTSA. This will take place by increasing the number of opportunities the parents have to attend an event at Shawnee. This increase will come from awareness of the events by receiving more inviting phone calls and electronic and paper mailed invitations.

Opportunities for parent and student involvement will take place at Shawnee in the evening. Open House, Literacy, Numeracy, Academy Launch/Continuation Nights, and College Readiness nights will give them the chance to access resources and become involved in the school. The PTSA is involved in the planning of these programs.

The Academy @ Shawnee uses the Comprehensive School Survey and the TELL Survey and analyzes the results to impact change at Shawnee. The surveys provide the opportunity for parents, students, and staff to express concerns and issues. These concerns and issues are addressed by the school's ILT. Shawnee uses the results from the Advance Ed parent surveys conducted during the school's audit. The results were analyzed and will impact change in the school through the school's ILT.

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.)

Over the past year, the JCPS Board of Education has been 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 ensure that there are no barriers to prevent full implementation of the intervention model. Some of the new policies are strongly aligned with the model. For instance, Policy 8.111 Professional Learning Communities states that the district will support appropriate infrastructure and systems to support the PLC process of teachers working collaboratively to ensure academic achievement for each student. The district also provides sample SBDM policies to schools for use in developing school specific SBDM policies. A process is in place to ensure that all sample policies are aligned with JCBOE policies, applicable laws and administrative procedures.

Procedures to screen model/sample policies include the following steps:

- SBDM specialist will determine the applicable laws, JCBOE policies and administrative procedures that relate to the sample policy to be developed.

- SBDM specialist will contact the appropriate content specialist (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 will be forwarded to all cabinet members for final review and approval. SBDM specialist and content specialist will be available to meet with cabinet if necessary.
- Once approved, the policy and information about applicable laws, JCBOE policies and administrative procedures will be emailed to all SBDM principals.
- Additionally, the new sample policy will be highlighted in SBDM Connections and posted on the SBDM website.

Procedures to screen actual school policies include the following steps:

- SBDM specialist develops rubrics for each sample policy based on applicable laws, JCBOE policies and administrative procedures to ensure clarity and quality as well as legal compliance.
- All council-approved SBDM policies are forwarded to the SBDM specialist for review against the rubric. The SBDM specialist provides feedback to the council, if necessary.
- Implementation of this review process begins once SBDM sample policies are forwarded to the SBDM principals.

Given that the council at The Academy@Shawnee was placed in advisory capacity based on the findings from the original school leadership assessment, all advisory council actions are merely recommendations to the superintendent or designee. The district SBDM Specialist completed a review of the school's advisory SBDM council record keeping on December 23, 2014 and provided feedback to the Advisory Council. Any school level policies are reviewed by the advisory council and approved by the principal and the Achievement Area Assistant Superintendent.

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.

The JCPS Board of Education is 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 support the implementation of the intervention model (i.e. Policy 8.111 Professional Learning Communities).

The district Office of College and Career Readiness is providing funding for an additional counselor, the academy coach, and additional career and technology education teachers to ensure our Talent Development Academy Model is implemented with fidelity. Additionally, they are providing other resources like professional developments, hospital/computer equipment, and business partnerships to ensure the academy model success. The JCBOE and Chief Financial Officer have backed the Talent Development Academy model and continue to provide the needed support to begin this opportunity. The district office of Behavior Supports has provided weekly meetings and check-ins with a Behavior Supports specialist as we plan for the implementation of Restorative Practices. They are providing the funding for the International Institute of Restorative Practices to provide on-site training and coaching, as well as phone support while we implement these practices.

The district has supported priority schools by providing focused professional development aligned with the identified school needs. The PD is focused on effective classroom instruction, which includes professional learning communities, closing the opportunity gap, and differentiating instruction. Some examples include:

- Cultural Competency: schools participated in Cultural Competency Institute and follow up sessions provided by Roger Cleveland.
- Solution Tree/RTI Training for Principal, Goal Clarity Coach, and one math and one English teacher
- Talent Development Academy-provided by the Office of CCR
- Common Core Literacy Training and Support

The assistant superintendents offer professional development for all of the assistant principals who serve in priority schools. This PD is tailored to the needs of priority school assistant principals and is designed to move the work of the school forward. APs are offered the opportunity to share ideas, strategies and resources as well. The district and state have and continue to provide leadership training for the principal, assistant principals, and the Goal Clarity Coach through the National Institute for School Leadership.

Additionally, there have been opportunities provided at the state level. The Kentucky Leadership Academy (KLA) has provided training around the TPGES model.

The district has also provided support around the PGES implementation. The priority schools are all participating in the PGES rollout and working with a small group of teachers to implement the PGES system. The Evaluation Transition Coordinators have provided group training sessions and individual support to principals and teams to implement the system. As the schools learn the system, more and more common language is being used and more conversations are held that focus directly on improving the teaching in classrooms. There is also support for schools from the Computer Education Support department for technical help.

JCPS has granted the school principal autonomy to adjust the school's master schedule, provide specific professional development aligned to the school's improvement goals, and flexibility to align budgets to the school's improvement goals. JCPS has also allowed the CSIP to take precedence as the school's governing document granting the school the authority to avoid possible conflicts with the teachers' union in the best interest of meeting the school's improvement goals. School leadership also has the autonomy to determine teacher and administrative roles and responsibilities in response to the CSIP.

As a result of district support, Shawnee will implement a master schedule that embeds a PLC/Professional Development period for teachers to collaborate and adjust instructional practices to meet student learning needs based on student learning data collected from multiple assessments.

Teachers will be required to attend professional development activities and conduct PLCs during this planning time. Resource teachers will actively coach teachers to effectively implement the PLC process and provide specific professional development aligned with the school's improvement goals. The school in collaboration with the district will contract with an independent consulting agency, Solution Tree, to effectively support the development of PLCs. Additionally, the school will allocate funds from the SIG budget to hold extended PLC data days that allow teachers to develop the capacity of their PLC and construct an RTI plan addressing individual student learning needs. The administrative team will alter their daily schedules as well to ensure regular attendance and monitoring of teacher PLCs and the consistent collection of data related to instructional practices as a means to regularly provide teachers with individualized feedback and professional development.

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.

JCPS is a member district to the KY Department of Education Special Education Cooperative system. District training is guided by a KDE designed Logic Model Evaluation System whereby the district discerns needs and then designs district and individual school training based on KY Delivery Models (e.g., College and Career Readiness, Closing the Achievement Gap). Training modules are designed by KDE and then replicated at the district level. Training replicated in JCPS include: Individual Education Program Guidance Document, Evidence Based Practices for Autism, Middle School Math Cohorts, and Evidence Based Practices in Literacy. These supports help teachers better serve special education students.

The district worked closely with the Kentucky Department of Education to address disparities around suspensions for African-American students and special education students. To address the disparities, JCPS has organized training with Positive Behavior Intervention Systems (PBIS). A PBIS program evaluation system is being designed by JCPS. The PBIS training that is being provided helps schools look at their own data and make careful decisions for their own particular building to create a positive learning culture so that students can have a safe learning environment. Shawnee is participating in this training.

The International Institute of Restorative Practices is partnering with the district and our school to provide training and coaching for all staff members (teachers, administrators, counselors, cafeteria workers, custodians, bus drivers, clerks, community volunteers, etc)

The University of Louisville continues to be a strong partner through the Signature Partnership. Having a university partner not only supports the programs at the school but allows pre-service teachers to have access to the students and teachers in the building to hone their teaching skills.

We are also pursuing partnerships with Howard University and the University of Kentucky as we seek to hire more minority teachers and more highly effective teachers.

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

The school will direct its flexible spending funds toward the support of on-going professional development aligned to the PLC, PBIS/Restorative Practices (RP), Talent Development Academies, Standards Based Grading, and RTI initiatives. School leaders will ensure teacher professional growth plans align with the school's improvement goals. The school's master schedule will also reflect the goal of sustaining the PLC process and on-going teacher professional development by maintaining embedded time in the daily instructional schedule for PLC and PD activities. School administrators will continue to evaluate the effectiveness of PLCs and PBIS/RP through frequent participation in teacher PLCs, frequent classroom observations, and the monitoring of student learning and behavioral data. The school's Title I funds will also be directed toward the continuous development of the improvement initiatives necessary to meet the school's improvement goals.

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.

The achievement area assistant superintendent and the evaluation transition coordinator will work regularly with the identified schools to ensure that a sustainable plan is being created that will positively affect student achievement. As the assistant superintendents, ER staff and school leadership teams work together, it will be incumbent upon them to work and re-work plans as new data is examined.

Working as a team will enhance the work and will ensure that there are multiple voices heard and many people are a part of improving the policies, procedures and systems. The work will be captured in the Quarterly Reports as well as 30-60-90 or other similar planning documents. Because these documents are federal requirements, there will be a record of the work. The district staff and the ER staff will work together to monitor the plans and ensure that school teams are working together to provide effective strategies to improve student achievement.

The Academy @ Shawnee leadership team will continue the process of reviewing the CSIP in 30 day intervals to ensure adequate progress is being made toward school improvement goals. Furthermore, school leaders and staff will use student learning and behavioral data during PLCs on a weekly basis to adjust the school's improvement initiatives and ensure the improvement initiatives align to practices best suited for improving student achievement. JCPS will frequently monitor student data through the school's KDE required quarterly report, CASCADE, CERT, Mastery Connect, and the district's dashboard system to ensure that continuous school improvement is occurring. Also, the school will establish a teacher institute specifically designed to ensure faculty build the capacity to carry out the school's improvement goals, especially goals pertaining to effective PLCs, PBIS/RP, and the Talent Development Academies.

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

The SIG will allow the school to build capacity on the front end that would set a foundation for the school to turnaround. The district has provided a Goal Clarity Coach and a Special Education Resource Teacher to support school improvement efforts. Funds for these positions have come from various sources including general fund, Title I, etc.

The school will provide embedded professional development to build teachers' capacity to provide effective instruction, develop quality formative assessments, and use the results of assessments to adjust instruction to meet needs of all students. Once the SIG funds are no longer available, the PD can be provided by in-house staff, as well as the Goal Clarity Coach.

By strategically using the master schedule, Shawnee will be able to provide interventions and common planning periods. This will support PLCs that will support continued school change to improve student achievement.

Timeline

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

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

SCHOOL Year 1: 2017-18

Task/Strategy Expected Impact (How will the strategy/activity address the identified needs? How will effectiveness be evaluated? Start/End Date

Parent Advisory--Create and work with a parent advisory council to give feedback on the school's improvement goals as outlined in the CSIP plan. Fall 2017

Interview highly qualified teachers for vacant positions. Use administration, teacher and staff connections to recruit candidates. Highly qualified teachers committed to the school's efforts will be hired and assigned to positively impact student results. August-2017-June-2020

Assign staff based on student needs and staff qualifications Increase student performance and achievement. August-2017-June-2020

Engage staff, parents and community members in discussion of model Generate ideas, support, buy-in and commitment for needed changes at the school resulting in student improvement. August-2017-June-2020

JCPS New Teacher Institute New teachers will meet and work with their assigned mentors to begin the acculturation process to teaching focusing first on classroom management, establishing rapport with students and lesson planning thus positively impacting student engagement and learning.
August-2017-June-2020

Shawnee New Teacher Orientation-New teachers will meet regularly as a group and work with their assigned mentors to help introduce and support them to the systems and procedures implemented at The Academy @ Shawnee. August-2017-June-2020

School-wide Interventions--The school has developed a school-wide plan to provide students who experience difficulty with additional time and support for learning in a way that is timely, directive, and systematic. It has made structural changes such as modifications in the daily schedule to support this system of interventions. On-going

Shawnee School-wide Literacy Plan On going-Teachers will plan and implement the school-wide Literacy Plan. The Literacy Plan encompasses the reading and writing across the curriculum at Shawnee. On-going
May-2017-June-2020

Shawnee Staff Retreat--The retreat that will provide training and support for the upcoming school year.
July 2017

College Preparatory Math--Teachers effectively implementing math initiatives thus positively impacting student results On-going August-2017-June-2020

Cultural Competence--Teachers will effectively engage with struggling students thus closing the achievement gap On-going August-2017-June-2020

Department/Learning Team Meetings/Embedded PD--Teachers will engage in data-driven, collaborative discussion that will result in changes in instruction and strategic interventions
On-going August-2017-June-2020

Professional Learning Communities--Designing Formative Assessments & Data-driven Decision

Making - Teachers will work collegially, sharing and improving practice thus enhancing student learning. They will know what students are able to do in a timely manner. This information will be used to improve instruction and plan strategic interventions On-going August- 2017-June-2020

Establish SMART Goals--All PLC teams will establish annual SMART goals and establish a process to monitor progress. August 2017

Common Rubrics--Teachers work in PLCs to rubrics and apply that criteria to student work. They are becoming more analytical in assessing the evidence of student learning and are looking for ways to become more effective in assessing student learning and providing instruction to enhance student learning.
Summer Retreat and On-going

CASCADE/Mastery Connect/Tracking Data--PLCs will use and participate in updating the common online tracking system for assessment data to longitudinally monitor student learning progress toward standards mastery. On-going.

PLC Support Resources, including time, money, materials, and staff, will be allocated to support PLCs. On-going

ECE Team--ECE teachers will collegially, sharing and improving practice thus enhancing student learning.
On-going August-2017-June-2020

CASCADE/Mastery Connect--Teachers will learn how to use the technology tracking system to track student results. On-going August-2017-June-2020

Differentiation of Instruction--Teachers will learn how to adapt instruction to meet learner needs thus enhancing student results. On-going August-2015-June-2018

Parent Engagement--Leadership Team will learn strategies to engage parents in supporting student success. September 2015

ILP Training--Teachers will be able to make the ILP more meaningful and relevant. September 2017

Lesson Study Program--Teachers will work collaboratively to improve instruction by collectively giving feedback and will create lessons that are more powerful On-going August-2015- June-2018

3:1 Mentoring Program--Community and school mentors will be further embedded into school for added support for students academically, socially, and emotionally. Ongoing August 2017-June 2020

RTI at Work Training--Teachers and administrators will participate in an on-site RTI at work training July 2018

PLC/Solution Tree Training--PLC leads and ILT members will attend a PLC at Work Institute training with Solution Tree Summer 2018

SCHOOL Year 2: 2018-2019

Task/Strategy Expected Impact (How will the strategy/activity address the identified needs? How will effectiveness be evaluated? Start/End Date

Parent Advisory--Continue working with a parent advisory council to give feedback on the school's improvement goals as outlined in the CSIP plan. Fall 2018

New Teacher Induction--Any new teachers to the building will be assigned to collaborative teams and trained in the PLC process. All teachers will continue to be provided time for collaboration on a weekly basis during the regular contractual day. Summer 2018

CSIP Guidelines--Guidelines, protocols, and processes will be evaluated and aligned to the CSIP to help teams use collaborative time to focus on topics that will have a positive impact on student achievement. August 2018

School-wide PD Plan--A school wide PD plan and calendar will be established that aligns with PLC work, Professional Growth Plans, the CSIP, and Program Review. September 2018

RTI Implementation Intervention System--Teachers will engage in training over the RTI academic and behavior system through Embedded PD. On-going

PLC Monitoring--PLCs will be monitored by school leaders so assistance can be provided when a team or team member struggles. On-going

PLC Effectiveness--Resources such as time, money, materials, and staff that have been allocated to support PLCs will be reexamined for their effectiveness. On-going

PLC Commitments--PLC teams will assess the effectiveness of their commitments and make revisions when and if they feel that the revisions will help the PLC become more effective.
October 2018; February 2019; May 2019

PLC SMART Goals--Each PLC will establish both an annual SMART goal and a series of short-term SMART goals to monitor their progress. They will create specific action plans to achieve the goals, clarify the evidence that they will gather to assess their progress, and work together interdependently to achieve the goals. August 2018

Data Tracking--PLCs will use and participate in updating the common online tracking system for assessment data. On-going

Data Days--School data days are utilized to analyze results from common assessments, district assessments, researched based progress monitoring assessments,

Lesson Design--Content area PLCs will work to clarify essential learning for each unit; following the district-designed curriculum pacing guides. On-going

CASCADE/Mastery Connect/Tracking Data--PLCs will use and participate in updating the common online tracking system for assessment data to longitudinally monitor student learning progress toward standards mastery. On-going

Assessment Data--School data days are utilized to analyze results from common assessments, district assessments, researched based progress monitoring assessments, and state assessments. Teachers will construct an RTI plan to meet student learning needs during data days. Aligned with District Proficiency Calendar

SCHOOL Year 3: 2019-2020

Task/Strategy Expected Impact (How will the strategy/activity address the identified needs? How will effectiveness be evaluated Start/End Date

New Teacher Induction--Any new teachers to the building will be assigned to collaborative teams and all teachers will continue to be provided time for collaboration on a weekly basis during the regular contractual day. The collaborative team process will become deeply engrained in the school culture with staff members viewing it as the engine that drives school improvement.
Summer 2019

Professional Development--The professional development at the school is tied to the PLC process, engaged in action research, and directly impacts teacher practice in the classroom, helping each teacher clarify what to teach, how to assess, and how to improve instruction. The plan and calendar also align with TPGES, Professional Growth Plans, the CSIP, and Program Review. September 2019

School-wide Guidelines and Protocols--Guidelines, protocols, and processes that consistently focus on issues which are most significant in improving student achievement are in place and specific, measurable goals are used to monitor improvement. August 2019

PLC Monitoring--PLCs will be monitored so assistance can be provided when a team or team member struggles. However, members use the collective commitments as a basis for crucial conversations and honest dialogue when there are concerns. On-going

PLC Support--Resources such as time, money, materials, and staff that have been allocated to support PLCs will be reexamined for their effectiveness. On-going

SMART Goals--Each PLC establishes both an annual SMART goal and a series of short-term goals to monitor their progress. They create specific action plans to achieve the goals, clarify the evidence that they will gather to assess their progress, and work together interdependently to achieve the goal
August 2019 and On-going

District Alignment--Content area PLCs will work to clarify essential learning for each unit; following the district-designed curriculum pacing guides. August 2019

CFAs--Common area content teachers will create, administer, evaluate and reflect on common formative assessments and analyze the results together. On-going

Data Tracking--PLCs will use and participate in updating the common online tracking system for assessment data. On-going

Annual Goals

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

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.

The Academy @ Shawnee has established annual **SMART** goals for the whole school's progress toward literacy and math proficiency. These goals focus **specifically** on student proficiency in literacy and math. We will **measure** progress toward these goals through End-of-Course and K-PREP results. These goals are **attainable** because our proposed interventionists will address skills required for literacy and math proficiency. Proposed goals are **realistic** because they rely on steady growth year- to-year. Each goal has a one-year **time** frame. We will revise goals based upon KDE's Delivery Targets, when they are released later this year. We have included targets for novice reduction to assist with monitoring our progress with students furthest from literacy and math proficiency.

Overview of Targets	SY2015-16 Baseline		SY2017-18		SY2018-19		SY2019-20	
	Nov	P/D	Nov	P/D	Nov	P/D	Nov	P/D
English II End- of-Course	63.8	28.5	57.4	48.2	51	54.2	44.6	59.2
K-PREP Writing	42.7	23.1	38.4	48.3	34.1	54.3	29.8	59.3
K-PREP Language Mechanics	50	15.8	45	25.8	40	31.8	35	36.8
Algebra II End- of-Course	35.4	17.7	31.9	37.8	28.4	43.8	24.9	48.8

Literacy Goals

- 48% of English II students will demonstrate reading proficiency, as measured by the End-of- Course exam, by June 2018.
- 48% of tenth and eleventh grade students will demonstrate writing proficiency, as measured by the K-PREP Writing assessment, by June 2018.
- 25% of eleventh grade students will demonstrate proficiency in language mechanics, as measured by the K-PREP Language Mechanics assessment, by June 2018.
- 54% of English II students will demonstrate reading proficiency, as measured by the End-of- Course exam, by June 2019.
- 54% of tenth and eleventh grade students will demonstrate writing proficiency, as measured by the K-PREP Writing assessment, by June 2019.
- 31% of eleventh grade students will demonstrate proficiency in language mechanics, as measured by the K-PREP Language Mechanics assessment, by June 2019.
- 59% of English II students will demonstrate reading proficiency, as measured by the End-of- Course exam, by June 2020.
- 59% of tenth and eleventh grade students will demonstrate writing proficiency, as measured by the K-PREP Writing assessment, by June 2020.
- 36% of eleventh grade students will demonstrate proficiency in language mechanics, as measured by the K-PREP Language Mechanics assessment, by June 2020.

Math Goals

- 37% of Algebra II students will demonstrate math proficiency, as measured by the End-of-Course exam, by June 2018.
- 43% of Algebra II students will demonstrate math proficiency, as measured by the End-of-Course exam, by June 2019.
- 48% of Algebra II students will demonstrate math proficiency, as measured by the End-of-Course exam, by June 2020.

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

Quarterly SMART goals focus specifically on student proficiency in literacy and math. The Academy @ Shawnee will measure progress toward these goals through formative assessment tools, such as district benchmark testing and intervention programs. We believe these goals are attainable because of the proposed interventions in literacy and math, as well as our standards-based grading initiative. The goals are realistic because they account for implementation factors and project growth incrementally. Each goal has a quarterly time frame.

Note: Each cell in the chart below represents a SMART goal. For example, the second quarter goal for English II in 2017-18 is 28.4% of English II students will demonstrate reading proficiency, as measured by the End-of-Course exam.

	2015-16 Baseline		2017-18		2018-19		2019-20	
	Nov	P/D	Nov	P/D	Nov	P/D	Nov	P/D
English II	63.8	28.5	62.2	33.4	55.8	49.7	49.4	55.5
Q2			60.6	38.4	54.2	51.2	47.8	56.7
Q3			59.0	43.3	52.6	52.7	46.2	58.0
Q4			57.4	48.2	51.0	54.2	44.6	59.2
Writing	42.7	23.1	41.6	59.4	37.3	49.8	33.0	55.6
Q2			40.6	35.7	36.3	51.3	32.0	56.8
Q3			39.5	42.0	35.2	52.8	30.9	58.1
Q4			38.4	48.3	34.1	54.3	29.8	59.3
Language Mechanics	50	15.8	48.8	18.3	43.8	27.3	38.8	33.1
Q2			47.5	20.8	42.5	28.8	37.5	34.3
Q3			46.3	23.3	41.3	30.3	36.3	35.6
Q4			45	25.8	40	31.8	35	36.8
Algebra II	35.4	17.7	34.5	22.7	31.0	39.3	11.5	45.1
Q2			33.7	27.8	30.2	50.0	11.0	46.3
Q3			32.8	32.8	29.3	51.0	10.5	47.6
Q4			31.9	37.8	28.4	43.8	24.9	48.8

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

At the end of each quarter the school will analyze data to determine next steps. The district will review the data analysis and consult with the leadership about plans for improvement. The analysis will be informed by the current teacher performance standards and the Interstate School Leaders Licensure Consortium (ISLLC) standards and the PGES systems. Depending on the results of the analysis at the individual school, the district will make plans to take proactive steps toward improvement.

Consultation

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

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

A team of district, state, and school-based staff developed the intervention model described in the School Improvement Grant for Shawnee High School. This team considered suggestions from the JCPS Chief Academic Officer with input from the Evaluation and Transition Coordinator for JCPS Academic Achievement Area, staff at the JCPS Data Management, Planning, and Program Evaluation office, and school-based resource staff and administrators. The plan was reviewed several times by team members for content and budget checks. The intervention model was presented to and approved by the Jefferson County Board of Education on Monday, June 22, 2015.

The comprehensive reform initiative outlined in the School Improvement Grant will be monitored on a quarterly basis each year through a “Quarterly Report”, which is submitted to the Kentucky Department of Education. Student progress will be measured using the district diagnostic and proficiency assessments for each content area. Progress will be monitored by the Instructional Leadership Team which includes the principal, assistant principals, counselors, Educational Recovery Leader and specialists, department chairs, team leaders, and parents. Adjustments will be made to the intervention strategies through the quarterly reporting data analysis and reflection process.

Quarterly Report results will be shared with the members of the Principal’s Advisory Council (which includes teachers and parents), the Area Assistant Superintendent for Academic Achievement, 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 Academy @ Shawnee will use the School Improvement Grant to provide additional supports to students and teachers in improving achievement and addressing our improvement priorities. These supports include the following four strategies.

- (1) Additional ~~math and~~ reading interventions delivered by certified teachers. The Academy @ Shawnee will employ ~~two~~ one certified teachers, who will provide small-group interventions in reading ~~and math~~. These teachers’ positions are funded by an existing SIG award; therefore, this proposal requests support for years 2 and 3 only.
- (2) Training and resources for scaling up standards-based grading practices and other instructional initiatives. The requested budget provides training, software, and resources for high- fidelity implementation of standards-based grading. An annual contract with MasteryConnect will support this initiative, which is critical to increasing instructional rigor and codifying our instructional process. In addition, we will train all of our staff on Response-to-Intervention practices through a partnership with Solution Tree. Each year, a group of four teacher leaders will complete PLCs at Work training, in order to build leadership capacity and bring best PLC practices to our content area teams.
- (3) ~~Additional time for teachers to collaborate and analyze student data~~. Each year, all teachers will participate in embedded professional development. ~~Proposed embedded PD will occur for one hour per week every two weeks for a total of 18 hours per teacher. The focus of these sessions is to provide additional time for collaboration, analysis of student data, and follow-up on initiatives such as standards-based grading. The grant requests stipends for teachers to complete their planning period after school on the days of embedded PD, as well as two substitute days per teacher per year.~~
- (4) **(4) Behavior management program**. The Academy @ Shawnee will innovate its practices in monitoring and supporting students’ positive behavior. The proposed budget includes an annual subscription to the HERO Incident tracking software. This system will allow for easy access to behavioral data for staff, students, and families. The use of HERO will facilitate parent involvement in behavior management through quick communication regarding students’ positive and negative choices.

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.)

Each year, the Jefferson County Board of Education approves the general, federal and state assurances that ensures that the district use of funds complies with all program requirements. Documentation of the board approval of the assurances is also sent to Kentucky Department of Education.

Other resources will be used to support the school such as the following:

- Family Resource/Youth Service Center
- Title I Funds
- Section 7 funds
- SRT/PBIS Coach
- Goal Clarity Coach
- District Math Goal Clarity Coach
- Assessment System (CASCADE)-Analysis Reports
- Funding for Textbooks
- Extended School Services (After-school tutoring)
- Bus Services

The Youth Service Center Coordinator will work closely with staff to promote family involvement in the areas of attendance, participation at teacher conferences, as well as provide services for students that will remove barriers to student achievement. The counselors will also work with the Family Resource Center Coordinator to identify and address needs of students. The self-contained Special Education units and the resource units are funded by the district. Our school receives the support of Special Education Resource Teachers from the district. Funds from Title I will be provided.

The Assistant Superintendent/Evaluation Transition Coordinator of JCPS Area 2 will assist with the successful implementation of the various school improvement activities. The Assistant Superintendent/Evaluation Transition Coordinator and school administration team will be critical in sustaining the reform and the intervention programs. The team will meet to discuss all facets of the school improvement efforts. The district will further ensure that resource support for the purpose of providing purposeful professional development will be substantive.

The district will provide support to the schools through the assistance and support of Literacy, Math, Analytical and Applied Science, ECE and Technology resource specialists.

Year 1 School Budget

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

District: Jefferson County Public Schools

School: The Academy @ Shawnee

MUNIS Code	Description of Activity	Amount Requested
120	Certified Substitutes for three teachers to attend RTI at Work. \$150/day x 3 days x 3 subs	\$1,350
213	Liability Insurance	\$130
222	Medicare Match	\$20
231	KTRS	\$217
253	Unemployment	\$14
260	Workers' Compensation	\$4
322	Costs for Solution Tree on-site RTI at Work training. \$6,200/day x 3 days = \$18,600. Mastery Connect training, software, and curriculum materials = \$5,050.	\$23,650
338	Registration for institutes: (1) PLCs at Work, San Diego (4 teachers/year, San Diego). (2) Assessment and Grading, San Diego (4 teachers/year). (3) RTI at Work, Louisville (3 teachers, year 1). \$689/participant.	\$7,579
580	Airfare to San Diego, CA, for institutes: PLCs at Work (4 teachers) and Assessment and Grading (3 teachers). \$625/participant. 8 participants Lodging: \$300/night x 3 nights = \$900/participant. 8 participants Per Diem: \$36/day x 4 days = \$144/participant. 8 participants Mileage Reimbursement: Shawnee to Galt House for RTI at Work. 10.2 miles (roundtrip) x \$0.41/mile x 3 teachers x 3 days	\$13,390
643	Books for Professional Development. Year 1: Best Practices at Tier 1 (\$35). 59 books per year. Materials for Data Days. Data Wise (\$28). 59 books per year.	\$3,717
734	Classroom set of 30 HP Chromebooks. \$213 x 30 devices x 2 sets Chromebook Cart. \$952/cart x 2 carts	\$14,684
735	HERO Incident Tracking Software. \$3.91/student x 900 students	\$3,519

MUNIS Code	Description of Activity	Amount Requested
Total Requested Amount		\$68,274.00

Year 2 School Budget

Please Note: You may only type in the gray areas

District: Jefferson County Public Schools

School: The Academy @ Shawnee

MUNIS Code	Description of Activity	Amount Requested
110	Certified Teacher: 1 FTE on a 187-day work calendar (\$271.42/day) with 3% increase in Year 3. Teacher provides reading interventions.	\$50,756
111	Start-up Days for Certified Teacher providing reading interventions. \$271.42/day x 3 days. Year 1 costs are covered by an existing SIG grant. 3% increase in year 3.	\$814
120	Certified Substitutes: \$150/substitute x 2 sub days/year x 59 teachers. Year 1 costs covered by an existing SIG grant	\$17,700
211	Life Insurance	\$54
213	Liability Insurance	\$2,589
215	Long Term Disability	\$152
222	Medicare Match	\$1,005
231	KTRS	\$11,156
253	Unemployment	\$245
260	Workers' Compensation	\$200
294	Health Insurance	\$7,200
295	State Life Insurance	\$12
296	State Administrative Fee	\$96
322	Mastery Connect training, software, and curriculum materials = \$3,300. Reduced in years 2 and 3 because of less training.	\$3,300
338	Registration for institutes: PLCs at Work (4 teachers) and Assessment and Grading (4 teachers). \$689/participant	\$5,512
580	Airfare to San Diego, CA, for institutes: PLCs at Work (4 teachers) and Assessment and Grading (4 teachers). \$625/participant. 8 participants Lodging: \$300/night x 3 nights = \$900/participant. 8 participants Per Diem: \$36/day x 4 days = \$144/participant. 8 participants	\$13,352

MUNIS Code	Description of Activity	Amount Requested
643	Books for Professional Development. Year 2: The Growth Mindset (\$16). 59 books per year. Materials for Data Days. Data Wise (\$28). 59 books per year.	\$2,596
735	HERO Incident Tracking Software. \$3.91/student x 900 students	\$3,519
Total Requested Amount		\$120,258.00

Year 3 School Budget

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

District: Jefferson County Public Schools

School: The Academy @ Shawnee

MUNIS Code	Description of Activity	Amount Requested
110	Certified Teacher: 3% increase in Year 3. Teacher provides reading interventions.	\$52,279
111	Start-up Days for Certified Teacher providing reading interventions. \$271.42/day x 3 days. Year 1 costs are covered by an existing SIG grant. 3% increase in year 3.	\$838
120	Certified Substitutes: \$150/substitute x 2 sub days/year x 59 teachers.	\$17,700
211	Life Insurance	\$54
213	Liability Insurance	\$2,589
215	Long Term Disability	\$157
222	Medicare Match	\$1,027
231	KTRS	\$11,406
253	Unemployment	\$245
260	Workers' Compensation	\$205
294	Health Insurance	\$7,200
295	State Life Insurance	\$12
296	State Administrative Fee	\$96
322	Mastery Connect training, software, and curriculum materials = \$3,300. Reduced in years 2 and 3 because of less training.	\$3,300
338	Registration for institutes: PLCs at Work (4 teachers) and Assessment and Grading (4 teachers). \$689/participant.	\$5,512

MUNIS Code	Description of Activity	Amount Requested
580	Airfare to San Diego, CA, for institutes: PLCs at Work (4 teachers) and Assessment and Grading (4 teachers). \$625/participant. 8 participants Lodging: \$300/night x 3 nights = \$900/participant. 8 participants Per Diem: \$36/day x 4 days = \$144/participant. 8 participants	\$13,352
643	Books for Professional Development. Year 3: Results Now (\$13). 59 books per year. Materials for Data Days. Data Wise (\$28). 59 books per year. Additional funding sources will support costs in Year 3.	\$2,057
735	HERO Incident Tracking Software. \$3.91/student x 900 students	\$3,519
Total Requested Amount		\$121,548.00

AUGUST 24, 2015 BOARD MINUTES - PAGE 2

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|---------------------|-------|--|----------|
| 12. Smith, Holli H. | To: | Title I Component Specialist
Gheens Academy | 08/15/15 |
| 13. Wright, Amy M. | From: | Goal Clarity Coach
Bloom Elementary | 08/08/15 |
| | To: | Elementary School
Assistant Principal
Breckinridge-Franklin Elementary | |
| 14. Wyman, Debra L. | From: | Goal Clarity Coach
Price Elementary | 08/08/15 |
| | To: | Elementary School
Assistant Principal
Bowen Elementary | |

REASSIGNMENT - ADMINISTRATOR(S)

Name	Position/Location	Effective Date	Action
1. Benboe, Venita M.	From: Assistant Principal High School Moore Traditional School To: Principal High School	08/11/15	
2. Harris, Angela M.	The Academy @ Shawnee From: MOA Educational Recovery Specialist VanHoose Education Center To: Math Specialist Curriculum Gheens Academy	08/29/15	Amend
3. Harris, Angela M.	From: MOA Educational Recovery Specialist VanHoose Education Center To: Math Curriculum Specialist Gheens Academy	08/31/15	
4. Kingsley, Matthew D.	From: Assistant Principal High School duPont Manual High To: Principal High School Jeffersontown High	08/12/15	
5. Leffert, Joseph A.	From: Evaluation & Transition Coordinator Gheens Academy To: Assistant Superintendent for Academic Achievement K-12 VanHoose Education Center	08/01/15	
6. Walker, Matthew W.	From: Placement Specialist VanHoose Education Center To: Assistant Principal High School Minor Daniels Academy	08/22/15	

School Diagnostic Review Summary Report

The Academy @ Shawnee

Jefferson County Public Schools 2/16/2016 – 2/19/2016

The members of the Academy @ Shawnee 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 The Academy @ Shawnee to continue her 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 The Academy @ Shawnee.

Principal, The Academy @ Shawnee

Date:

Superintendent, Jefferson County Public Schools

Date: