

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

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

District: Jefferson County Public Schools
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District Street Address 2: 3332 Newburg Road
District City: Louisville
District ZIP: 40218
District Phone: 502-485-3080
Name of District Contact: Dr. Marco Munoz
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District Name	NCESID#	Total Awarded
Jefferson	2102990	\$

School Name	NCESID#	Intervention
1 Doss High School	210299000691	Turnaround Model
2 Fairdale High School	210299000651	Turnaround Model
3 Seneca High School	210299000667	Turnaround Model
4 Western High School	210299000677	Turnaround Model
5 Western Middle School	210200000785	Turnaround Model

District Actions

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

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

All eligible 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 SIG schools, additional funding and use of external resources.

KDE conducted a District Diagnostic Review in March 2016, which indicated Jefferson County Public Schools has the capacity to manage school improvement efforts. The district has successfully guided two schools out of priority status and has several other schools close to meeting exit criteria. The district's Diagnostic Review noted the need for a "culture of differentiated support" for JCPS schools, particularly priority schools. To address this concern, the district established a Priority Schools Office to provide additional support to schools.

The Priority School Office:

- Ensures identified priority schools receive special emphasis, support, and attention as the district makes decisions and assigns resources to foster success;
- Responds to the differentiated needs of priority schools, coordinating services provided by district staff with the Assistant Superintendents for each priority school;
- Regularly analyzes and reports priority school data to stakeholders (Superintendent, Assistant Superintendents, Board of Education, and the public);
- Helps schools and district leadership identify trends, inform decisions and design adjustments;
- Assures Principal perspectives inform the work;
- Shares relevant research and maintains the focus on the "big rocks," which are most impactful to school improvement efforts;
- Works closely with KDE Education Recovery staff;
- Proactively works to prevent additional schools from moving into priority status; and
- Emphasizes a focus on key core work processes that enable success on the identified Improvement Priorities 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. These Achievement Area Assistant Superintendents and their Evaluation Transition Coordinators (ETC) work closely with KDE Education Recovery staff (particularly the Education Recovery Leader (ERL)) and the Principal to think through key decisions. The Assistant Superintendent and ETC help trouble shoot barriers to implementation, connect priority school leaders and teachers with professional development opportunities, and furnish on-site coaching.

Priority Schools included in this application have 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 –	STOCKWELL, TODD C.	6/1/2017	7/1/2007
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 Schools' 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 have established a schedule that provides teachers with job embedded professional development aligned with the instructional program. Teachers have release time during the school day for extended planning and learning time for PLCs. The district's content specialists are available to consult with school leaders to help Goal Clarity Coaches and/or department heads create effective professional development to support student learning. More recently, a Goal Clarity Coach community was established to build capacity across all priority schools.

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

- Plan collaboratively using established, professional learning community protocols;
- Plan instruction aligned to the standards with goal clarity;
- Develop and implement frequent formative assessments to guide and inform instruction;
- Develop and implement common assessments aligned to the standards;
- Analyze assessment data to determine students who have and have not yet reached proficiency;
- Develop interventions that provide additional time and support for students who have not yet mastered the standards;
- Develop extension and enrichment activities for students who have reached proficiency;
- Use assessment data to identify successful instructional practices that can be 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 Doss High School was placed in advisory capacity based on the December 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 are identified as a Priority School, they will receive the transfer list one week earlier than other schools.

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

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

Starting in 2017-19, 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 four academies—freshman, Business/Finance, Information Technology, and Manufacturing. Students select career pathways and core content teachers will be assigned to one academy in math, English, and Science, Social Studies teams that will enhance their knowledge of individual students and how they learn. This should increase appropriateness of instruction and deepen student understanding. Doss 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 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 the TDA model:

- Freshman academy
- Talent development academies
- Advisor/advisee program for personalized learning
- Data driven
- Project-based learning and teacher externship
- Academy business and industry advisory board
- Work based learning and 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 builds 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 schools' intervention model to address the causes and contributing factors to low student achievement at each of the schools.

There are no reserved district funds for this grant application. All funds will go directly to the Priority Schools.

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 model.

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, 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 CAO 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 does include permissible activities it may do so in the spaces below.

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

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 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.

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 School

School: Doss High School

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

Commitment To Serve

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

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	236	54.2	12.3	29.7	3.8	33.5
Male	131	59.5	9.2	29.8	1.5	31.3
Female	105	47.6	16.2	29.5	6.7	36.2
White (Non-Hispanic)	82	48.8	9.8	35.4	6.1	41.5
African American	120	56.7	14.2	26.7	2.5	29.2
Hispanic	17	64.7	11.8	23.5	0	23.5
Asian						
American Indian or Alaska Native						
Native Hawaiian or Other Pacific Islander						
Two or more races						
English Learners	24	91.7	4.2	4.2	0	4.2
Free/Reduced-Price Meals	195	54.4	13.3	29.2	3.1	32.3
Disability-With IEP (Total)	41	73.2	4.9	19.5	2.4	22
Gap Group (non-duplicated)	220	55.5	12.3	28.6	3.6	32.3

Content Type: Language Mechanics
Grade: 11

	#	N	A	P	D	PD
All Students	245	51.4	33.9	12.7	2	14.7
Male	139	59.0	28.1	11.5	1.4	12.9
Female	106	41.5	41.5	14.2	2.8	17
White (Non-Hispanic)	79	41.8	35.4	21.5	1.3	22.8
African American	118	55.9	33.1	9.3	1.7	11
Hispanic	25	64.0	20.0	8.0	8	16
Asian	16	56.3	43.8	0.0	0	0
American Indian or Alaska Native						
Native Hawaiian or Other Pacific Islander						
Two or more races						
English Learners	34	73.5	23.5	2.9	0	2.9
Free/Reduced-Price Meals	196	54.1	32.1	12.2	1.5	13.8
Disability-With IEP (Total)	31	74.2	22.6	3.2	0	3.2
Gap Group (non-duplicated)	227	53.3	32.6	12.3	1.8	14.1

Content Type: Writing
Grade: 10

	#	N	A	P	D	PD
All Students	239	15.5	70.7	11.3	2.5	13.8
Male	133	18.8	69.2	10.5	1.5	12
Female	106	11.3	72.6	12.3	3.8	16
White (Non-Hispanic)	86	14.0	73.3	11.6	1.2	12.8
African American	126	17.5	69.0	10.3	3.2	13.5
Hispanic	15	6.7	86.7	0.0	6.7	6.7
Asian						
American Indian or Alaska Native						
Native Hawaiian or Other Pacific Islander						
Two or more races						
English Learners	19	21.1	78.9	0.0	0.0	0
Free/Reduced-Price Meals	200	15.5	70.5	11.5	2.5	14
Disability-With IEP (Total)	33	36.4	60.6	3.0	0.0	3
Gap Group (non-duplicated)	224	16.5	69.2	11.6	2.7	14.3

Content Type: Writing
Grade: 11

	#	N	A	P	D	PD
All Students	258	24.8	36.8	34.5	3.9	38.4
Male	148	35.1	32.4	29.7	2.7	32.4
Female	110	10.9	42.7	40.9	5.5	46.4
White (Non-Hispanic)	90	20.0	36.7	40.0	3.3	43.3
African American	120	25.0	40.8	30.8	3.3	34.2
Hispanic	26	38.5	23.1	30.8	7.7	38.5
Asian	16	37.5	37.5	25.0	0.0	25
American Indian or Alaska Native						
Native Hawaiian or Other Pacific Islander						
Two or more races						
English Learners	35	54.3	28.6	14.3	2.9	17.1
Free/Reduced-Price Meals	211	23.2	38.4	35.5	2.8	38.4
Disability-With IEP (Total)	37	51.4	24.3	21.6	2.7	24.3
Gap Group (non-duplicated)	240	25.4	36.7	33.8	4.2	37.9

District Reading Proficiency Assessment Results

Content Type: Reading
Grade: End of Course

	#	N	A	P	D	PD
All Students 2015-16	262	55.3	12.2	22.9	9.5	32.4
All Students 2016-17	297	75.0	8.1	15.5	1.4	16.8

Mathematics Data

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

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

	#	N	A	P	D	PD
All Students	223	26.5	39.9	29.6	4.0	33.6
Male	111	27.0	36.9	32.4	3.6	36.0
Female	112	25.9	42.9	26.8	4.5	31.3
White (Non-Hispanic)	80	22.5	37.5	35.0	5.0	40.0
African American	106	34.0	39.6	24.5	1.9	26.4
Hispanic	18	11.1	55.6	22.2	11.1	33.3
Asian	14	21.4	28.6	42.9	7.1	50.0
American Indian or Alaska Native						
Native Hawaiian or Other Pacific Islander						

	#	N	A	P	D	PD
Two or more races						
English Learners	23	34.8	47.8	17.4	0.0	17.4
Free/Reduced-Price Meals	182	28.0	39.0	29.1	3.8	33.0
Disability-With IEP (Total)	24	58.3	29.2	8.3	4.2	12.5
Gap Group (non-duplicated)	207	27.1	40.6	28.5	3.9	32.4

District Mathematics Proficiency Assessment Results
Content Type: Mathematics
Grade: End of Course

	#	N	A	P	D	PD
All Students 2015-16	274	18.6	49.6	31.0	0.7	31.7
All Students 2016-17	240	22.9	61.3	15.8	0.0	15.8

A review of the data identified the Individualized Education Program (IEP) Gap Group with highest % of Novices with 73.2% in Literacy based on the End of Course Assessment (EOC) for English II. The highest % of Novices on the 10th On-Demand assessment was the IEP gap group. The 11th On-Demand assessment showed the highest % of Novices as the Limited English Proficiency (LEP). The LEP Gap Group is a small number of students compared to the total population but struggles the most with Literacy based on the language barrier.

Based on the district Reading Proficiency results, 2016-2017 proficiency data has declined from the previous year. This identifies an area of focus for the 2017-2018 school year.

When examining our academic data, we are not meeting the target for African American Gap students in Literacy, but we are making progress. The novice data has trended down for the school year from 74.3% in 2015 to 56.7% in 2016. The proficiency has increased from 14.3% in 2015 to 29.2 in 2016. This can be attributed to the focus on standards-based teaching and learning, reading interventionist, and retention of teachers.

A review of data identified Students with Disability with an IEP as the highest % of Novices on the Algebra II End of Course Assessment (EOC). The second highest % of Novices were the African American students with 34% Novice. Furthermore, no grade level math class met their SMART Goal on the district's Mathematics Proficiency Assessments.

When examining our academic data, we are not meeting the target in particular with the Students with Disability with an IEP and the African American Gap Groups. Overall, the proficiency data has increased from 26.6% in 2015 to 33.6% in 2016.

In examining both Literacy and Math, the following Gap Groups need to be targeted for interventions. African American, LEP, and Students with Disability with an IEP.

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

Student Attendance Rate

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
86.4	87.7	88.5	89.9	89.4	89.9	89.9	88.6

Student Dropout Rate

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
4.3	6.0	4.2	2.4	3.7	2.6	2.5	2.5	2.4

Student Retention Rate

2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
12.2	10.9	10.7	8.7	12.9	7.7	4.8	7.6

Student Five-Year Adjusted Cohort Graduation Rate

	Cohort Rate 2013	Cohort Rate 2014	Cohort Rate 2015
All Students	86.3	89.6	87.6
African American	93.1	95.1	93.2
American Indian or Alaska Native			***
Asian	***	***	72.7
Hispanic	***	81.3	86.7
Native Hawaiian or Other Pacific Islander			
Two or more races	***	***	***
White (Non-Hispanic)	79.2	83.3	82.3
Female	92.9	86.5	90.9
Male	81.3	92.4	85.5
GAP	90.3	91.4	91.3
Free/Reduced-Price Meals	93.2	94	93.3
Limited English Proficiency	***	73.3	86.4
Migrant			
Disability-With IEP (Total)	76.7	***	

Student Suspensions

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
480	475	674	500	537	317	297	335	612

Teacher Attendance Rate

2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
93.99	93.64	95.50	94.82	93.36	95.70	95.66	95.83	95.45	96.22

2016-17 Discipline Resolutions

School	In- School Removal	Out of School Suspension	Restraint	Seclusion	Other	Grand Total
Doss High	3698	476	17		610	4801

The non-cognitive data identified an issue with student attendance from 2014-2015 school year to the 2015-2016 school year. The attendance dropped slightly 1.3% (89.9 in 2014-2015, 88.6% in 2015-2016). To address the area of concern with attendance, Doss High School has purchased the Hero software that will track student attendance and tardies. The administration team has developed a progressive discipline system for making sure students are in class on time using the Hero system.

The Behavior Data demonstrates that suspensions have increased by 277 from the year prior. With this data, it is clear that students are not in classrooms receiving the much needed instruction. This clearly shows a correlation between student attendance and the school year semester calendar. The data may also indicate a trend of students who have failed 1 of the 2 semesters either miss school or receive in/out of school suspensions based on their behavior.

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.

The graduation rate decreased from 89.6% in 2014 to 87.6% in 2015. Every week, the counselors provide the administration team with a list of students not on track to graduate and conferences are set up by the Academy Principals and counselors. An intervention/graduation plan is developed for each student and is reviewed on a biweekly basis.

Increasing Attendance: We have found that some students are missing a significant amount of instructional time and community building poor attendance. At Doss High School, mastery of standards is important for all students to achieve to be successful at each content level. Students with poor attendance miss opportunities to work with peers to develop understanding. To support students, Doss offers an intervention opportunity after school on Wednesdays and Thursdays from 2:35-4:45 (A+ Time). Students that maintain their attendance are able to access the help and support they need to be successful.

Reducing Suspensions: Doss intends to decrease the suspensions rates through the use of the SRT Coach, Freshman Academy, and Response to Intervention for behavior. Doss is currently implementing Positive Behavior Intervention Strategies (PBIS). Within this system, Doss will focus on identifying levels of behavior and appropriate intervention strategies for that level. Many students are out of class for Level 1 behaviors which should be dealt with in the classroom. Doss has established school-wide expectations and will be focusing on classroom behavior and intervention strategies.

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.

The Doss High School Diagnostic Review occurred November 29- December 2, 2016. Prior to the onsite review, the six person Diagnostic Review Team participated in two phone conferences. During the conference call, which occurred on November 4, 2016, the Lead Evaluator reviewed the following topics: 1) Team Workspace, 2) Parent, students, and staff Interviews, 2) Teacher observations, 3) Audit timeline/schedule, 4) Doss Diagnostic Review Report, 5) Surveys, 6) Student Performance Data, 7) Team Member Rating Spreadsheet, and 8) eleot™. The second conferenced call occurred on November 21, 2016, and included a review of: 1) workspace, 2) Dropbox and Evidence, and 3) Logistics.

The Diagnostic Review Team convened for its first onsite meeting on November 29, 2016. The Doss High School principal presented an overview of the school's progress since the previous review that was conducted in 2015. The principal discussed the ratings and progress made for each of the original 12 Improvement Priorities as well as key initiatives that have been implemented. Diagnostic Review Team members developed preliminary ratings for each of the indicators. Potential areas of progress as well as areas that are still in need of improvement were identified. The Lead Evaluator communicated by phone and email with the principal prior to the Diagnostic Review. The primary focus of these contacts was to establish representative interview and classroom observation schedules. Additionally, the school identified necessary documents to be used as supporting evidence and made these documents accessible through Dropbox. This resulted in a useful review schedule and access to documents and artifacts to support an overall smooth review process.

The Diagnostic Review Team began its onsite work on December 1, 2016 by interviewing leadership personnel, teachers, parents, community members, and support staff. The Review Team also conducted classroom observations using the eleot™. In the evenings, the Review Team met for several hours to review the interview data and additional evidence. The team reviewed and rated each of the indicators and identified potential Improvement Priorities.

On the second onsite day, December 2, 2016, the Review Team continued classroom observations and interviewed students and additional instructional staff. In the evening, the Review Team met with the Kentucky Department of Education staff member who coordinated the Leadership Assessment process and reviewed findings with the Team.

The Diagnostic Review team conducted interviews with 72 school leaders, Advisory Council Members, teachers and support personnel, parents and community members, and students.

The Diagnostic Review team also conducted classroom observations in 60 classrooms, using the Effective Learning Environment Observation Tool (ELEOT), including those classes taught by long-term substitute teachers.

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Standards and Indicators.

The report received by the school was organized around the five AdvancEd standards and 33

indicators aimed at supporting continuous school improvement. The five standards include:
Standard 1: Purpose and Direction Standard 2: Governance and Leadership Standard 3:
Teaching and Assessing for Learning Standard 4: Resources and Support Systems Standard 5:
Using Results for Continuous Improvement

The Diagnostic Review team identified 3 improvement priorities and are:

Establish a systematic mentoring, coaching and induction programs consistent with the school's vision, mission and core beliefs about teaching, learning and the conditions that support learning.

Implement an instructional process that informs students of their progress toward mastering standards.

Revise and implement a curriculum that ensures rigorous and academically challenging learning experiences in all courses and classes, provides opportunities for individualized instruction based on the need of each student.

The most demonstrated progress made in the past year has been in the Leadership Capacity domain. The school has developed a clear and focused purpose and mission statement. Staff supervision and evaluation processes that address improved student outcomes have been initiated. A structure for collaborative learning communities has been established, and the school has implemented a culture of professional learning and support. Focused professional development activities have been designed and implemented, but much work remains to be accomplished in this area.

The final recommendation to the Kentucky Commissioner of Education from the diagnostic review team was that the principal does have the capacity to lead the turnaround work at Doss High School.

Doss proposes to address these improvement priorities through a high-fidelity implementation of project-based learning (PBL). Embedded professional development hours (12 per year for all teachers) and coaching visits from the Buck Institute will provide systematic mentoring and coaching on PBL, which has become a core belief for Doss High School. English language arts classes will implement PBL writing portfolios. Math classes will use a PBL lab for real-life modeling of mathematical concepts.

Additional content areas will use the PBL lab to support learning of capacities and dispositions necessary for college-and-career readiness.

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

At its initial identification as a priority school, Doss selected the turnaround model, which was approved by the Jefferson County Board of Education at its meeting on January 24, 2011. Several aspects of the model addressed deficiencies noted in the School Leadership Assessment, including professional development for math and literacy achievement gaps, social-emotional support for reducing student suspensions, and operational flexibility for improving teacher retention. Leadership assessments, staff surveys, and culture and equity audit results all indicate the culture and climate of the school has significantly improved. The most recent Diagnostic Review team did not recommend

further restaffing and stated the Principal had the capacity to lead the school.

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 principal of Doss High School, Martin Pollio, was hired July 2015 (see attached personnel actions board report) to lead the school in its reform efforts after it was identified as a priority school in the 2010- 2011 school year. The most recent leadership assessment results (see attachment) from January 2016 found that the current principal does have the ability to lead the intervention (as established in KRS 160.345). In June 2017, Dr. Pollio was named Acting Superintendent of Jefferson County Public Schools. Todd Stockwell has been named the interim principal.

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, Doss 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-level performance. 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, but the superintendent will consider if this is appropriate. 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.

At Doss High School, a team of teachers had the opportunity to participate in the Ford NGL project. This project was a collaboration between Career and Technical Education (CTE) teachers and core teachers. The project was successful and another team will participate next year.

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

The following strategies, utilizing SIG funds, will promote school improvement efforts: 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.

- Professional development will support professional learning teams to collectively establish Common Formative Assessments that are created through Professional Learning Communities for each team within each department. This has been embedded in our Comprehensive School Improvement Plan. The "A+ Time" takes place on Wednesdays and Thursday from 2:35-4:35. It is an opportunity for students to recover standards that have not yet been mastered. The focus of Tier 2 and Tier 3 Math and Literacy interventions will take place during the school day with the Math and Literacy interventionist. Interventionist would intervene with students who have been identified as a student in need. An RTI Coordinator will oversee and monitor the academic and behavior aspects of Math and Literacy intervention.
- Professional Development is offered over the summer and during job-embedded PD for Project-based Learning. Project-based learning (PBL) is a teaching approach in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. The key components of PBL are: key knowledge/understanding, and success skills, challenging problem or questions, sustained inquiry, authenticity, student voice and choice, reflection, critique and revision, and public product. PBL is designed to make classes more engaging for students, improve learning, and build success skills for college, career, and life. It also helps address standards, provides opportunities for students to use technology, makes teaching more enjoyable and rewarding, and connects students and teachers with communities. PBL is

essential to instruction, certified staff members completed 14 hours of Project-based Learning professional development this summer. Certified personnel gained knowledge of the Gold Standard PBL components, development of driving questions, high quality assessments, critique and revision, and developed a PBL project to launch in their classroom.

- Doss High School has instituted a new master schedule for the 2016-2017 school year that has an intense focus on Project-based learning (PBL). The schedule allows for an increase in time to conduct more application based lessons that connects standards to relevancy. Job-embedded PD is provided to develop teacher's ability to design PBLs and lessons that make students think critically and make real-world connections.
- Doss participates in the district assessment system with emphasis on math and English.
- District Proficiencies are a Summative Assessments that teachers can use to measure student data over a 9 week period. Within the 9 weeks, a Diagnostic assessment is given for Formative Assessments that provides timely and relevant student data. Teachers have received professional development to support their needs. Teachers will use Professional Learning Communities (PLCs) to disaggregate and discuss the data. PLCs will meet with the Principal quarterly to discuss the district proficiency results and develop plans to address interventions.
- Doss Instructional Leadership Team (ILT) places major emphasis on proper planning through the use of the TRIP document and the Classroom Instructional Framework to model best-practice. PD sessions will be designed that focuses 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 Doss administration team uses the EWalk online tool to conduct learning walks on a four week rotation. Administrators are given an academy of teachers to observe for four weeks.

Administrators will log the learning walks using the EWalk online tool and provided feedback after four weeks of observations. The learning walks and feedback sessions address student engagement as it relates to standards-based teaching and learning and PBL.

Professional development will be provided that identifies deficiencies and gaps for struggling learners. Learning Team meetings will meet bi-weekly and will collectively 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 their Learning Team conversations.

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 Doss High School was placed in advisory capacity based on the December 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.

Doss High School 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: Ramp Up to Advanced Literacy - This is standards-based language and curriculum, designed by America's Choice that is aligned with the state core content. It integrates Reader's and Writer's Workshop to raise expectations for all students, and moves them to reading at or above grade level by the end of the 10th grade. The program trains teachers to effectively teach reading, intervene based on the assessed needs of the students, and help students apply new literacy skills to the study of academic content so that they can engage more fully in the school learning community. Each student strives to read 25 books or book equivalent per year.

Literacy –Doss 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 3 year plan that would increase reading in all subjects. The Literacy Plan supports struggling readers by monitoring fluency activities and using the Close Reading strategy. All English teachers have incorporated Independent Reading that takes place for the first 15 minutes for every class period. Teachers have committed to keeping reading logs and writing samples and submitting the samples to the English Department every six weeks.

Mathematics – Inquiry-based curriculum. The Doss 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.

Doss High School is a Standards-Based Grading (SBG) school that identifies students as meeting the standard and not meeting the standard. Doss uses Dr. Marzano's Standards-Based Grading system and Formative Assessment as its foundation for SBG. Based on this concept, students who do not meet the standard in Math or Literacy are pulled for interventions during the school day or can stay for "A+ Time."

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.

Using data to measure depth of student understanding, conceptual development and skill development is critical to enhancing student achievement. Through Professional Learning Communities, Doss teachers create a weekly Common Formative Assessments (CFAs). These CFAs allow for teachers to review and compare student data. The CFAs are assessing where students are with a particular standard(s). Doss' Standards-Based Grading system allows for students to demonstrate Mastery over time with multiple opportunities instead of just one particular assessment. The student data drives the instruction through the PLC work.

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 Goal Clarity Coach and Principal during the quarterly proficiency meetings.

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.

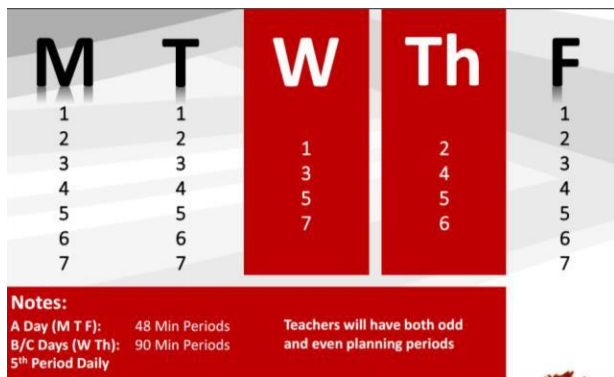
After each diagnostic test (2-3 week point of 6-week grading period) for a particular course, the teachers teaching the content will scan student tests and use the student data from CASCADE generated reports for teachers and administrators to review. Learning Team and Data manager will supervise and facilitate these meetings and coach the teachers on the next step. During the meeting, the team will address the four main questions: 1. What does the data tell us? 2. What does the data not tell us? 3. What do we do for the ones who didn't get it? 4. What do we do for the ones that got it? The next steps of the Learning Team are determined by the group collaboratively. Some standards may be re-taught and reassessed 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. Doss has A+ Time on Wednesdays and Thursdays from 2:35-4:35. Those students who need more support and assistance may stay for a more one-on-one setting. 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 period to accommodate the number of standards needing to be recovered. Pull-outs and regrouping will also be scheduled throughout the school day based on needs of individual students. New lessons and new assessments will be created during the embedded PD time.

The Doss High School leadership team will use individual student data from JCPS CASCADE reports, Common Formative Assessments for math and reading, the district diagnostic and proficiency assessments, and PLAN and ACT data to monitor student learning progress.

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).

Bell to bell instruction is part of the climate and culture of Doss High School. We have completely redesigned the bell schedule to allow for increased student engagement and authentic learning opportunities. Monday and Tuesday are foundational days and 48 minutes long, where teachers deliver information to the students to prepare them for the application days. The application days are on Wednesday and Thursday and is a modified block schedule. Students will only attend four classes each day for 100 minutes. This allows more time for teachers to develop hands on activities that engages students in key knowledge and 21st century skills. The application days are a great time to incorporate PBL components into the lesson/activity. On Friday, we return to 48 minutes and students are assessed on their mastery of the essential standard(s) from the week.



Doss High School



Standards recovery is provided for all students after school. One After School Program that exist is “A+ Time.” “A+ Time” occurs two days a week on Wednesdays and Thursdays from 2:35-4:35.

Doss has monthly job-embedded professional development that lasts one hour. Teachers have the opportunity to sign-up for particular PDs based on preference and individual need identified through self- reflection. Teachers were provided strategies and support to improve teacher success. Based on

these groups, the ILT also placed teachers into four groups that focused on the work and initiatives for the 2016- 2017 school year. The focus was on the following:

- PBL
- Application day lessons
- In-class interventions
- Professional Career Academies
- 48 minute vs. 100 minute lessons
- Common Formative and Summative Assessments

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

Doss High School implemented Positive Behavior Intervention Strategies (PBIS) schoolwide. Doss is using the 3 Tier Behavior Intervention model to address certain behaviors. Along with the PBIS implementation, the district has provided Doss with a Student Response Team (SRT) Coordinator. Last school year, the primary focus of the PBIS and SRT members were schoolwide expectations. The focus this year will be at the classroom level 1 behavior.

The comprehensive reform effort at Doss High School includes a number of strategies aimed at providing social-emotional and community oriented services for students. The Youth Service Center (YSC) provides a myriad of services for students. They range from individual and group counseling services from a local agency to basic needs for the home and student. The YSC works with the school to identify students that need assistance based on teacher referral, behavior, attendance, and academic data.

In addition, the Freshman Academy was designed to provide more personal guidance, attention and supervision as students make their transition from middle to high school. Through this personal approach, the Academy provides coherent support systems to foster student connectedness and successful progression throughout high school. The freshman faculty meets during Common Planning so they can collaborate to ensure students are succeeding and to intervene early to address student problems and learning needs. They have focused on improving attendance, promoting self-discipline and responsibility, reducing retentions, enhancing social and emotional skills, and providing college and career exploration. Freshman Academy conducts an awards day at the end of the school year. The purpose of the awards day is to award students who achieved the Freshman Academy goals established at the beginning of the year by the students and teachers. This is an opportunity to reward and identify student success. Ninth grade students participate in an Advisory period however, the advisors are Freshman Academy teachers unlike grades 10-12, in order to ease the transition to high school.

National Academy Foundation--Doss has partnered with the National Academy Foundation (NAF) to create the Doss Academy of Finance. During the second semester of the 9th grade year, students will select a career academy and pathway. If they select business, they may also enroll in the National Academy Foundation (NAF) which is a nationally recognized 4 year program for business students. The goal is to increase the student's financial literacy, as well as expose them to basic knowledge and skills that will assure their proficiency in the business world. This will be enhanced through work-based learning experiences and the expertise of our business partners.

The National Academy Finance (NAF) is a leader in the movement to prepare young people for college and career success. For 30 years, NAF has refined a proven educational model which includes industry- focused curriculum, work-based learning experiences, and business partner expertise. Employees of more than 2,500 companies volunteer in classrooms, act as mentors, engage NAF students in paid internships and serve on local Advisory Boards. Simply, NAF fosters partnerships between the business and education communities to provide opportunities to students.

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

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

Turnaround Model (KY HB 176 Restaffing Model) Permissible Activities

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

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

Doss High School is thematically aligned with professional careers in Business/Finance, Informational Technology, and Manufacturing. Doss High School will be adding a new academy that includes pre-nursing and patient-care technician pathways. Our program will teach critical skills to prepare our students as members of a viable, high-performing workforce. Students have the opportunity to choose a pathway in Information Support Services, Game Design, Manufacturing Engineering Technology, Hospitality/Marketing, Business Management, Finance, Pre-Nursing, and Patient-Care Technician.

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 they are college and career ready. Doss has a fully functioning student-run Credit Union and 12 computer labs.

Class Act Federal Credit Union- Through its partnership with Class Act Federal Credit Union, Doss has the first and only student-run credit union branch in the county. Students can major in accounting,

banking and financial services, entrepreneur, and management in the "Class Act Academy of Business and Finance."

Doss High School 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. Doss continues to hire teachers with this commitment.

The Freshman Academy at Doss High School serves as transitional support to students from middle school to high school. All systems and structures within the Freshman Academy have been designed in order to provide support to students and ensure that they experience success their first year of high school. In addition to the Freshman Academy having its own wing in the building, student schedules have been designed so that most, if not all, of their courses (primary and elective) are located within the Freshman Academy and student courses incorporate exploration of business, finance and technology and design courses. All students are on teams and all support staff related to freshmen are housed within the academy. Freshmen have their own designed counselor and Academy Principal.

Our goal at Doss is to ensure that students not only are fully engaged and passionate about their learning but they can also graduate high school with a certification in one of the career academies; Business, Finance or Technology and Design. In order to achieve this goal, the Freshman Academy's purpose is to ensure that students learn the necessary academic and social skills necessary to be successful in high school, fulfill their commitment to graduate high school within four years, and by the end of their Freshman year develop a passion in one of our three academies in order to declare a major course of study.

National Academy Foundation--Doss has partnered with the National Academy Foundation (NAF) to create the Doss Academy of Finance. During the second semester of the 9th grade year, students will select a career academy and pathway. If they select business, they may also enroll in the National Academy Foundation (NAF) which is a nationally recognized 4 year program for business students. Currently 62 freshmen are the first cohort to participate in the NAF industry-focused curricula. The goal is to increase the student's financial literacy, as well as expose them to basic knowledge and skills that will assure their proficiency in the business world. This will be enhanced through work-based learning experiences and the expertise of our business partners.

The National Academy Finance (NAF) is a leader in the movement to prepare young people for college and career success. For 30 years, NAF has refined a proven educational model which includes industry- focused curriculum, work-based learning experiences, and business partner expertise. Employees of more than 2,500 companies volunteer in classrooms, act as mentors, engage NAF students in paid internships and serve on local Advisory Boards. Simply, NAF fosters partnerships between the business and education communities to provide opportunities to students.

We are focused on building teacher capacity in the PLC process, student interventions, and standards based instructional practice. Doss is working with Solution Tree on the PLC process. Doss will 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. Student Interventions will take place during the school

day with the Math and Literacy interventionists. "A+ Time" is an opportunity for students recover standards after school on Wednesdays and Thursdays from 2:35-3:35.

The Education Recovery staff from the Kentucky Department of Education and Goal Clarity Coaches have played an important role in the turnaround work at Doss. GCCs and other district specialists will continue to be important partners in the work. Because Doss is a Cohort 2 school, we may not have direct support from KDE but will continue to seek resources and counsel from these important partners.

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, 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 the Evaluation Transition Coordinator (ETC), 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.

The district will provide additional support specific to school needs. Topics may include Research Based Literacy Interventions, Co-teaching, and 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.
- At Doss High School limited English proficient students (LEP) enrolled in the English as a Second Language (ESL) program receive English language development instruction daily in a separate class, taught by a teacher with ESL certification. These ESL classes focus on teaching LEP students' academic English and literacy in the language of the content areas: English Language Arts, Math, Science, and Social Studies as well as the social instructional language necessary to communicate effectively within the school setting.

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.

Doss High School is reviewing the Explore and ACT scores to identify future AP students and increase its AP enrollment. The Instructional Support Team (IST) is looking for students who have demonstrated some sort of success with any data point(s) on the two assessments.

Doss High School 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.

Advanced program and honors classes are offered at each grade level in math and English Language Arts.

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

The Freshman Academy was designed to provide more personal guidance, attention and supervision as students make their transition from middle to high school. Through this personal approach, the Academy provides coherent support systems to foster student connectedness and successful progression throughout high school. The Freshman Academy organizes students in teams taught by a core group of faculty. The freshman faculty meets weekly and on an as needed basis to collaborate to ensure students are succeeding and to intervene early to address student problems and learning needs. They have focused on improving attendance, promoting self-discipline and responsibility, reducing retentions, enhancing social and emotional skills, and providing college and career exploration. Freshman faculty meet collaboratively in content area groups to focus on standards-based grading and student assessment data and intervention strategies.

Doss 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. For example, Doss has partnered with Stuart Middle School, one of its feeder schools. Doss ILT and math and English teachers provide support to Stuart Middle in aligning curriculum and using the district's curriculum framework and mapping towards student success at the next level. We plan middle school visits, parent and student informational sessions, and identify students who are in need for early intervention during the ninth grade.

Doss High School conducts "Dragon Days" for the incoming freshmen. The "Dragon Days" are 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.

Doss works with Trunnell Elementary in laying the foundation for student success. This partnership is more about supporting Trunnell with teacher support by sharing skills and strategies for student success, tours of the high school, using Doss' facilities for workshops, activities and graduation. Doss uses the partnership to recruit students early due to student choice for enrolling into high schools in Jefferson County.

Identify the strategies in place to increase graduation rates.

The district has several systems in place to identify and support students considered at-risk of dropping out. These include:

- SmartEd – This system uses a wide variety of research-based factors that identify students

that are most at-risk of dropping out of school. (Similar to KDE's Persistence to Graduation Tool).

- Student Response Teams (SRT) – This team is composed of counselors and specialists that come work with the school when there is a student that is struggling and the school needs additional resources.
- Louisville Linked – This evolving system is in place to match students with needs to the appropriate community agency that can meet that need.

Doss High School uses a variety of tracking data systems. The College Career Readiness tracking system is monitored weekly by the ILT and CCR Team. The district CCR system is monitored by the assistant superintendent. Along with the multiple data tracking systems,

Doss has a variety of mentoring programs with the following groups: Men Of Quality (MOQ), Ladies Of Leadership (LOL), Career and Technical Education (CTE). These mentoring groups provide guest speakers, community collaboration projects, workshops, and field trips to promote student success and completion of high school.

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The Louisville Education and Employment Partnership (LEEP) is a collaborative effort among the Jefferson County Public Schools, Louisville Metro Government, Metro United Way, and Kentuckiana Works. The continuing mission of the Partnership is to assist students, with the help of career planners at their schools, to remain in high school, to graduate, and to make a successful to employment and/or post- secondary education or military service. Our success is measured by the success of our students. This collaboration among education, business, and community agencies provides the educational and transitional support for students to continue their education as they face daily challenges. Doss also, partners with UPS to allow students earn their high school diploma while building a future career.

Doss also participated in the Lead To Feed program. This program provides students the opportunity to learn and demonstrate leadership skills while working to provide aid to community members. The Business and Informational Technology department, football and boys/girls basketball teams, along with our ESL department worked to fundraise over \$2,500 and hundreds of can foods. The money and food was provided to local refugee families and missionaries. Doss won first place in the Lead To Feed World Hunger Leadership Challenge with this work.

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

Doss High School has a variety of partnerships through the following:

School Resource Officer (SRO) is a county sheriff that is trained in mediation and de-escalation. His/her role is to provide a safe and orderly environment.

Supplemental Educational Services- This opportunity is available to all Doss students. Students receive free tutoring services and social-emotional help.

Our Ladies of Peace (OLOP) - is available to all Doss students for social-emotional, alcohol, tobacco and drug assistance.

Dragon Pride Team- Parents, Alumnus, and Businesses collectively create opportunities for the Doss community to expand opportunities outside the walls of Doss High School.

Class Act Federal Credit Union- Through its partnership with Class Act Federal Credit Union, Doss has the first and only student-run credit union branch in the county. Students can major in accounting, banking and financial services, entrepreneur, and management in the "Class Act Academy of Business and Finance."

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Doss has over 100 Business partnerships which includes the Ford NGL Master Plan Goals--The vision and mission of the JCPS District were central in the development of the Ford NGL Master Plan, which focuses on the following:

- Transforming Teaching and Learning
- Redesigning High Schools
- Sustaining Change Through Business and Civic Leadership

Through the school's Youth Service Program, partnerships have been established with the PTA, Metro Government departments, YMCA, area university departments and their student organizations, volunteer agencies, and faith based organizations. These partnerships are designed to link students with caring adult mentors, programs and services to meet their social-emotional needs. They range from individual and group counseling services from a local agency to basic needs for the home and student. The YSC works with the school to identify students that need assistance on teacher referrals, behavior, attendance, and academic data.

Parent Teacher Association (PTA) which is ran through our YSC. The PTA is very active in planning Open House and Parent-Teacher Conferences.

Doss is partnered with the Junior Achievement Program-Junior Achievement (JA) is the world's largest organization dedicated to educating students in grades K-12 about entrepreneurship, work readiness and financial literacy through experiential, hands-on programs. Our programs help prepare young people for the real world by showing them how to generate wealth and effectively manage it, how to create jobs which make their communities more robust, and how to apply entrepreneurial thinking to the workplace. Students put these lessons into action and learn the value of contributing to their communities. Junior Achievement's unique approach allows volunteers from the community to deliver our curriculum while sharing their experiences with students. Embodying the heart of JA, our classroom volunteers transform the key concepts of our lessons into a message that inspires and empowers students to believe in themselves, showing them they can make a difference in the world.

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

Doss High School implemented Positive Behavior Intervention Strategies (PBIS) schoolwide. Doss is using the 3 Tier Behavior Intervention model to address certain behaviors. Along with the PBIS implementation, the district has provided Doss with a Student Response Team (SRT) Coordinator. Last school year, the primary focus of the PBIS and SRT members were schoolwide expectations. The focus this year will be at the classroom level 1 behavior.

To combat a high rate of tardies, Doss uses the HERO software. Consequences are progressive based on the number of tardies a student has. Students are monitored at real-time and receive consequences based on the number of tardies and cuts they have.

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. Therefore, for FY 2015-16, there will be a change in the method by which JCPS allocates Section 7 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." For FY 2015-16, the Board will consider the specific proposal congruent to Section 7, item in April 2015.

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. The school has created a Parent Advisory Council composed of 20 current parents of children enrolled at Doss High School.

There is a focus on the development of Design Teams to involve more parents and teachers in the decision making process with an emphasis on increasing student achievement in Math and Reading. A variety of Design Teams will be created. They will have specific tasks and policies to develop. Furthermore, we will continue to invest in our partnerships with the community focused on providing students unique opportunities.

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

Dragon Pride team-Parents, Alumnus, and Businesses will collectively create opportunities for the Doss community to expand opportunities outside the walls of Doss.

Doss High School conducts "Dragon Days" for the incoming freshmen. The "Dragon Days" are 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.

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 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, walk-through, etc.) and determining next steps is a key component to the turnaround 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 ETC will also coach the principal based on these artifacts to help determine next steps. Doss 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, ER staff, 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 complete 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.

According to the 2016-2017 Audit results, Doss High did not have to reassigned and hire 50% new staff. Doss 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 their capacity to effectively carryout the school's improvement goals.

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

Doss focuses the budget around the needs of students. The Title I budget provides support by funding three teachers. One teacher is a Freshman Academy English teacher and the other two are mathematics teachers. These additional teachers allow the school to provide more interventions to help student's master standards.

The Section 7 money focuses on interventions. One teacher will focus on providing and organizing the interventions. Doss has used school-based general funds to provide one Project-based Learning part-time resource teacher to help support teachers with the implementation of Project-based Learning. The district uses Add-on General Fund money to provide one Goal Clarity Coach and a Special Education Resource Teacher. These two staff are focused on improving instructional practices in the school. There are other district supports to the school including a psychologist, an ESL Resource Teacher and others who are on- call to support whenever the school requests it.

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. Doss has created a Parent Advisory Council that is composed of 20 current parents of children enrolled in Doss. There will be a focus on the development of Design Teams to involve more parents and teachers in the decision making process with an emphasis on increasing student achievement in Math and Reading.

Doss High School will 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 Doss. 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 Doss in the evening. Open House, 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.

Doss High School uses the Comprehensive School Survey and analyzes the results to impact change at Doss. This survey provides the opportunity for parents to express concerns and issues. These concerns and issues are addressed by the school's ILT. Doss High School 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 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.
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Given that the council at Doss school 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 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/PLC Training for Principal and Goal Clarity Coach
- RTI Academy-provided by Solution Tree
- Jenni Aberli – District Common Core Literacy Training and Support
- SREB- Trainings
- Tuesday Trainings with district ECE Specialists to establish IEP Goals and Behavior Intervention Plans
- Lead to Feed: worked with advisory group to cultivate students who had business aspirations.
- Project-based Learning training/coaching visits: The Buck Institute

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.

Additionally, there have been opportunities provided at the state level. The Kentucky Leadership Academy (KLA) has provided training around the TPGES model. The ERS and ERL staff that were assigned to the school and provided formal professional development based on the school's needs but also provides elbow-to-elbow coaching in classrooms for teachers. This team has been supportive in helping individual teachers and teams to grow their pedagogical skill sets to improve student achievement. The ER staff worked hand-in-hand with the goal clarity coach and district-funded math coach to support teachers.

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 learn 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, Doss 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). PBIS training is provided by two different trainers: Mike Waford of KY Center for Instructional Discipline and Susan Isaacs of Safe and Civil Schools. 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.

KDE has previously provided a team of Educational Recovery (ER) staff to support the achievement of the school's improvement goals. The team consisted of a math specialist, literacy specialist and school leadership specialist. The ER team actively supported the development of a sustainable continuous school improvement model by building the capacity of school leaders and staff to effectively serve student learning needs. The frequent evaluation of the school's CSIP, instructional data and student learning data served to guide the most effective use of the ER team's role in supporting the achievement of the school's improvement goals.

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 and Rtl 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 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 Doss 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, 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 and PBIS.

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, Doss 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.

Year 1: 2017-2018

Task/Strategy	Expected Impact (How will the strategy/activity address the identified needs? How will effectiveness be evaluated	Start/End Date
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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
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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
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Assign staff based on student needs and staff qualifications	Increase student performance and	
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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

School-wide PD plan ILT and IST members will design a PD plan and calendar that is established and aligns with TPGES, PLC work, Professional Growth Plans, CSIP and Project-based Learning. July- August 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

Doss New Teacher Orientation. Dragon Fire-New teachers will meet and work with their assigned mentors to help introduce and support them to the "Doss Way." August-2017-June-2020

RTI Implementation Intervention System Teachers will engage in training over the RTI academic and behavior system. On-going July 2017-June 2020

Doss 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 Doss. On-going August-2015-June-2020

Turnaround Training Teams will be trained in leading change initiatives thus positively impacting student results. July 2017-June 2020

Ramp Up to Literacy. Teachers effectively implementing literacy initiatives thus positively impacting student results. On-going August-2017-June-2020

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

Aligning curriculum with standards with Rigor & Relevance. Teachers engage in more rigorous content instruction based on the Rigor & Relevance Framework and Project-based Learning. July 2016-June 2020

Advanced Placement Training. Teachers engage in more rigorous content instruction to increase rigor and AP course offerings. June-July 2017-June 2020

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

Weekly 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

PLC Norms and Expectations. Teams will use established norms and collective commitments to minimize conflict and clarify how conflict will be addressed within the PLC. July-August 2017

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

SMART Goals. SMART goals will be monitored as a component of the CSIP review process.
Monthly

Common Rubrics. Teachers work in PLCs to develop common rubric criteria 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/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 Rtl plan to meet student learning needs during data days. Aligned with District Proficiency Calendar

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. 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-2017-June-2020

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

Project-based Learning (PBL) Training All staff will participate in a PBL professional development designed by the Buck Institute that will drive the vision, mission, and core beliefs of Doss High School. Summer 2017

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 Project-based Learning. | | September 2018 |
| School Purpose and Improvement Priorities | Structures and processes will be examined to judge their alignment with the school's purpose and improvement priorities. | | September 2018 |
| RTI Implementation Intervention System | Teachers will engage in training over the RTI academic and behavior system. | | On-going June-July 2018 |
| School-wide Interventions-- | "A+ Time" 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. | | On-going |
| Team PLC Leads | Grade level content and interdisciplinary team PLC leaders will recommit to serve and to help lead the collaborative process. | | August 2018 |
| 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; April 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 |

SMART Goals Monitoring SMART goals will be monitored as a component of the CSIP review process.

On-going

Focus Topics and Key Standards Content area PLCs will evaluate their identified key standards for student mastery for each of the first five 6 weeks. August 2018

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

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

CFA Creation Content area PLCs will create, administer, evaluate and reflect on common formative assessments and analyze the results together to align instruction to student learning needs. On-going.

Common Rubrics Teachers work in PLCs to develop common rubric criteria 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/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 Rtl plan to meet student learning needs during data days. Aligned with District Proficiency Calendar

Mission and Vision alignment. An established process will be followed to determine that all work aligns with the vision and mission of Doss and supports achievement of CSIP goals. Summer Retreat 2018.

Project-based Learning (PBL) Training. All staff will participate in a PBL professional development designed by the Buck Institute that will drive the vision, mission, and core beliefs of Doss High School. Summer 2018

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

Parent Advisory Council Continue working with a parent advisory council to give feedback on the

school's improvement goals as outlined in the CSIP plan Fall 2019

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 Project-based Learning. On-going

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

Focus Topics and Key Standards Content area PLCs will evaluate their identified key standards for mastery for each of the first five 6 weeks. August 2019

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

CFAs Content area PLCs 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

Monitor Student Learning Stakeholders will have clearly established expectations for student learning and systematic processes to monitor student learning. PLCs will become more analytical in assessing the evidence of student learning. On-going

RTI Implementation Intervention System Teachers will engage in training over the RTI academic and

behavior system. On-going June-July 2019

School-wide Interventions-- "A+ Time" 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. On-going

Common Rubrics Teachers work in PLCs to develop common rubric criteria 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

Project-based Learning (PBL) Training All staff will participate in a PBL professional development designed by the Buck Institute that will drive the vision, mission, and core beliefs of Doss High School. Summer 2019

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 annual goals listed below for each grade level and content area were calculated using the KDE delivery target methodology. Doss will revise goals based upon KDE's Delivery Targets, when they are released later this year.

Annual Goals

DOSS HS								
CONTENT TYPE	TARGET LABEL	YR 2012	YR 2013	YR 2014	YR 2015	YR 2016	YR 2017	YR 2018*
Math	Delivery Target		36.3	43.4	50.4	57.5	64.6	68.1
Reading	Delivery Target		34.8	42.1	49.3	56.6	63.8	67.4

* The 2018 target is based on the state accountability's formula of $[100 - (\% P/D 2017)] / 10 + (\% P/D 2017)$

- Doss High School will demonstrate proficiency of 63% by 2019 in reading and math.
- Doss High School will increase the proficiency in science to 58.7% and in social studies to 63.6% by 2019.
- Doss High School will increase the proficiency in writing to 61.6% by 2019.
- Doss High School will increase college and career readiness to 70% by 2019.
- Doss High School will increase the graduation rate to 93.4% by 2020.
- Doss High School will increase the proficiency for gap students in reading and math to 61.7% by 2019.
- Doss High School will increase the proficiency for gap students in reading and math to 61.7% by 2019.
- Doss High School will increase the proficiency for gap students in science to 57.4% and social studies to 62.1% by 2019.

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.

DOSS	YEAR	Q1	Q2	Q3	Q4
MATH	2015	Baseline – 50.4			
	2016	52.2	54.0	55.7	57.5
	2017	59.3	61.1	62.8	64.6
	2018	65.5	66.4	67.2	68.1
READING	2015	Baseline – 49.3			
	2016	51.125	53.0	54.8	56.6
	2017	58.4	60.2	62.0	63.8
	2018	64.7	65.6	66.5	67.4

Quarterly S.M.A.R.T. Literacy Goals

- Doss High School will demonstrate proficiency of 59% in reading by the first quarter of the 2017-18 school year.
- Doss High School will demonstrate proficiency of 61% in reading by the second quarter of the 2017-18 school year.
- Doss High School will demonstrate proficiency of 62% in reading by the third quarter of the 2017-18 school year.
- Doss High School will demonstrate proficiency of 64% in reading by the fourth quarter of the 2017-18 school year.

2017-18 school year.

- Doss High School will demonstrate proficiency of 65% in reading by the first quarter of the 2018-19 school year.
- Doss High School will demonstrate proficiency of 66% in reading by the second quarter of the 2018-19 school year.
- Doss High School will demonstrate proficiency of 67% in reading by the third quarter of the 2018-19 school year.
- Doss High School will demonstrate proficiency of 68% in reading by the fourth quarter of the 2018-19 school year.

Quarterly S.M.A.R.T. Math Goals

- Doss High School will demonstrate proficiency of 59% in math by the first quarter of the 2017-18 school year.
- Doss High School will demonstrate proficiency of 61% in math by the second quarter of the 2017-18 school year.
- Doss High School will demonstrate proficiency of 62% in math by the third quarter of the 2017-18 school year.
- Doss High School will demonstrate proficiency of 64% in math by the fourth quarter of the 2017-18 school year.
- Doss High School will demonstrate proficiency of 65% in math by the first quarter of the 2018-19 school year.
- Doss High School will demonstrate proficiency of 66% in math by the second quarter of the 2018-19 school year.
- Doss High School will demonstrate proficiency of 67% in math by the third quarter of the 2018-19 school year.
- Doss High School will demonstrate proficiency of 68% in math by the fourth quarter of the 2018-19 school year.

Doss HS will continue to follow district assessment guidelines to complete diagnostic and proficiency assessments. These are offered approximately every six weeks or twice per quarter in both reading and math.

PLCs will provide the time for assessment selection, data review, and planning for intervention on a regular time frame in reading and math.

Teachers will also create and administer common formative assessments throughout the year. These assessments will measure the effectiveness of lessons in a timely manner to allow teachers to re-teach in order to move more students to mastery. Formative Assessments tied to the standards will provide the opportunity to re-assess areas that were not at the proficient level on district assessment.

District and school leadership will evaluate progress on quarterly goals through its KDE reporting process and 30-60-90 day planning. If Doss does not maintain the pace for meeting quarterly and annual goals, district and school leadership will consider realigning resources to meet student needs. Realignment strategies include, but are not limited to, restructuring extended school services (ESS). Through SIG, Doss provides academic interventions in an afterschool format. Five teachers provide

these interventions one hour per day, four days per week. Doss can restructure ESS by changing teachers or interventions to correspond with trends in student learning. Supports from the district could include site visits from district administrators (e.g., assistant superintendent, director of priority schools) and approval of special budget requests for additional resources.

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 Doss 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, Doss' Educational Recovery Staff, and school-based resource staff and administrators. The plan was reviewed several times by team members for content and budget checks. The plan 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 entire focus for the use of funds is based on increasing college and career readiness as well as improving student achievement in math and reading through an emphasis on collaboration, project based learning and innovative technology tools.

Specifically, the funds will be used for the following:

- Extended School Day Services
- HERO software
- Project-based Learning Coaching Visits
- Project-based Learning Lab
- Project-based Learning embedded PD
- Digital Project-based Learning Portfolios/Writing Portfolios

Background information: Within the Doss Comprehensive School Improvement Plan (CSIP), an emphasis is placed on the growth of students in math and reading (Doss CSIP Goal 1-Achievement). In addition, Doss has a goal of increasing the Unbridled Learning scores of gap students (in particular ECE students) by 15% for proficient and distinguished (Doss CSIP Goal 2). This also addresses JCPS goals- Increased Learning-JCPS GOAL 1: Every student progresses in his or her learning and meets or exceeds proficiency in all subjects. Graduation and Beyond-JCPS GOAL 2: Every student graduates prepared for his or her post-secondary choice--for college or career, and life. Doss High School also has the lowest CCR numbers of all A1 schools in the district and comes in at 32% college and career ready in 2015. This is a drop from 48% college and career ready in 2014.

Extended School Services (ESS) will be utilized to ensure that students have numerous opportunities to work with teachers one-on-one to meet proficiency benchmarks. The program will pay teachers and resource teachers to stay after school on specific days to work with students in a strategic way. The program will also ensure transportation for students who need it, including a bus ride home. Teachers will use weekly formative assessments to drive learning and place students in appropriate interventions. ESS will run Wednesdays and Thursdays from 2:30-4:30 in all content areas. PLCs will work together to ensure that students needing both interventions and enrichment are provided with multiple opportunities to recover and/or extend learning of standards. In the first year we hope to use ESS to increase CCR, ACT and EOC scores through focused and specific intervention strategies. Bus transportation will be provided to participants. Additional stipends will be used to compensate teachers for professional development sessions and weekly learning team meetings with one another and resource teachers to analyze student work on common district assessments and teacher-created formative assessments. (2015 SIG grant- 3rd year will be 2017-2018).

HERO software: Doss High School would like to continue to use the HERO software to promote a positive culture by reinforcing accountability and recognizing great students. The hero program includes three components: redirection, reinforcement, and communication.

Redirection includes a tardy tracking process that will reduce the number of tardies by 50-80%. It also includes a referral management system that allows teachers to submit referrals directly to the administration and allows administration to approve, reject, or reject asking for more information. The tardy and referral process allows for immediate feedback to the student, teacher, and parent.

Reinforcement includes a positive behavior intervention and supports program. It implements policies school-wide, so classroom management is consistent across the school.

Communication includes parent and student engagement tools. Students and parents are able to see individual performance delivered in real-time, which promotes more positive behavior. It also includes three ways to access Hero: computer, iPhone, and Android apps.

The work is sustainable because Doss High School teachers, administrators, and support staff will be trained in the hero program and its software. This will be a unified way to track behavior, tardies, and communication with parents across the school.

Project-based Learning (PBL) Lab (New SIG- year 1: 2017-2018): At Doss High School, our mission is to inspire, create, and foster authentic learning opportunities that maximize student engagement. The school has undergone a makeover, moving away from a test score focus by putting student engagement at the core of everything we do. With that shift in focus, we have seen both qualitative gains in school culture, and quantitative gains in accountability. Accompanying Doss' mission are six core beliefs about instruction that guide the work. One of those core beliefs is that Project-Based Learning, as our core instructional belief, will inspire a passion for learning and connect the school to the greater community

Last year, coinciding with the adoption of our mission and core beliefs, we began training for Project-Based Learning, and all teachers implemented at least two PBL units with their students. Through that journey, we learned a lot as a school about the power of PBL. We saw student engagement rise and behavior referrals decrease. Unfortunately, we also learned our limitations.

~~The limitations of traditional desks in the classroom created an atmosphere of forced collaboration. Limited access to technology took away some of the authenticity of research and final products. While the will to inspire, create, and foster authentic learning opportunities was evident, students did not always feel the difference because their learning still looked like it always had. Feedback from our audit suggested the same limitations. One of our improvement priorities was to implement a curriculum that ensures rigorous and challenging learning experiences and provides individualized instruction, based on each student's needs, revolving around standards aligned with the thinking and life skills at the core of PBL.~~

In order to give students the experience of authentic 21st century learning, they need a space that provides the ability to collaborate naturally and engage with up-to-date technology – both for research and creation of final products. Furthermore, the technological resources need to meet the needs of several groups of students simultaneously. It is not conducive to the needs of a class of 31 students, if only one group can use a given resource at a time. They need, in short a PBL Learning Lab that provides learning stations for 6 groups of students. With a budget of approximately \$75,000 \$28,875, the learning lab could be a sustainable collaborative space, housing furniture and technology to realistically accommodate the needs of an entire class of students. Seating could vary to suit the

preferences of different groups: standing desks, stools with lap desks, couches and armchairs with tablet arms, tables with whiteboard surfaces and chairs that roll. Each station could have up to date technological capabilities, with a flat screen television turned touch screen display, to which students could mirror the work being done on iPad Pros through Apple TVs. Each station could also have a whiteboard on wheels, which would be mobile enough to transport to the adjacent outdoor courtyard for yet another learning space. The use of iPad pros, with smart keyboards and Apple pencils would up the game for the types of authentic products students could create during their PBL experiences, reflecting the modern workplace and modern design tools. A lab of this nature would bring literacy to life, giving students the ability to conduct modern research and the tools with which to create meaningful products. It would allow for math integration through modern programs and software. It would allow teachers to individualize instruction and incorporate the thinking and life skills of the 21st century, giving students a greater readiness for college and careers beyond high school.

Because the lab would be a permanent resource, only needing software updates and general care and maintenance, it would provide years of support and opportunity to students at Doss. A PBL Learning Lab is the next step in creating authentic learning opportunities that inspire a passion for learning and connect our school to the greater community by providing students the education they need to keep up with our changing society.

Digital Project-based Learning Portfolio/Writing Portfolios (New SIG- year 1 2017-2018): Doss High School has nine full time English teachers (30) and three ECE teachers (10). As an English department, our goal is to prepare our students for college and careers after high school. To that end, the purchase of classroom sets of Chromebooks would be instrumental in preparing our students. First, the use of Google Classroom to have students work collaboratively using Google Docs, etc. (where multiple students can work on the same document). There are endless possibilities with this feature, especially with Project Based Learning. In addition, NewsELA, an informational text service, connects seamlessly with Google Classroom, so students may access assignments, make up work for standards, and resources for PBL projects.

A second function of the Chromebooks will be to utilize every JCPS student's Google Drive in which will house the Kentucky Writing Portfolio. Students will create these folders their freshman year and share with the English teacher each year and/or semester, so the teacher can update or add information to their existing writing portfolio. This eliminates the need to "house" rows and rows of file cabinets of portfolios that have to be filed at the end of each year, pulled when a student transfers schools, and updated year after year. If these portfolio pieces were digital, it would be an easy process of the student simply "sharing the folder with the new teacher in the new school.

The approximate cost for each classroom set of 30 Chromebooks, a charging cart, and Google Chrome OS Management Console is \$7,342, which is needed for 300 Chromebooks, which totals approximately \$75,000.

This is an investment in a sustainable and renewable resource that not only will help prepare our students for the online submission of work that the majority of colleges use, but it also fits out technology academy philosophy. These Chromebooks will significantly change the way Project Based Learning and group work is done in the English classrooms, as well as ensure that students have the resources needed to respond to the variety of informational articles, ACT online practice

exams, and various online resources important in the English classroom.

Project-based Learning (PBL) Coaching Visits (Year 1,2, 3):

At Doss High School, our mission is to inspire, create, and foster authentic learning opportunities that maximize student engagement. The school has undergone a makeover, moving away from a test score focus by putting student engagement at the core of everything we do. With that shift in focus, we have seen both qualitative gains in school culture, and quantitative gains in accountability. Accompanying Doss' mission are six core beliefs about instruction that guide the work. One of those core beliefs is that Project- Based Learning, as our core instructional belief, will inspire a passion for learning and connect the school to the greater community.

Last year, coinciding with the adoption of our mission and core beliefs, we began training for Project-Based Learning, and all teachers implemented at least two PBL units with their students. Through that journey, we learned a lot as a school about the power of PBL. We saw student engagement rise and behavior referrals decrease. Doss High School would like to continue our core belief in Project-based Learning by continuing a second year of PBL training and coaching visits. The emphasis will be on content support with PBL, authenticity, public products, standards alignment, and PBL exhibitions. The coaching visits will be take place a minimum of three times a year and be a part of the job-embedded professional development.

During a recent State Audit, KDE indicated that a priority for improvement at Doss should be to establish systematic mentoring, coaching, and induction programs consistent with the school's vision, mission and core beliefs about teaching, learning, and the conditions that support learning. As PBL is our core instructional belief, this funding is vital to bring PBL to its fullest potential.

Job-embedded Professional Development (Year, 1,2, 3):

Doss High School has adopted a new vision, mission, and core beliefs. The core belief that directly relates to the job-embedded professional development is Core Belief #5.

Core Belief #5: The central focus of instructional support and professional development will be increased student engagement.

Resource teachers will provide job-embedded professional development a minimum of once a month to address the vision, mission, and core beliefs of Doss High School. The embedded PD will take place on application days (Wednesday or Thursday) during teachers planning period. The focus of the embedded PDs will all focus on student engagement and include interventions, application day lessons, Project- based Learning, assessments and rubrics, and many more.

Year 2: Most of the structures created during the first year of the 2017-2018 SIG will remain intact. The changes in the year 2 budget are directly related to teacher efficacy.

By creating a collaborative environment and providing many supports for both new and veteran teachers during the first year, some of the initial supports may change to ramp-up effectiveness.

During year 2, the focus will be on building a self-sustaining structure that will exist when the grant ends. By year two, the teachers and administration should be cohesive in terms of intervention offerings and the established programs. ESS will continue on Wednesdays and Thursdays for 2

hours. ESS provides a time for students to recover standards after school. Also, in year two, Doss will continue Project-based learning coaching visits to continue with the mission, visions, and core beliefs of Doss High School. The emphasis will be with continual content support for Professional Learning Communities as it relates to PBL. Teachers will continue with job-embedded professional development once a month to expand the support for career academies, project-based learning, interventions, standards-based teaching and learning, and lesson design. Lastly, the HERO software will continue to be used to monitor student attendance.

Year 3:

The structures that have been established in terms of monitoring CCR, ACT and EOC scores will also be sustained. In year 3, the school hopes to have increased teacher leadership and efficacy through the previous year's initiatives. Teachers will continue with PBL coaching visits and ESS, and job-embedded professional development.

All of the structures implemented in the second year will remain intact during the third.

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:

- SRT/PBIS Coach
- Goal Clarity Coach
- District Math Goal Clarity Coach
- Project-based Learning 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 of JCPS Area 2 will assist with the successful implementation of the

various school improvement activities. The Assistant Superintendent 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: Doss High School

MUNIS Code	Description of Activity	Amount Requested
322	Buck Institute Project-Based Learning Coaching Visits. Three three-day visits per year. Estimated based upon existing contract.	\$34,800
734	31 iPad Pro for Project-Based Learning Lab. \$599/iPad x 30 iPads iPad Cart – Balt iTeach Tablet Cart. \$2,618 Apple Pencils for iPads. \$99/pencil x 31 iPads Keyboard cases for iPad Pro. \$149 x 31 iPads	\$28,875
Total Amount Requested		\$63,675

Year 2 School Budget

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

District: Jefferson County Public Schools

School: Doss High School

MUNIS Code	Description of Activity	Amount Requested
113	Teachers will provide Extended School Services and receive hourly rate. 5 teachers x 1 hour/day x 4 days/week x 36 weeks x \$50.27/hour (estimated rate for year 2) = \$36,194. Cost is proposed for years 2-3 only because an existing SIG grant covers costs for year 1.	\$36,194
222	Medicare Match	\$525
231	Kentucky Teacher Retirement System	\$5,829
253	Unemployment	\$362
260	Workers Compensation	\$105
322	Buck Institute Project-Based Learning Coaching Visits. Three three-day visits per year. Estimated based upon existing contract.	\$34,800
Total Amount Requested		\$77,815

Year 3 School Budget

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

District: Jefferson County Public Schools

School: Doss High School

MUNIS Code	Description of Activity	Amount Requested
113	Teachers will provide Extended School Services and receive hourly rate. 5 teachers x 1 hour/day x 4 days/week x 36 weeks x \$51.77/hour (estimated rate for year 3). Cost is proposed for years 2-3 only because an existing SIG grant covers costs for year 1.	\$37,280
222	Medicare Match	\$541
231	Kentucky Teacher Retirement System	\$6,004
253	Unemployment	\$373
260	Workers Compensation	\$108
322	Buck Institute Project-Based Learning Coaching Visits. Three three-day visits per year. Estimated based upon existing contract. The school will request a revised scope of work in year 3 to meet budget guidelines.	\$31,849
Total Amount Requested		\$76,155

TRANSFER - ADMINISTRATOR(S)

Name	Position/Location	Effective Date	Action
Branch, Rhonda K.	From: Middle School Counselor Kennedy Metro Middle To: Middle School Counselor Jefferson Co Metro School	07/01/15	
Garrett, Brian T.	From: Assistant Principal High School Doss High To: Assistant Principal High School Brown School	07/11/15	
Healy, Timothy R.	From: Principal High School Brown School To: Principal High School (Interim) VanHoose Education Center	07/01/15	
Johnson, Linda R.	From: Specialist I VanHoose Education Center To: Specialist I (Interim) VanHoose Education Center	07/01/15	
Meyer, Teresa J.	From: Elementary School Principal Engelhard Elementary To: Elementary School Principal (Interim) VanHoose Education Center	07/01/15	
Pollio, Martin A.	From: Secondary School Principal Jeffersontown High To: Secondary School Principal Doss High	07/01/15	
Stark, Geneva A.	From: Specialist II VanHoose Education Center To: Specialist II (Interim) VanHoose Education Center	07/01/15	
Stinson, Monica L.	From: Elementary School Counselor Medora Elementary To: Elementary School Counselor Wilder Elementary	08/01/15	

EMPLOYMENT - SUBSTITUTE(S) CERTIFIED

Name	Position	Action
Akindede, Marilyn K.	Teacher	
Berkley, Nina D.	Teacher	
Berry, Taunisha A.	Teacher	
Calkins, Jennifer L.	Teacher	
Cesler, David E.	Teacher	
Chandler, Michael J.	Teacher	
Collins, India J.	Teacher (ACES)	
Colon, Paul D.	Teacher	
Crocker, Andrew C.	Teacher	
DeJesus, Jomaris	Teacher	
Duque, Jeanette I.	Teacher (ACES)	
Eaves, Kaarmel J.	Teacher (ACES)	
Faber, Heidi R.	Teacher	

THIS BOARD AGENDA CONTAINS INFORMATION FOR CERTIFIED AND CLASSIFIED PERSONNEL THAT WAS APPROVED BY THE SUPERINTENDENT BEGINNING JUNE 1 - 14, 2017.

EMPLOYMENT – ADMINISTRATOR(S)

Name	Position/Location	Effective Date	Action
Hosey, Tricia L.	To: ECE Placement Specialist VanHoose Education Center	07/03/17	Amend
Ingram, Lisa M.	From: Early Childhood Teacher Norton Commons Elementary To: Early Childhood Associate Principal Alex R. Kennedy Elementary	07/01/17	Amend

Name	Position/Location	Effective Date	Action
1. Lawrence, Erica S.	From: Associate Principal McFerran Preparatory Academy To: Elementary School Principal Young Elementary	07/01/17	
2. Pollio, Martin A.	From: Principal High School Doss High To: Special Assistant to Superintendent VanHoose Education Center	06/01/17	
3. Raho, Brian L.	From: Assistant Principal High School C. B. Young, Jr. Service Center To: Assistant Principal High School Western High School	06/02/17	
4. Sivori, David P.	From: Elementary School Assistant Principal Alex R. Kennedy Elementary To: Elementary School Principal	07/01/17	

Kentucky Department of Education
 Section 1003g LEA Application
 Turnaround Model [KY HB 178 Restaffing Model]

Name	Position/Location	Effective Date	Action
5. Staley, Anne C.	Alex R. Kennedy Elementary From: Elementary School Assistant Principal Engelhard Elementary To: Early Childhood Associate Principal Norton Commons Elementary	07/01/17	Amend
6. Stockwell, Todd C.	From: Assistant Principal High School Doss High To: Principal High School (Acting) Doss High	06/01/17	

TRANSFER - ADMINISTRATOR(S)

Name	Position/Location	Effective Date	Action
Eckels, Zachary M.	From: Elementary School Principal Minors Lane Elementary To: Elementary School Principal Schaffner Traditional Elementary	07/01/17	