

**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 City: Louisville
District ZIP: 40218
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Name of 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 Verification

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

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

The district must assure that it will-

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

ntw | 8/4/17
Superintendent Signature Date

Suey C. Fields
Notary Public

01/27/2019
My commission expires

Notary seal

District Actions

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

All Priority Schools will be served. These schools were given first priority by the Kentucky Department of Education (KDE) request for School Improvement Grant (SIG) proposals.

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

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

The Priority School Office:

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

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

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

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

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

Effective principals (Turnaround #1): Most recent KDE Leadership Audits confirmed that all principals have the capacity to lead the school's turnaround efforts. Each principal is supported by an Assistant Superintendent and Evaluation Transition Coordinator (ETC) in planning, problem-solving, securing needed resources, and benchmarking progress for the school's Turnaround efforts. Hire dates for all principals are as follows:

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

Use locally adopted turnaround competencies to review and select staff for school (Turnaround #2):

On May 10, 2010, the Jefferson County Board of Education approved the Kentucky Teacher Standards as the local standards used to screen and hire the faculty and staff at schools implementing the turnaround model. These standards measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students. More recently, school leaders in priority schools are participating in the National Institute of School Leadership (NISL) to build capacity for sustainable improvements as part of the educator growth framework of PGES.

Select and implement an instructional model based on student needs (Turnaround #3):

Priority Schools use the Professional Learning Communities (PLC) model reinforcing effective practice in priority schools as outlined in the district's policy. This model requires collaborative groups of teachers to develop standards-based lessons, common assessments, examine student data and adjust the instructional program to meet individual student learning needs. This adaptive model will improve student achievement. Priority Schools's Instructional Leadership Team (Principal, Assistant Principal, Counselor, Goal Clarity Coach, Magnet Coordinator and ECE Consulting Teacher) will provide guidance and support to ensure PLCs are implemented with fidelity.

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

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

Implementing a research-based instructional program (Turnaround #5):

The district focuses instruction around the Professional Learning Communities framework (DuFour, 2004). The objectives for PLCs are:

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

Increasing learning time (Turnaround #6):

Currently, Priority Schools offers daytime extended school services. Students receive extra literacy instruction by a retired JCPS teacher two days per week. The Literacy Coach provides certified instructional support to facilitate small, focused groups to address the needs of Tier 2 and 3 students performing at the novice or apprentice levels. In addition, the school's Master Schedule has been

adjusted, so students will participate in literacy and math interventions during four additional periods per week. The new Teacher PLC will meet after school twice monthly. All teachers will have additional after school time for collaborative learning along with extensive summer professional development opportunities.

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

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

- All district level behavior supports and alternative schools now report to one Assistant Superintendent reporting directly to the Superintendent.
- Behavior supports include Positive Behavior Interventions and Supports (PBIS) and Restorative Practices training and coaching in schools.
- District is contracting with International Institute of Restorative Practices (IIRP) to provide training and support for district level employees and whole school training in Restorative Practices at schools over three years to enhance and align with our PBIS initiative.
- Eleven staff, an increase from six, are now working in the Behavior Supports Systems Department.
- The district has hired ten Behavior Support Resource Teachers to coach, train and support schools.
- Since 2014, the district has offered Youth Mental Health First Aid (YMHFA) Training to school staff.

Implement a new governance structure to allow for enhanced collaboration and clear oversight of work (Turnaround #8):

During our initial Leadership Assessment, the School-Based Decision Making Council was determined to lack capacity for managing turnaround efforts, and its authority was transferred to the Superintendent. As Fairdale has made progress on its improvement priorities, the school has readopted the SBDM model, now known as the Principal's Advisory Council, and trained members on SBDM policies and procedures

Providing operational flexibility (Turnaround #9):

Priority schools have the ability to write a special budget to the district to request funding for programs that support improvement work at the school. These requests are carefully considered by the Superintendent and if found to be central to the work, they are funded. In addition, as a Priority School, Priority Schools is exempt from any requirements that mandate placement of voluntary or overstaffed employees until it is no longer identified as low achieving. Priority Schools will be able to participate in the staff transfer process, but it will not be required to select any staff from the transfer list. Since Priority Schools is identified as a Priority School, it will receive its transfer list one week earlier than other schools (see section 33 of JCTA-JCPS agreement).

Establishing a system of data collection (Turnaround #10): The district has a well-developed data collection system that supports school work. The system was developed by in-house programmers and, as such, is highly adaptive to school needs. JCPS has developed an assessment system that requires schools to participate in four district proficiencies centered on the core content areas. The results of these proficiencies are used by the school to analyze the instruction and make adjustments.

Additionally, schools are required to use a diagnostic test. The district provides a diagnostic test and schools have the option to use the provided assessment or to have PLCs create their own. The results of these assessments are stored in the district's data system, CASCADE. Schools can analyze the results of the district diagnostics and proficiencies in multiple formats, including data dashboards.

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

Starting in 2017-18, we will develop smaller learning communities in some Priority high schools under the Talent Development Academy (TDA) model where instruction will support and align with student interests. This should increase appropriateness of instruction and deepen student understanding. Fairdale expects to see increases in attendance and student engagement with instruction and decreases in behavior incidents and retention

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

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

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

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

District Budget Narrative

Districts have the option of withholding funds for district level services to support the selected model in each identified SIG school. The application must contain complete budget information for each year of the grant cycle for the district. If a district chooses not to reserve funds for district level services, a line item budget must be submitted showing that no funds will be withheld. If funds are reserved for district level activities, identify how the district intends to use the school improvement funds for each school(s) it will serve and explain how these expenditures correlate with the school(s)' intervention model to address the causes and contributing factors to low student achievement at each of the school(s).

Not applicable.

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

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

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

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

The Youth Service Center is jointly funded by state district funds. This center is active and a huge support to the students and families. Because of the importance of this center, the district has made up the difference in the state funding knowing that the difference made was monumental.

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

The district has assigned a special education resource teacher to each of these schools. This teacher works with teachers to create instructional strategies designed to meet individual students' needs and to ensure that appropriate systems are in place to meet the needs of special education students and their families. This position is funded through federal IDEA funds.

Identify the services, personnel and financial supports the district will provide and tell how

they align to the school(s') intervention.

The achievement area assistant superintendents and evaluation transition coordinators will be working in schools and interacting with school leadership, in order for there will be a continuous feedback loop.

A more detailed description of district supports for the Turnaround Model are outlined on pages 5-7. Below is a list of district supports provided for priority schools:

- District reorganization aligned priority schools in K-12 regions with an area superintendent allowing for ongoing, consistent coaching support
- Evaluation Transition Coordinators assigned to regions providing individualized support for PGES implementation and coaching on school improvement
- ECE Consulting Teachers assigned to each priority school providing differentiated support regarding PBIS implementation, SRT development, utilization of district resources, and support to special education students and families, etc.
- Budget proposals submitted/allocated based on the individualized needs of each priority school
- Staffing considerations ensuring school decision-making regarding hiring of instructional staff
- Weekly meetings with cabinet, area assistant superintendents, academic leadership team, student support services assistant superintendent, curriculum instruction assistant superintendent, evaluation transition coordinators, and KDE ensuring ongoing communication regarding priority school needs and next steps
- Frequent priority school meetings facilitated by the district's Director of Priority Schools providing opportunities for shared practice, feedback regarding district supports, etc.
- Opportunities for Culture Competency Audits (facilitated by Roger Cleveland) and next step development
- PBIS training and opportunities for coaching support
- Access to curriculum maps, assessments, and aligned resources
- Extended Learning Programs providing targeted students with additional learning opportunities for priority schools who applied for this intervention through the district's Section 7 funding application.
- District dashboard access providing opportunities for data manipulation, item analysis, behavior data monitoring, etc.
- Goal Clarity Coaches selected by the schools and funded by the district to facilitate PLCs, coach teachers, co-teach, support progress monitoring, etc.
- Additional professional development/training opportunities focused on systems training, strategic planning, etc.

A set of Goal Clarity Coaches specializing in particular content was assigned to individual schools. These experts are used across schools to support the work of PLCs.

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

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

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

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

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

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

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

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

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

Data Management Planning and Program Evaluation

Assistance with truancy prevention, student mobility, annual audits, grants and accountability reviews.

Diversity, Equity and Poverty

Competency, Awareness, and Responsiveness to Diverse Students (CARDS) professional development program and Equity Institute focusing on Males of Color.

Academic Services

Professional Development with Content Specialists and District Goal Clarity Coaches; mental health counselors, ECE and ESL services.

Communications

Perfect Attendance Incentive and Social Media Ambassadors program.

Human Resources

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

Finance

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

Other key supports:

Priority Teacher Institute

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

Priority Coaches Community

Goal clarity coaches review and create new personal action plans with peer support from the PCC and are introduced to new coaching ideas. Next meeting Dec 13.

National Institute for School Leadership (NISL)

Administrators and teacher leaders train in effective and student-centered instructional leadership. Sessions ongoing throughout year.

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

Monthly Principal's Meeting - Multiple breakout sessions throughout the year. Latest work session Nov 10. Principals participated in a guided discussion around recent accountability results. Ideas, resources, best practices, and feedback shared within the groups.

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

School Application

District: Jefferson County Public Schools
School: Fairdale 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	274	46.0	11.7	37.2	5.1	42.3
Male	158	49.4	9.5	37.3	3.8	41.1
Female	116	41.4	14.7	37.1	6.9	44.0
White (Non-Hispanic)	169	36.1	11.2	45.6	7.1	52.7
African American	60	68.3	15.0	16.7	0.0	16.7
Hispanic	33	54.5	9.1	36.4	0.0	36.4
Asian						
American Indian or Alaska Native						
Native Hawaiian or Other Pacific Islander						
Two or more races						
English Learners						
Free/Reduced-Price Meals	232	47.0	12.1	35.3	5.6	40.9
Disability-With IEP (Total)	14	71.4	14.3	14.3	0.0	14.3
Gap Group (non-duplicated)	236	47.0	11.9	35.6	5.5	41.1

Content Type: Language Mechanics

Grade: 11

	#	N	A	P	D	PD
All Students	254	32.7	28.3	26.4	12.6	39.0
Male	148	38.5	29.1	23.6	8.8	32.4
Female	106	24.5	27.4	30.2	17.9	48.1
White (Non-Hispanic)	149	24.8	29.5	32.2	13.4	45.6
African American	58	48.3	24.1	19.0	8.6	27.6
Hispanic	34	50.0	29.4	17.6	2.9	20.6

Kentucky Department of Education
Section 1003g LEA Application
Turnaround Model (KY HB 176 Restaffing Model)

	#	N	A	P	D	PD
Asian						
American Indian or Alaska Native						
Native Hawaiian or Other Pacific Islander						
Two or more races						
English Learners	18	72.2	27.8	0.0	0.0	0.0
Free/Reduced-Price Meals	196	34.7	28.6	25.5	11.2	36.7
Disability-With IEP (Total)	27	51.9	22.2	22.2	3.7	25.9
Gap Group (non-duplicated)	206	35.0	27.7	26.7	10.7	37.4

Content Type: Writing

Grade: 10

	#	N	A	P	D	PD
All Students	289	11.8	68.9	16.3	3.1	19.4
Male	160	14.4	69.4	12.5	3.8	16.3
Female	129	8.5	68.2	20.9	2.3	23.3
White (Non-Hispanic)	177	12.4	62.7	20.3	4.5	24.9
African American	67	14.9	80.6	3.0	1.5	4.5
Hispanic	32	0.0	81.3	18.8	0.0	18.8
Asian						
American Indian or Alaska Native						
Native Hawaiian or Other Pacific Islander						
Two or more races						
English Learners	15	13.3	86.7	0.0	0.0	0.0
Free/Reduced-Price Meals	247	13.4	69.2	14.6	2.8	17.4
Disability-With IEP (Total)	26	38.5	50.0	7.7	3.8	11.5
Gap Group (non-duplicated)	254	13.4	68.5	15.4	2.8	18.1

Content Type: Writing

Grade: 11

	#	N	A	P	D	PD
All Students	255	28.6	34.9	31.8	4.7	36.5
Male	145	36.6	35.9	24.8	2.8	27.6
Female	110	18.2	33.6	40.9	7.3	48.2
White (Non-Hispanic)	150	22.0	37.3	35.3	5.3	40.7
African American	58	48.3	27.6	22.4	1.7	24.1
Hispanic	34	32.4	35.3	29.4	2.9	32.4
Asian						
American Indian or Alaska Native						
Native Hawaiian or Other Pacific Islander						
Two or more races						
English Learners	19	68.4	31.6	0.0	0.0	0.0

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	#	N	A	P	D	PD
Free/Reduced-Price Meals	199	31.7	34.2	28.6	5.5	34.2
Disability-With IEP (Total)	27	59.3	25.9	7.4	7.4	14.8
Gap Group (non-duplicated)	208	32.2	34.1	27.9	5.8	33.7

District Reading Proficiency Assessment Results

Content Type: Reading
Grade: End of Course

	#	N	A	P	D	PD
All Students 2015-16	302	42.7	12.6	36.4	8.2	44.7
All Students 2016-17	318	42.8	12.0	30.5	14.8	45.3

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	239	18.0	38.1	40.2	3.8	43.9
Male	129	14.7	38.8	42.6	3.9	46.5
Female	110	21.8	37.3	37.3	3.6	40.9
White (Non-Hispanic)	145	13.1	38.6	44.1	4.1	48.3
African American	50	28.0	34.0	34.0	4.0	38.0
Hispanic	33	27.3	42.4	30.3	0.0	30.3
Asian						
American Indian or Alaska Native						
Native Hawaiian or Other Pacific Islander						
Two or more races						
English Learners	17	47.1	41.2	5.9	5.9	11.8
Free/Reduced-Price Meals	189	20.1	38.1	38.1	3.7	41.8
Disability-With IEP (Total)	20	30.0	50.0	20.0	0.0	20.0
Gap Group (non-duplicated)	198	19.2	38.4	38.9	3.5	42.4

District Mathematics Proficiency Assessment Results

Content Type: Mathematics
Grade: End of Course

	#	N	A	P	D	PD
All Students 2015-16	260	16.9	52.7	30.4	0.0	30.4
All Students 2016-17	281	10.7	37.7	47.7	3.9	51.6

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

Non-Cognitive Data

Student Attendance Rate

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
87.3	89.0	89.1	90.3	90.3	90.1	89.4	89.8

Student Dropout Rate

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
4.3	3.8	2.0	2.3	3.5	3.2	1.8	1.8	1.1

Student Retention Rate

2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
6.4	5.2	5.9	4.5	7.9	3.7	3.2	5.4

Student Five-Year Adjusted Cohort Graduation Rate

	Cohort Rate 2013	Cohort Rate 2014	Cohort Rate 2015
All Students	91.8	87.6	91.3
African American	98.1	74	92.2
American Indian or Alaska Native			
Asian	***	***	***
Hispanic	85.7	86.2	92.5
Native Hawaiian or Other Pacific Islander			
Two or more races	***	***	***
White (Non-Hispanic)	90.5	92	90.3
Female	92.6	89.8	92.8
Male	91.2	86.2	90.2
GAP	95.3	87.8	92.3
Free/Reduced-Price Meals	97.7	92.6	93.3
Limited English Proficiency	78.6	75	71.4
Migrant			
Disability-With IEP (Total)	96.6	88.2	

Student Suspensions

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
284	246	419	428	222	325	252	266	213

Teacher Attendance Rate

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
94.60	94.74	94.72	93.47	95.89	95.89	95.00	95.54	94.37

2016-17

In-School Removal	Out of School Suspension	Restraint	Seclusion	Other	Grand Total
1316	274			73	1663

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.

Although Fairdale High School has accomplished considerable gains in both literacy and math, we are still below the state average in both areas, particularly with the students who fall in one or more GAP groups as determined by the state accountability system. Our largest achievement gaps are in measures of literacy—English II End-of-Course exams and K-PREP Language Mechanics, Reading, and Writing.

Our school has not seen the same outcomes for African American students, Hispanic students, and students with disabilities. Furthermore, males consistently underperform on these measures when compared to female students. These trends indicate a need to strengthen our culturally-responsive teaching practices, as well as our strategies for engaging students in the English Language Arts.

Fairdale High School has seen success with all students using focused and high-functioning professional learning communities, a school-wide instructional point of view, individual teacher professional development and coaching, as well as a fluid intervention and enrichment system that meets the needs of students during the school day. At this point, the data indicates a need to focus on strategies that work with specific students, strategies that are culturally sensitive, and are research-based practices proven to address the needs of our most reluctant and fragile learners.

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.

Non-cognitive data is consistent with literacy and math data indicating that students in identified GAP groups struggle the most with persistence to graduation, suspension from school, retention, and drop outs from high school. Attendance is an additional non-cognitive factor; our school has a lower attendance rate (89%) than the district (93%) and state (94%). Student engagement needs to improve, as well. On our recent Comprehensive School Survey, 35% of students disagreed that “school is fun and challenging” and that they “enjoy going to school.” Addressing student engagement is a key priority for our school because engaged students are more likely to attend and actively participate.

KDE conducted a diagnostic review at our school in January 2013 and a two-day progress-monitoring visit in November 2016. This most recent visit identified the following improvement priority:

Refine the instructional process to engage all students in their learning by consistently and deliberately planning strategies that ensure achievement of learning expectations. Personalized

instructional strategies should include research-based, high yield instructional strategies implemented school-wide with consistency and fidelity. An additional emphasis on daily formative assessments will allow opportunities to adjust instruction in a timely manner. Implementation of differentiation techniques, student collaboration, self-reflection, integrating content and skills with other disciplines, making connections to real-life experiences, and effective student use of technology as instructional resources and tools will help achieve mastery in all courses.

Fairdale has identified the following literacy and math resources to support student achievement.

Reading Plus. This online reading intervention program assesses fluency, vocabulary, and comprehension skills. Assessments are adaptive, which supports differentiation of the online instruction. Individualized instruction builds physical reading skills (e.g., scanning lines), cognitive reading skills (e.g., vocabulary, comprehension), and the emotional domain (e.g., interest, confidence, and motivation). Research of Reading Plus cited by the What Works Clearinghouse suggests a statistically significant improvement of reading skills for students.

iXL Math. This online math instructional resource is aligned to Kentucky Academic Standards. It features skill-based activities for high school courses—including Algebra I, Algebra II, Geometry, Precalculus, and Calculus—and earlier math content. iXL Math’s activities are sorted not only by grade level, but also by topic, allowing staff to identify necessary supports, even when the student is behind multiple grade levels.

No Red Ink. This online resource supports students’ writing proficiency. It provides practice writing-activities, based upon an adaptive assessment of students’ understanding and skills. No Red Ink’s resources are of high interest to students (e.g., celebrities, TV shows, and hobbies). The resource supports both on-demand writing proficiency and language mechanics.

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

The Turnaround Model for school improvement was chosen during the 2010-11 school year by Fairdale High School and approved by the Jefferson County Board of Education at its meeting on January 24, 2011. This model’s requirements—including professional development, research-based instructional programs, and social-emotional and community-oriented services—addressed deficiencies noted in the original School Leadership Assessment. Since this model was chosen in 2010, each additional Diagnostic Review has found Fairdale High School to be satisfactorily addressing identified improvement priorities, and that the school leadership is capable of leading the change needed to move Fairdale High School into proficiency.

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.

No. The current principal, Brandy Corbin, began her tenure in November 2016. Documentation of the principal’s hiring date is included as an attachment to this application. During her tenure, KDE has not

conducted an assessment of the school leadership's capacity.

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.

Our district provides priority schools flexibility in its processes for budgeting and staffing. Priority schools are permitted to submit add-on requests to the board of education through an assistant superintendent. Through this process, the district's priority schools obtained an extended learning program fund for the 2016-17 school year that will support academic assistance during and after school. Fairdale will continue to use the add-on request process to leverage all available resources for school improvement.

Our district's contract with the local teachers' association provides Fairdale considerable flexibility in the staffing process. Priority schools qualify for the following provisions:

- Exemption from mandatory placement of voluntary or overstaffed employees
- Access to the annual teacher transfer list one week before other schools
- Authorization to incentivize teachers with National Board Certification support, tuition reimbursement, and paid professional development

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)

The school will not be restructured as part of this grant application. Fairdale fulfilled re-staffing requirements as part of its initial adoption of the turnaround model. By June 2011, 54% of Fairdale's were newly hired.

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.

As previously mentioned, the district's contract with the local teachers' association permits priority schools to use incentives for recruitment and retention. Incentive strategies include National Board Certification support, tuition reimbursement, and paid professional development. Through the SIG request, Fairdale will offer unique professional development activities that will build professional capacity and promote retention. Twenty-four teachers will have the opportunity to participate in PLC at Work training provided by Solution Tree. This training will prepare teachers for leadership roles in PLCs.

Teachers' role in leadership and decision-making is a key contributor to retention and is one of the indicators of the TELL teachers' survey of working conditions.

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.

All teachers at Fairdale will have access to 12 annual hours of data analysis and instructional planning beyond their regularly scheduled planning periods and PLC meetings. The purpose of these hours is to dig deeper through data analysis to reach specific gap groups in student achievement across all grade levels.

Key questions in Fairdale's data analysis process are as follows:

- How effective has instruction been for students to master expected standards and skills as measured by the benchmark assessments (AP exams, Cambridge AICE Exams, ACT, EOC, KPREP)?
- In what areas of achievement did students do well, and in what areas of achievement are students still struggling to understand/master?
- Are there trends in achievement with certain groups of students? Are there trends of achievement with specific standards?

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.

During our initial Leadership Assessment, the School-Based Decision Making Council was determined to lack capacity for managing turnaround efforts, and its authority was transferred to the Superintendent. As Fairdale has made progress on its improvement priorities, the school has readopted the SBDM model, now known as the Principal's Advisory Council, and trained members on SBDM policies and procedures.

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.

At the initial adoption of the turnaround model, Fairdale implemented the following literacy and math programming: Ramp Up to Advanced Literacy, College Preparatory Mathematics, and English and Math Project Proficiency.

Literacy: Ramp Up to Advanced Literacy:

America's Choice- Ramp Up is an English Language Arts curriculum/program that has built in interventions within the structure of the daily rituals and routines for struggling readers. It integrates Reader's and Writer's Workshop to raise expectations for all students. Students that take this course have intense, rigorous reading instruction to assist them in getting on grade-level in reading by grade 10. The program trains teachers to effectively teach reading, intervene based on the assessed needs of their 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. Students take the skills they have learned in Ramp Up I and II to assist them in being successful in not only English, but all core classes. Ramp Up's standards based curriculum aligns with Kentucky Academic Standards. Ramp Up is a program that meets the needs of all students in it. Any student that is scoring at a 2-4 stanine level, ECE/ELL can all be in this class. The class is monitored through observation by the district and is followed up with professional development also provided by the district. Student progress is monitored through one-on-one instructional practices, project proficiency and the ECE collaboration teaming. Ramp Up classrooms have two certified teachers (regular education and ECE education) which allows for a unique teaming and environment for students.

Math: College Preparatory Mathematics:

Fairdale uses College Preparatory Mathematics for Algebra 1 and 2, and Geometry. These courses

emphasize the connected nature of mathematics. Each course consistently weaves topics together so that the connections emerge naturally and can facilitate deeper understanding. Each course is challenging and engaging for all students from the very beginning. This approach builds strong study teams. Through the use of challenging problems, accelerated students are pushed to learn more and are not lost to boredom, while struggling students are actively engaged in the work of developing solution plans and executing them. They become an integral part of the study team through teaming and cooperative learning.

At the same time, to support students with weaker skills and learning gaps, these courses build on conceptual foundation slowly with an emphasis on using manipulatives and looking at mathematical problems in multiple ways. The —mastery over time approach helps struggling students build understanding over time and accommodates different learning styles.

English and Math Project Proficiency:

Every student at Fairdale is expected to demonstrate competency on all identified English and Math standards. Struggling students are identified early within six-weeks and provided tiered interventions such as, extra instructional time/extended time, teaming/teacher switching and immediate one-on-one instruction. Teachers are trained through effective implementation of professional learning communities as a response to intervention to use data to identify students not meeting standards and understand why they are not meeting the standards. Instruction is adjusted to bring these students to competency. The English and Math departments individually collaborate through professional learning communities to identify students meeting the standards, those not meeting the standards, why they are not meeting the standards, and what we are going to do to get them to meet the standards.

Over the course of Fairdale's turnaround efforts, we have added additional literacy and math resources. The previously identified supports—Reading Plus, No Red Ink, and iXL Math—are additional tools for

teachers in supporting students' growth. These resources allow us to individualize instruction and intervention for each student during class time and intervention time. Additionally our teachers use them for additional practice outside of school because they are accessible anywhere students have internet access. Through SIG, we aim to expand the use of these programs across all grade levels and with all

students to provide intervention and enrichment opportunities to push the “high flyers” as much as we support students who are catching up to the pace for proficiency.

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.

Fairdale 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. PLCs were designed so that teachers could examine student data and adjust instruction according to the needs of the students. All teachers have attended professional development designed to build teacher capacity in the PLC process, student intervention, and standards based instructional practice. Ongoing job embedded professional development will be implemented at regular intervals to continue to keep teachers abreast of strategies to assist their students' educational growth. Student data will

be used to monitor progress through regularly scheduled PLCs, and then ongoing interventions will be implemented for student success. School leaders will regularly monitor progress, give feedback as defined in the PGES system, and participate in collaborative conversations to improve instructional practice.

The Goal Clarity Coach from JCPS plays a key role in helping to supply the information necessary to the Instructional Leadership Team and advisory council to support the leadership of the turnaround work.

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).

The RISE (Recovery, Intervention, and Scholastic Enrichment) program at Fairdale High School allows for extended learning time in a weekly instructional and assessment schedule during the school day. In addition to the RISE system, Fairdale currently uses ATTAIN funding to provide targeted daily academic instruction for college and career readiness. Specific programs for reading, writing, and math are used for the targeted interventions in CCR. PLCs are given “data days” to analyze team data, plan coherent and consistent instruction, and address RTI needs for the students in their respective courses.

Additionally, each teacher is involved in instructional coaching based on Powerwalk data to improve instruction and address professional development needs on an individual basis. Teachers participate in individual coaching 3 times per year. PLCs are involved in instructional coaching at least 3 times per year. The entire instructional staff meets to analyze instructional data at least 3 times per year. Utilizing this schedule allows for instructional coaching 9 times a year, in addition to the TPGES evaluation system that provides teaching and pedagogy coaching. SIG funding would be used to support PLC training for teachers who have joined staff post Solution Tree training and continued support for data analysis days. Additional professional development related to differentiation and RTI to increase the effectiveness of RISE and advisory for the development of executive function would also be part of the SIG expenditures.

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

In addition to the academic intervention and differentiation measures put in place at Fairdale High School, social-emotional and community-oriented services also provide much needed support to students to remove barriers to student learning and achievement. RISE allows for school-based, community mentoring opportunities for students. Fairdale High School, in partnership with the Youth Services Center and Seven Counties Services, provides students and families with mental health and social-emotional health services. Additionally, Fairdale High School is focused on promoting compassion and mindfulness at our school. We have a dedicated mindfulness space, and an instructor assigned to the Mindfulness Room to lead mindful practices, breathing exercises for optimal decision making, and health and wellness initiatives for students to manage traumatic stress, aggression, harmful behaviors, and self regulation. SIG funds would be allocated to increase these services to meet the needs of more students who require these supports. SIG funds would also provide training for students to act as ambassadors for restorative practices and mindfulness in the school. Fairdale High School is also a Community School location. The school works in collaboration with JCPS, community members, and Metro Government to provide the Fairdale community with life-

long learning opportunities and community organized events. This partnership provides adult education classes, health and wellness programs, and summer meals to children and adults in the community throughout the year.

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.

Fairdale 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. PLCs were designed so that teachers could examine student data and adjust instruction according to the needs of the students. All teachers have attended professional development designed to build teacher capacity in the PLC process, student intervention, and standards based instructional practice. Ongoing job embedded professional development will be implemented at regular intervals to continue to keep teachers abreast of strategies to assist their students’ educational growth. Student data will be used to monitor progress through regularly scheduled PLCs, and then ongoing interventions will be implemented for student success. School leaders will regularly monitor progress, give feedback as defined in the PGES system, and participate in collaborative conversations to improve instructional practice.

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 specialists 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, 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.

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.

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.

Fairdale High School is a Cambridge International Examinations School. Students who show an ability for advanced coursework (student placement based on predictive assessment data, grades in middle and high school classes, teacher input, and attendance/behavior data) participate in Cambridge International courses and Advanced Placement courses.

Cambridge courses can be implemented at a core level or an advanced level. Students can move into and out of these courses to meet their learning needs. All advanced level courses are taught to the advanced level of Cambridge curriculum, and honors courses use the curriculum at both core and advanced level, depending on the learning needs of the students in the courses.

Fairdale High School worked with the Kentucky House of Representatives and Kentucky Senate to sponsor a bill, that became a law in March 2015, to award students who qualify for free/reduced lunch additional KEES scholarship dollars for each Cambridge International A/AS level exam they pass with a score of A* to E. Fairdale High School currently has almost 80% of students qualifying for free/reduced lunch, and is a Community Eligible school, so the work to write, sponsor, and pass this bill in to law means quite a bit of additional scholarship dollars for students who participate in the Cambridge program, and for those students who rise to the challenge of the Cambridge International Exams.

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

Fairdale High School offers a Freshman Academy Summer Camp to ease the transition from middle to high school for all incoming 9th graders. Families are notified in the summer regarding dates and times for the summer camp.

In addition to this summer activity, the Freshman Academy has ongoing transition activities in place throughout the school year to aid students in the transition from middle to high school and to build a strong culture of belonging among freshmen. Freshman Academy teachers participate in a PLC with weekly meetings to discuss all freshmen students and their transition from middle to high school. Students who are having trouble with the transition are provided interventions and additional supports to ensure success.

Fairdale High School has strong ties with the Fairdale community, including solid partnerships with the middle and elementary schools in the community. Fairdale High Schools hosts numerous events for both Fairdale Elementary School and Coral Ridge Elementary School, as well as Lassiter Middle School. The Education program at Fairdale High School places students in Fairdale Elementary and Auburndale Elementary for field work, where high school students work in the classrooms of elementary school teachers whom mentor the future educators and prepare them for success as teachers. Fairdale High School also hosts athletic events for the Fairdale Youth Sports Leagues. This partnership with community families and elementary and middle schools allows Fairdale High School to prepare community students for high school and to showcase the wonderful programs available at the high school.

Identify the strategies in place to increase graduation rates.

Fairdale High School has a RTI plan in place to meet the academic needs of students in a timely and efficient manner, not allowing for students to fall behind in a way in which they cannot catch up academically. The daily RISE intervention/enrichment system, targeted small group interventions, and classroom differentiation are all RTI measures to increase graduation rates.

Fairdale High School is implementing two new career pathways for students. Cybersecurity and Pre-Nursing (PCT) both align with the Public Services themes of Law Enforcement and Fire Science/EMT

already established at Fairdale High School, but offers students additional options for career certifications and internships for college and career readiness. Additional career pathways, for emerging and high needs careers, is intended to improve graduation rates.

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

Fairdale High School works in partnership with parents, community, JCPS, LMPD, and other school agencies to guarantee a safe school environment for all students and staff at the school.

JCPS provides a School Resource Office to Fairdale High School. This officer not only works hand in hand with the administrative staff to provide a safe environment but builds relationships with students so that when there are concerns, students feel comfortable to come to the officer to share.

Fairdale High School is part of the district's Positive Behavior Intervention System (PBIS) system. This is a three to five year training program that supports schools in building proactive systems to support students. Fairdale High School uses Hero, a software program, to track positive behavior points.

Students who exhibit positive behaviors inside and outside the classroom while at school are awarded positive behavior points and recognized for those positive behaviors each day. Hero also allows administrators to handle common infractions that take away from class time, such as tardies to class, in a timely manner (immediately) which maximizes students time in class.

Fairdale High School works in collaboration with Seven Counties Services to provide counseling and mental health services to students and their families. This partnership allows students and their families to receive necessary outside supports to maximize their time at school, which leads to greater student success and achievement.

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

Fairdale High School has implemented a School Based Response Team which meets every 2 weeks to analyze attendance and behavior data. Students in need of interventions in either of these areas are identified, contacted, and when appropriate a Behavior Intervention Plan is written and implemented.

Fairdale High School has also implemented PBIS measures which include our Keep It REAL program and HERO positive behaviors point system. Keep It REAL is a positive behavior program that has identified 4 positive behaviors (Respect, Effort, Attitude, Leadership) that lead to school success. Students exhibiting these behaviors earn "Keep it REAL" cards and positive behavior points that are then rewarded with incentives at the end of each grading period.

HERO is a computer software that allows teachers to award positive behavior points during class time to students who exhibit positive academic and behavior skills. Again, these points are totaled, recognized, and rewarded each morning.

Because students are valued as partners in their education, student achievement has improved. School climate and discipline are absolutely linked at Fairdale. Fairdale High School believes that

because we treat students as partners they contribute to a stronger, safer school. Students know that the faculty and staff care about them and this shows in every way. Every staff member at Fairdale High School goes out of his or her way to build individual relationships with students, and students know they have advocates at their school. Fairdale participates in a student advisory program, wherein students are linked to a teacher advisor who remains with that student through all 4 years of high school, building a long-term relationship for advising and advocacy as they plan for their lives beyond high school.

Additionally, Fairdale High School is implementing a Mindfulness Room, with a trained instructor to support student growth in social-emotional ways. It is the goal to reduce the use of the Positive Action Center and ISAP for situations that could be solved through appropriate cool-down times and mindfulness practices.

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 for Usage in FY 2014-2015 and Beyond – January 2014: Section 7, item B states that additional amounts may be distributed “based on pupil needs identified by school councils in their adopted school improvement plans and designated by the Board. Money provided under this subsection shall be used only for the needs identified by the council from its adopted school improvement plan and designated by the Board.”

The Section 7 allocation is available to all regular instruction schools under this provision, and will be known as an equity allocation. This amount and the strategy or strategies to target at-risk students must be included in each school’s Comprehensive School Improvement Plan (CSIP). It is the responsibility of instructional leadership at the school and district levels to ensure that these funds and strategies are embedded in the CSIP. These funds and strategies should target improved literacy and/or the mental health counseling needs of at-risk students. Intentional discussions with council representatives regarding evidence-based practices* that can assist in improving literacy and/or meeting the mental health needs of students are imperative. In addition, schools should examine data and eliminate programs that are not producing the intended results.

The equity allocation is separate from and uses a different set of account codes than the site-based allocation. This separation of account codes will ensure the ability of all stakeholders to monitor the budgeting and expense trends of Section 7 allocations. Section 7 requests will be reviewed by a committee. Each school will submit a section 7 request form signed by the SBDM council. The form requires the council to document the proposed budget for the equity allocation. The form also requires an evidence-based justification for the planned strategies. The funds may be transferred in the course of the year within the account codes, as long as the transfer supports the original plan.

In addition to the Section 7 funding, for 2013-2014 school year 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.

School leadership staff have all been trained in PLC implementation, RTI, and PGES. Teachers and administrators continue to improve the data analysis process and implementation of the Fundamental 5 in response to analysis of student data.

Families participating in extended learning opportunities will receive information regarding the RTI plan at Fairdale and the intervention/enrichment opportunities available to students at the beginning of the school year. Any changes to the schedule/opportunities will be communicated to students and families through various communications channels as outlined in the school communication plan.

Any external providers of academic workshops will be approved by JCPS and proven for improvement through data analysis and research.

Because we have been involved in School Turnaround work for several years, we know the importance of having an instructional framework and then using the PLCs as the vehicle to deliver improved instruction. We are well on our way on the journey to success and need to refine the systems that have helped us get to where we are now. We all embrace the idea of continuous improvement and know that there is always more to learn to improve our craft. As we are constantly tweaking our systems based on data and input from PLCs and other staff, we know that our goal is student success. The next steps for our school is to address the very individualized learning needs of our most fragile and reluctant learners. We also need to focus on continued growth through novice reduction. These goals will require additional professional development on research-based practices to provide this kind of differentiation through instruction and school support systems.

Actions

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

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

The district will work collaboratively with the district specialists and Goal Clarity Coaches to support changes in the instructional practice as a result of job-embedded professional development. The assistant superintendents and evaluation transition coordinators will be working 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.

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.

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

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

School level funds will continue to support school improvement. Fairdale has directed many fiscal resources to addressing achievement gaps. The school has over 10 exceptional child educators, including 6.5 full-time equivalent teachers, 3 instructional assistants, and a resource teacher to support the department. Fairdale's staffing includes 2 certified ESL teachers and 2 bilingual associate instructors to meet the needs of our English Learners. We have chosen to implement No Red Ink as engaging instructional resources for our demographic groups that struggle with Language Mechanics and Writing. Additional funds will allow the school to reach more students and extend learning time to meet the needs of students outside of the school day.

All Title I funds at Fairdale High School are used to fund staff in literacy and math. Section 7 funds also support literacy and math programs and the Cambridge International Program. PD funds are used exclusively to provide teachers with professional development to support PLC implementation and to support instructional improvement. ESS funds are used to provide students will opportunities for credit recovery and to provide students will opportunities to take courses needed for graduation.

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.

The Fairdale High School Advisory Council, made up of community members, parents, administrators, and staff, will provide input in planning for the use of SIG funds as well as those programs supported by SIG funds. Though our school's SBDM council was disbanded through the

leadership audit process,

Advisory Council members have completed SBDM training to learn best practices for decision-making and advising school leadership. Fairdale has an active alumni association from which we recruit mentors for career-focused students.

Additionally, Mrs. Corbin always shares and solicits involvement and responses to improvement plans with the Principal's Cabinet, a panel of community members that meets once a month on site at Fairdale High School to discuss school improvement and community involvement in that improvement.

To capitalize on these opportunities for family and community involvement, we are improving our communications strategy. To our traditional methods of fliers and mailouts, we are adding tools such as Infintie Campus Messenger, One Call Now, Facebook, Twitter, and email.

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

The JCPS Board of Education 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 ensure that there are no barriers to prevent full implementation of the intervention model. Some of the new policies are strongly aligned with the model. For instance, Policy 8.111 Professional Learning Communities states that the district will support appropriate infrastructure and systems to support the PLC process of teachers working collaboratively to ensure academic achievement for each student.

The district 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.

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.

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.

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. Myers is participating in this training.

Collaboration with higher education partners in the implementation of PBIS and cultural competency will also occur on a regular basis. These partnerships were established in response to the high population of at-risk students attending Myers. Eighty-five percent of students attending Myers qualify for free and reduced lunch benefits. Dr. Roger Cleveland, Eastern Kentucky University, will lead on-going cultural competency professional development to improve staff capacity to support the socio-emotional needs of students.

KDE has provided a team of Educational Recovery (ER) staff to support the achievement of the school's improvement goals. The team consists of a math specialist, literacy specialist and school leadership specialist. The ER team actively supports 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 will serve 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 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 school staff will work together to monitor the plans and ensure that effective strategies to improve student achievement are implemented.

The 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 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, Fairdale will continue 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.

Fairdale's steps to implementing the intervention model are presented below in the frequency chart and the narrative timeline.

Steps	Frequency				
	Weekly	Monthly	Quarterly	Bi-Annually	Annually
Common formative assessments	•				
Data analysis days for PLCs				•	
PLC Leadership Training Opportunities					•
Administrative Team Walkthroughs	•				
K-PREP Results Review					•
Quarterly Report to KDE			•		
30-60-90 Day Plans			•		
Comprehensive School Improvement Plan					•
Advisory Council Meeting			•		
Principal's Cabinet		•			
Monitoring Visits from Assistant Superintendents and the Priority Schools Office			•		

Steps	Frequency				
	Weekly	Monthly	Quarterly	Bi-Annually	Annually
Updates to the Board of Education on school progress				•	

JULY-AUGUST: Analysis of student predictive and summative assessment data for planning intervention and enrichment needs. Analysis of student data for social-emotional health needs. Data analysis for professional development needs. Scheduling of student and teacher professional development and educational consultants.

AUGUST-SEPTEMBER: Scheduling of interventions/enrichments for RISE. Planning with YSC and Seven Counties for Mental Health Services. Scheduling of data days for PLCs. Implementation of Mindfulness training, and introduction of the Mindfulness Room to students and staff. Implementation of Advisory for RISE. Ongoing professional development and educational consultants.

SEPTEMBER-JUNE: Implementation of RISE interventions and enrichments. Implementation of Mental Health Services. Data Analysis Days for PLCs to be scheduled once each trimester.

JUNE-JULY: Analysis of Student Achievement Data for school improvement and effectiveness of intervention/enrichment programs.

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.

Fairdale has established annual **SMART** goals for the whole school’s progress toward literacy and math proficiency. These goals focus **specifically** on student proficiency in literacy and math. Fairdale will **measure** progress toward these goals through End-of-Course and K-PREP results. These goals are **attainable** because the proposed interventions (e.g., iXL Math, Reading Plus, No Red Ink) address skills required for literacy and math proficiency. Proposed goals are **realistic** because they rely on steady growth year-to-year. Each goal has a one-year **time** frame. Fairdale will revise goals based upon KDE’s Delivery Targets, when they are released later this year. We have included targets for novice reduction to assist with monitoring our progress with students furthest from literacy and math proficiency.

Assessment	SY2015-16 Baseline		SY2017-18		SY2018-19		SY2019-20	
	Nov	P/D	Nov	P/D	Nov	P/D	Nov	P/D
English II End-of-Course	47.1	41.0	37.1	51.0	32.1	56.0	27.1	61.0
K-PREP Writing	19.6	27.7	15.0	33.0	12.0	40.0	10.0	50.0
K-PREP Language Mechanics	31.9	39.4	25.9	45.4	20.9	49.4	15.9	54.4
Algebra II End-of-Course	17.9	44.6	15.0	48.0	12.0	52.0	10.0	58.0

Literacy Goals

- 1% of English II students will demonstrate reading proficiency, as measured by the End-of-Course exam, by June 2018.
- 3% of tenth and eleventh grade students will demonstrate writing proficiency, as measured by the K-PREP Writing assessment, by June 2018.
- 45% of eleventh grade students will demonstrate proficiency in language mechanics, as measured by the K-PREP Language Mechanics assessment, by June 2018.
- 6% of English II students will demonstrate reading proficiency, as measured by the End-of-Course exam, by June 2019.
- 40% of tenth and eleventh grade students will demonstrate writing proficiency, as measured by the K-PREP Writing assessment, by June 2019.
- 49% of eleventh grade students will demonstrate proficiency in language mechanics, as measured by the K-PREP Language Mechanics assessment, by June 2019.
- 61% of English II students will demonstrate reading proficiency, as measured by the End-of-Course exam, by June 2020.
- 50% of tenth and eleventh grade students will demonstrate writing proficiency, as measured by the K-PREP Writing assessment, by June 2020.

54% of eleventh grade students will demonstrate proficiency in language mechanics, as measured by the K-PREP Language Mechanics assessment, by June 2020.

Math Goals

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

52% of Algebra II students will demonstrate math proficiency, as measured by the End-of-Course exam, by June 2019.

58% of Algebra II students will demonstrate math proficiency, as measured by the End-of-Course exam, by June 2020.

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

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

Note: Each cell in the chart below represents a SMART goal. For example, the second quarter goal for English II in 2017-18 is 43.5% of English II students will demonstrate reading proficiency, as measured by the End-of-Course exam.

	Baseline SY 2015-16		SY2017-18		SY2018-19		SY2019-20	
	Nov	P/D	Nov	P/D	Nov	P/D	Nov	P/D
English II	47.1	41.0	44.6	43.5	35.9	52.3	30.9	57.3
Q2			42.1	46.0	34.6	53.5	29.6	58.5
Q3			39.6	48.5	33.4	54.8	28.4	59.8

	Baseline SY 2015-16		SY2017-18		SY2018-19		SY2019-20	
	Nov	P/D	Nov	P/D	Nov	P/D	Nov	P/D
Q4			37.1	51.0	32.1	56.0	27.1	61.0
Writing	19.6	27.7	18.5	29.0	14.3	34.8	11.5	42.5
Q2			17.3	30.4	13.5	36.5	11.0	45.0
Q3			16.2	31.7	12.8	38.3	10.5	47.5
Q4			15.0	33.0	12.0	40.0	10.0	50.0
Language Mechanics	31.9	39.4	30.4	40.9	24.7	46.4	19.7	50.7
Q2			28.9	42.4	23.4	47.4	18.4	51.9
Q3			27.4	43.9	22.2	48.4	17.2	53.2
Q4			25.9	45.4	20.9	49.4	15.9	54.4
Algebra II	17.0	44.6	16.5	45.5	14.3	49.0	11.5	53.5
Q2			16.0	46.3	13.5	50.0	11.0	55.0
Q3			15.5	47.2	12.8	51.0	10.5	56.5
Q4			15.0	48.0	12.0	52.0	10.0	58.0

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

District and school leadership will evaluate progress on quarterly goals through its KDE reporting process and 30-60-90 day planning. If Fairdale 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 increasing time for intervention programs in literacy and math (i.e., Reading Plus, No Red Ink, iXL Math) and identifying new intervention programs for literacy and math instruction.

Consultation

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

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

A team of district, state, and school-based staff developed the intervention model described in the School Improvement Grant. This team considered suggestions from the JCPS Chief Academic Officer with input from the Assistant Superintendent for JCPS Academic Achievement Area 2, staff at the JCPS Data Management, Planning, and Program Evaluation office, and school-based resource staff and administrators. The plan was reviewed several times by team members for content and budget checks. .

The 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, the Northwest Evaluation Association's Measures of Academic Progress assessments, and the Scholastic Reading Inventory. Student data will be examined and next steps for instruction will be developed through the "Data Days" that follow each round of district proficiencies as outlined above. 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), Administrative Team, Leadership Team, and other school-based teams.

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.

\$129,000 will be used to support targeted computer-based applications for individualized instruction for reading and math. This will cover the costs of software and licenses for research-based programs that can assist teachers in developing individualized interventions using programs such as Reading Plus, iXLMath, and No Red Ink and the technology necessary to support the use of these programs in a classroom with teacher assistance during extended learning time/RISE.

\$47,829 each year will be used to implement data analysis and instructional planning in response to student data analysis by teachers during the school year. This cost is for substitute teacher costs to allow teachers to do the data analysis and instructional planning during the school day as a PLC.

\$2,118 each year will be used to support professional development for instructional staff for PLC implementation and growth (Solution Tree, PLCs That Work), differentiation in instruction (RTI, Executive Function, Self-Regulation, Mindfulness), and research-based strategies for novice reduction (Project Based Learning). Instructional staff will attend proven workshops lead by Solution Tree.

Each year, SIG funds (\$13,940 in year 1 with incremental increases in years 2-3) will be used to supplement funding for the Jobs for Kentucky Graduates Program (JAG) at Fairdale High School. JAG has agreed to provided partial support for the program, with a partial salary for an instructor for the classes, curriculum/materials, as well as competition fees and costs for Fairdale High School. The additional funding here is to complete the salary cost for the instructor of this research-based program for reluctant students and support for persistence to graduation.

\$3,725 each year will be used to support additional mental health services and social-emotional workshops/programs for students and Fairdale families to eliminate barriers to learning for our most reluctant and fragile learners.

~~\$4,950 each year will be used to support training for students in leadership, peer mentoring, peer~~

~~mediation, and compassion/mindfulness training to support student ambassadors for school-based programs that make programs for student support truly student centered and student led.~~

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.)

Fairdale High School uses the following funds to align with the selected intervention model:

Family Resource/Youth Services Center uses funds to remove barriers to learning through student and family Tier 3 support and positive behavior intervention.

Professional Development funds are 100% focused on continuous instructional improvement.

Title I funds are used nearly exclusively to provide additional staffing in the areas of literacy and math.

ESS funds are used to provide students with opportunities for credit recovery and opportunities to take courses needed for graduation.

Section 7 funds support literacy and math programs, as well the Cambridge International Examinations program at Fairdale High School.

Year 1 School Budget

Please Note: You can only type in gray areas.

District: Jefferson county Public Schools

School: Fairdale High School

MUNIS Code	Description of Activity	Amount Requested
120	Substitute teachers for certified staff to participate in data analysis and instructional planning during the work day. \$150/sub x 1 sub days/teacher x 72 teachers	\$10,800
213	Liability Insurance	\$3,106
222	Medicare Match	\$157
231	Kentucky Teacher Retirement System	\$1,740
253	Unemployment	\$108
260	Workers Compensation	\$32
338	Registration Fees for Solution Tree professional Conferences	\$89
735	Three year subscription for Reading Plus (\$60,000) and No Red Ink (\$69,000)	\$129,000
Total Amount Requested		\$145,661

Year 2 School Budget

Please Note: You can only type in gray areas.

District: Jefferson county Public Schools

School: Fairdale High School

MUNIS Code	Description of Activity	Amount Requested
120	Substitute teachers for certified staff to participate in data analysis and instructional planning during the work day. \$150/sub x 1 sub days/teacher x 72 teachers	\$10,800
213	Liability Insurance	\$3,106
222	Medicare Match	\$157
231	Kentucky Teacher Retirement System	\$1,740
253	Unemployment	\$108
260	Workers Compensation	\$32
338	Registration fees for Solution Tree professional conferences. \$689/participant x 1 participant per year.	\$689
580	Travel to Solution Tree training. Mileage- \$0.41/mile x 32 miles (Fairdale to Galt House). Per Diem (lunch)- \$8/day x 2 days.	\$29
Total Amount Requested		\$16,661

Kentucky Department of Education
Section 1003g LEA Application
Turnaround Model (KY HB 176 Restaffing Model)

Year 3 School Budget

Please Note: You can only type in gray areas.

District: Jefferson county Public Schools

School: Fairdale High School

MUNIS Code	Description of Activity	Amount Requested
120	Substitute teachers for certified staff to participate in data analysis and instructional planning during the work day. \$150/sub x 1 sub days/teacher x 72 teachers	\$10,800
213	Liability Insurance	\$3,106
222	Medicare Match	\$157
231	Kentucky Teacher Retirement System	\$1,740
253	Unemployment	\$108
260	Workers Compensation	\$32
338	Registration fees for Solution Tree professional conferences. \$689/participant x 1 participant per year. In year 3, additional funds will be used to reduce SIG costs for registration fees.	\$653
580	Travel to Solution Tree training. Mileage- \$0.41/mile x 32 miles (Fairdale to Galt House). Per Diem (lunch)- \$8/day x 2 days.	\$29
Total Amount Requested		\$16,625

THIS BOARD AGENDA CONTAINS INFORMATION FOR CERTIFIED AND CLASSIFIED PERSONNEL THAT WAS APPROVED BY THE SUPERINTENDENT BEGINNING NOVEMBER 3 - 16, 2016.

EMPLOYMENT - ADMINISTRATOR(S)

Name	Position/Location	Effective Date	Action
1. Batliner, Samantha J.	From: Resource Teacher Breckinridge Metropolitan High To: Middle School Counselor Rice Audubon	11/19/16	Amend
2. Chancellor, Julie A.	From: Teacher The Academy @ Shawnee To: Assistant Principal High School (Interim) The Academy @ Shawnee	11/05/16	
3. Jackson, Lucretia G.	From: Resource Teacher State Agency Children's Program School To: Middle School Counselor Peace Academy	11/19/16	Amend
4. Jackson, Lucretia G.	From: Middle School Counselor Peace Academy To: Middle School Counselor Home of the Innocents	11/19/16	Amend
5. Lin, Stephen W.	To: Specialist II VanHoose Education Center	12/12/16	Amend
6. Napier, Amber R.	From: Teacher Jacob Elementary To: Elementary School Counselor Jacob Elementary	11/07/16	Amend
7. Willis, Jason A.	From: Goal Clarity Coach Eastern High To: Counselor High School (Interim) The Academy @ Shawnee	11/05/16	

REASSIGNMENT - ADMINISTRATOR(S)

Name	Position/Location	Effective Date	Action
1. Chandler, Dionne P.	From: Middle School Assistant Principal Minor Daniels Academy	11/19/16	

Kentucky Department of Education
 Section 1003g LEA Application
 Turnaround Model (KY HB 176 Restaffing Model)

Name	Position/Location	Effective Date	Action
	To: Assistant Principal High School Minor Daniels Academy		
2. Corbin, Brandy B.	From: Assistant Principal High School Fairdale High School To: Principal High School Fairdale High School	11/05/	
3. Motley, Gray D.	From: Assistant Principal High School The Academy @ Shawnee To: Middle School Assistant Principal (Interim) Westport Middle	11/05/16	