

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

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District: Jefferson County  
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District Name	NCES ID#	Total Awarded
Jefferson County	2102990	\$

School Name	NCES ID#	Intervention
1 Iroquois High School	00753	Turnaround Model

District Verification

**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 11 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 111 schools that receive school improvement funds;
3. Report to the SEA the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
4. Ensure that each Tier I and Tier II school, or each priority and focus school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

Superintendent Signature  
Date

Notary Signature  
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. This includes the schools given first priority by the Kentucky Department of Education (KDE) request for School Improvement Grant (SIG) proposals. The Jefferson County Public Schools (JCPS) turnaround applications include a district section as well as separate applications and plans for Doss High School, Fairdale High School, Iroquois High School, Thomas Jefferson Middle School, T.T. Knight Middle School, Seneca High School, Southern High School, Academy at Shawnee High School, Western High School, and Western Middle School.

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

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

The Priority School Office:

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

The Priority School Office concentrates stakeholder attention on priority school concerns. For example, it prepared a Data Report for the Board of Education in February 2016, which noted weak student attendance trends for many priority schools. As a result, the Priority School Office coordinated

efforts with principals, Pupil Personnel, and Academic Support Services to deliver interventions to improve attendance. A review of priority school teacher data, in the same report, led to the creation of an institute in the summer of 2016 to address teacher training, attendance, and retention needs. Created by experienced priority teachers for new priority school teachers, the summer institute offered an introduction to priority school settings and cultural proficiency. The institute also furnished classroom management, instructional best practices, using formative assessments and data, differentiating instruction and student engagement strategies.

School	Name	Placed as Principal at school	Hire Date
Doss High School	POLLIO, MARTIN	7/1/2015	8/5/1997
Fairdale High School	CORBIN, BRANDY	11/5/2016	8/3/2001
Iroquois High School	HOLBROOK, HERBERT	10/31/15	1/17/2012
TT Knight Middle School	GIBBS, CATHERINE	4/28/2014	8/1/2011
Southern High School	HIBBARD, BRYCE	7/1/2011	8/14/1995
Seneca High School	MORALES, KIMBERLY	4/21/2014	8/3/2001
Thomas Jefferson Middle School	GREGORY, KIMBERLY	9/5/2008	8/10/1998
Western High School	NEWMAN, MICHAEL	7/16/2013	8/1/2006
Western Middle School	RICE, KYMBERLY	2/25/2013	2/25/2013
Academy @ Shawnee	BENBOE, VENITA	8/11/2015	9/9/1991

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

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

Use locally adopted turnaround competencies to review and select staff for school (Turnaround #2): On May 10, 2010, the Jefferson County Board of Education approved the Kentucky Teacher Standards as the local standards used to screen and hire the faculty and staff at schools implementing the turnaround model. These standards measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students. More recently, school leaders in priority schools are participating in the National Institute of School Leadership (NISL) to build capacity for sustainable improvements as part of the educator growth framework of PGES.

Select and implement an instructional model based on student needs (Turnaround #3): Priority Schools use the Professional Learning Communities (PLC) model reinforcing effective practice in priority schools as outlined in the district's policy. This model requires collaborative groups of teachers to develop standards-based lessons, common assessments, examine student data and adjust the instructional program to meet individual student learning needs. This adaptive model will improve student achievement. Priority School Instructional Leadership Teams (Principal, Assistant Principal, Counselor, Goal Clarity Coach, Magnet Coordinator and ECE Consulting Teacher) will provide guidance and support to ensure PLCs are implemented with fidelity.

Providing high quality, job-embedded professional development (Turnaround #4): Priority Schools have established a schedule that provides teachers with job-embedded professional development aligned with the instructional program. Teachers have release time during the school day for extended planning and learning time for PLCs. The district's content specialists are available to consult with school leaders to help Goal Clarity Coaches and/or department heads create effective professional development to support student learning. More recently, a Goal Clarity Coach community was established to build capacity across all priority schools.

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

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

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

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

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

All district level behavior supports and alternative schools now report to one Assistant Superintendent who reports directly to the Superintendent.

Behavior supports include Positive Behavior Interventions and Supports (PBIS) and Restorative Practices training and coaching in schools.

The district is contracting with the International Institute of Restorative Practices (IIRP) to provide training for district level employees and school personnel in Restorative Practices to enhance and align with our PBIS initiative over the next three years.

Eleven staff, an increase from six, are now working in the Behavior Support Systems Department. The district has hired ten Behavior Support Resource Teachers to coach, train and support schools. Since 2014, the district has offered Youth Mental Health First Aid (YMHFA) Training to school staff.

Implement a new governance structure to allow for enhanced collaboration and clear oversight of work (Turnaround #8): KDE's 2011 Diagnostic Review indicated Iroquois High School's School-Based Decision-Making Council (SBDM) did not have the capacity to fulfill its responsibilities and support the Priority School's Turnaround plans. The Principal will work closely with the district's SBDM Specialist to determine the needs of the SBDM Council. Together the Specialist and the Principal will map out the steps the school must take to strengthen the structures that are in place to run the school.

Providing operational flexibility (Turnaround #9): Priority schools have the ability to write a special budget to the district to request funding for programs that support improvement work at the school. These requests are carefully considered by the Superintendent and if found to be central to the work, they are funded. In addition, Priority Schools are exempt from any requirements that mandate placement of voluntary or overstaffed employees until they are no longer identified as low achieving. Priority Schools are able to participate in the staff transfer process, but they are not required to select any staff from the transfer list. Priority Schools receive their transfer list one week earlier than other schools (see section 33 of JCTA-JCPS agreement).

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

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

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

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

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

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

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

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

- PBL promotes educational equity.



## **District Budget Narrative**

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

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

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

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

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

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

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

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

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

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

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

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

- District reorganization aligned priority schools in K-12 regions with an area superintendent allowing for ongoing, consistent coaching support
- Evaluation Transition Coordinators were assigned to the achievement regions. They provide individualized support for PGES implementation and coaching on school improvement
- ECE Consulting Teachers have been assigned to each priority school to furnish differentiated support regarding PBIS implementation, SRT development, use of district resources, and support to special education students and families, etc.
- Budget proposals are submitted/allocated based on the individualized needs of each priority school
- The district is committed to school decision-making concerning hiring of instructional staff
- Weekly meetings with cabinet, area assistant superintendents, academic leadership team, student support services assistant superintendent, curriculum instruction assistant superintendent, evaluation transition coordinators, and KDE ensure ongoing communication regarding priority school needs and next steps
- Frequent priority school meetings facilitated by the district's Director of Priority Schools create opportunities for shared practice, feedback regarding district supports, etc.
- The district emphasizes Culture Competency Audits (facilitated by Roger Cleveland) and next step development
- PBIS training and coaching is provided by the district
- Academic Services furnishes curriculum maps, assessments, and aligned resources
- The Extended Learning Program provides targeted students with additional learning opportunities. Priority schools apply for this intervention through the district's Section 7 funding application.
- The district maintains dashboards for school data manipulation, item analysis, behavior data monitoring, etc.
- Goal Clarity Coaches were selected by the schools and funded by the district to facilitate PLCs, coach teachers, co-teach in the classroom, support progress monitoring, etc.
- Additional professional development/training opportunities focus on systems training, strategic planning, etc.
- A set of Goal Clarity Coaches specializing in specific content areas have been assigned to individual schools. These experts are used to support the work of PLCs.

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

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

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

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

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

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

Data Management Planning and Program Evaluation

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

#### Diversity, Equity and Poverty

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

#### Academic Services

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

#### Communications

Perfect Attendance Incentive and Social Media Ambassadors program.

#### Human Resources

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

#### Finance

Funds for extended learning provided.

#### Other key supports:

##### Priority Teacher Institute

Designed by priority teachers for new priority teachers. Will be held July 28 and 29, 2017, with a Booster Session November 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.

##### National Institute for School Leadership (NISL)

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

##### Response to Intervention

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

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

KDE Novice Reduction Training participation by JCPS schools in October 2016.

## **School Application**

District: Jefferson County Public Schools  
School: Iroquois High School

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

## **Commitment To Serve**

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

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

N=Novice

A=Apprentice

P=Proficient

D=Distinguished

PD=Proficient/Distinguished

An analysis of Iroquois High School scores on state Reading assessments for 2015-16 indicates that the vast majority of students, 77.6 percent scored at the novice level, 9.2 percent scored at the apprentice level and 13.2 percent scored proficient or distinguished. In analyzing gap groups, we found that 3.8 percent more females were novice readers compared with males. Racial disparities in reading were noted with 24.2 percent of White students scoring proficient or distinguished in reading, which was more than double the percentage of their African-American (9.8 percent), Hispanic (10.8 percent) and Asian (11.1 percent) peers.

In further analysis, no English Language Learners scored proficient or distinguished in reading. Students with an Individual Education Program (IEP) represented 14 percent of the tested population and only 7.5 percent scored proficient or distinguished in reading. Overall, in the Non-Duplicated gap group category, 12.8% of students scored proficient or above.

Scores for language mechanics were slightly higher than reading scores. A total of 15.7 percent of the "all students" group were assessed as proficient or distinguished. More male students (60.9 percent) scored at the novice level than female students (53.5 percent) but overall more male students (16.3 percent) scored proficient or distinguished in language mechanics than female students (15.2 percent). Proficient and distinguished scores for White students, at 28.8 percent, were almost double the rate for the "all students" group, followed by 18.2 percent for Hispanic students, 8.7 percent for African-American students, percent for students with an IEP, and 6.4 percent proficient or distinguished for English Language Learners.

Achievement on the state’s grade 10 writing assessment included 8.3 percent proficient or distinguished for the “all students” group compared with 14.5 percent for White students, 11.5 percent for Asian students, 7.1 percent for students with an IEP, 5.8 percent for African- American students, and 3.3 percent proficient or distinguished for English Learners. More 10th grade male students scored at the novice level (40.8 percent) on the writing assessment than female students (30.3 percent). Female students were assessed as apprentice writers at a higher rate (61.4 percent) than male students (50.9 percent). Overall, both male and female students had an 8.3 percent proficient or distinguished rate on the grade 10 writing assessment.

Achievement scores on the state’s grade 11 writing assessment were higher than for grade 10. In all, 18.8 percent of students scored proficient or distinguished in eleventh grade writing. This included 23.1 percent of White students, 22.7 percent of Asian students, 19 percent of Hispanic students, 14.8 percent of African-American students, 9.4 percent of special education students and 4.9 percent of English Learners who scored proficient or distinguished on the 11th grade writing assessment. For female writers, 20 percent were deemed proficient or above versus 17.4 percent of male writers.

#### K-PREP READING

	#	%N	%A	%P	%D	%PD
All Students	295	77.6	9.2	12.5	0.7	13.2
Male	162	75.9	10.5	13.6	0.0	13.6
Female	133	79.7	7.5	11.3	1.5	12.8
White (Non-Hispanic)	62	64.5	11.3	21.0	3.2	24.2
African American	164	80.5	9.8	9.8	0.0	9.8
Hispanic	37	83.8	5.4	10.8	0.0	10.8
Asian	27	85.2	3.7	11.1	0.0	11.1
American Indian or Alaska Native						
Native Hawaiian or Other Pacific Islander						
Two or more races						
English Learners	74	97.3	2.7	0.0	0.0	0.0
Free/Reduced-Price Meals	280	77.5	9.3	12.5	0.7	13.2
Disability-With IEP (Total)	40	77.5	15.0	7.5	0.0	7.5
Gap Group (non-duplicated)	290	78.3	9.0	12.1	0.7	12.8

K-PREP  
Language Mechanics Grade 11

	#	%N	%A	%P	%D	%PD
All Students	191	57.1	27.2	9.9	5.8	15.7
Male	92	60.9	22.8	13.0	3.3	16.3
Female	99	53.5	31.3	7.1	8.1	15.2
White (Non-Hispanic)	52	46.2	25.0	17.3	11.5	28.8
African American	92	70.7	20.7	4.3	4.3	8.7
Hispanic	22	40.9	40.9	13.6	4.5	18.2
Asian						
American Indian or Alaska Native						
Native Hawaiian or Other Pacific Islander						
Two or more races						
English Learners	47	66.0	27.7	6.4	0.0	6.4
Free/Reduced-Price Meals	180	57.2	28.9	9.4	4.4	13.9
Disability-With IEP (Total)	31	67.7	25.8	6.5	0.0	6.5
Gap Group (non-duplicated)	186	57.0	28.0	9.7	5.4	15.1

K-PREP  
Writing Grade 10

	#	%N	%A	%P	%D	%PD
All Students	314	36.0	55.7	7.3	1.0	8.3
Male	169	40.8	50.9	7.1	1.2	8.3
Female	145	30.3	61.4	7.6	0.7	8.3
White (Non-Hispanic)	69	39.1	46.4	13.0	1.4	14.5
African American	173	32.9	61.3	4.6	1.2	5.8
Hispanic	41	46.3	51.2	2.4	0.0	2.4
Asian	26	38.5	50.0	11.5	0.0	11.5
American Indian or Alaska Native						
Native Hawaiian or Other Pacific Islander						
Two or more races						
English Learners	91	54.9	41.8	3.3	0.0	3.3
Free/Reduced-Price Meals	294	35.7	56.1	7.1	1.0	8.2
Disability-With IEP (Total)	42	61.9	31.0	7.1	0.0	7.1
Gap Group (non-duplicated)	306	35.9	56.2	6.9	1.0	7.8

K-PREP  
Writing Grade 11

	#	%N	%A	%P	%D	%PD
All Students	186	41.4	39.8	16.7	2.2	18.8
Male	86	44.2	38.4	14.0	3.5	17.4
Female	100	39.0	41.0	19.0	1.0	20.0
White (Non-Hispanic)	52	34.6	42.3	21.2	1.9	23.1
African American	88	44.3	40.9	12.5	2.3	14.8
Hispanic	21	38.1	42.9	14.3	4.8	19.0
Asian	22	50.0	27.3	22.7	0.0	22.7
American Indian or Alaska Native						
Native Hawaiian or Other Pacific Islander						
Two or more races						
English Learners	41	63.4	31.7	4.9	0.0	4.9
Free/Reduced-Price Meals	175	42.9	40.0	15.4	1.7	17.1
Disability-With IEP (Total)	32	65.6	25.0	6.3	3.1	9.4
Gap Group (non-duplicated)	182	42.3	39.6	16.5	1.6	18.1

District Reading Proficiency Assessment Results Content Type Reading  
Grade End of Course

	#	%N	%A	%P	%D	%PD
All Students 2015-16	298	66.1	9.7	18.5	5.7	24.2
All Students 2016-17	264	54.4	8.7	24.2	10.6	34.8

Mathematics Data

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

N=Novice

A=Apprentice

P=Proficient

D=Distinguished

PD=Proficient/Distinguished

Iroquois High School mathematics scores were higher than its reading, writing and language mechanics scores. In all, 24.5 percent of the “all students” group scored proficient or distinguished on state math assessments, with 29.3 percent testing as novice and 46.2 percent assessed as apprentice. A review of gap group data indicates that female novices, at 34.8 percent, exceeded male novices, at 24.2 percent in mathematics. Gender differences were also seen at the next level in math, with 51.6 percent of males versus 40.4 percent of females scoring as apprentice. Overall, similar percentages of males and females scored proficient or above in math, 24.2 and 24.7 percent respectively.

Racial disparities were noted in mathematics but were not as pronounced as in reading. Asian students had the highest proficient and distinguished rate in mathematics at 41.7 percent, followed by White students at 24.4 percent, and African-American students at



19.4 percent. While no English Language Learners scored proficient or distinguished in reading, 15.4 percent of students in this group scored proficient or above in mathematics. However, Limited English Proficient students lagged other student groups in their scores on state math assessments.

**K-PREP  
Mathematics End-of-Course**

	#	%N	%A	%P	%D	%PD
All Students	184	29.3	46.2	21.7	2.7	24.5
Male	95	24.2	51.6	22.1	2.1	24.2
Female	89	34.8	40.4	21.3	3.4	24.7
White (Non-Hispanic)	41	26.8	48.8	19.5	4.9	24.4
African American	98	29.6	51.0	19.4	0.0	19.4
Hispanic	0					
Asian	24	25.0	33.3	29.2	12.5	41.7
American Indian or Alaska Native						
Native Hawaiian or Other Pacific Islander						
Two or more races						
English Learners	39	35.9	48.7	12.8	2.6	15.4
Free/Reduced-Price Meals	167	29.9	46.1	21.6	2.4	24.0
Disability-With IEP (Total)	19	31.6	52.6	15.8	0.0	15.8
Gap Group (non-duplicated)	177	29.4	45.8	22.0	2.8	24.9

**District Mathematics Proficiency Assessment Results**

Content Type        Mathematics  
Grade End of Course

	#	N	A	P	D	PD
All Students 2015-16	242	29.8	54.6	15.3	0.4	15.7
All Students 2016-17	234	31.6	55.6	10.7	2.1	12.8

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

In 2014-15, Iroquois High School’s attendance rate was 86.8, which was 6.7 points below the district average of 93.5. Teacher attendance in 2015-1016 was strong at 95.67, slightly higher than the district average of 95.09. The student dropout rate has remained fairly stable over the last three years and currently stands at 5.5; however this rate is high compared with other high schools and the district average of 2.6.

Student retentions in 2014-15 fell 9.8 points from 2011-12 levels but remain elevated at 12.4 when compared to other high schools and the district rate of 3.6. Student suspensions are also elevated with 983 out-of-school suspensions representing 414 students and 1,210 in-school removals representing 433 students. In all, 67.2 percent of discipline referrals were for male students while 32.8 percent were for female students. Disproportionality is an issue as African-American students comprise 52% of the student population but represented 70% of discipline referrals.

Graduation rates have been trending downward. The graduation rate for the 2015 cohort (68.8) was nearly 10 percentage points lower than the rate for the 2013 cohort (78.6). The largest drop was for White students, from 72.7 for the 2013 Cohort to 53.6 for the 2015 Cohort, followed by Limited English Proficient students (from 83.7 to 72.5) and African-American students (from 81.0 to 71.9). In terms of gender, the graduation rate fell 13.3 percentage points for males (75.7 to 62.4) and 6.7 percentage points for females (82.5 to 75.8) from the 2013 Cohort to the 2015 Cohort.

When students are absent or removed from their classes, it is difficult for them to keep up with grade level learning. Based on the data, it is clear that many students are not in classrooms receiving much needed instruction. In addition, as students fail courses or are retained, they become frustrated and behavior and attendance are negatively impacted. Iroquois High School has begun to implement Positive Behavior Interventions and Supports (PBIS) to address school climate and behavioral concerns. Iroquois will continue to work with the district's PBIS office to participate in training and identify strategies to promote and reinforce positive behaviors and reduce the occurrence of incidents that remove students from the learning environment.

In addition, Iroquois plans to use SIG funding to hire an experienced resource teacher to serve as the school's Interventionist. The Interventionist will be a highly skilled educator who will work with teachers to enhance their knowledge and use of high-yield instructional strategies and guide them in personalizing instruction in ways that meet diverse student needs, including English Language Learners. In addition to these improvements to Tier 1 instruction, the Interventionist will refine the delivery of the school's Tier 2 and Tier 3 interventions to improve student learning. An enhanced Response to Intervention process will be an important means of reducing retentions, improving attendance, and increasing graduation rates.

#### Non-Cognitive Data

##### Student Attendance Rate

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
84.8	86.8	87.5	88.7	87.6	88.4	87.6	86.8

##### Student Dropout Rate

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
9.4	10.0	7.4	5.1	7.6	5.4	5.6	5.6	5.5

##### Student Retention Rate

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
14.9	19.3	19.4	16.8	22.2	11.6	7.1	12.4

##### Student Suspensions

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
386	569	710	574	658	579	384	662	983

### Teacher Attendance Rate

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
94.59	95.30	92.51	94.91	95.48	96.03	95.85	95.21	95.67

### 2015-2016 Behavior Data

Discipline Resolutions	By Race							By Gender		Total Student Count <sup>1</sup>	Total Resolutions	
	White	Black	Hispanic	Asian	Alaska Native	Native Hawaiian/Pacific Islander	Two or More	Male	Female			
Expelled, receiving services (SSP1)	0	0	0	0	*	*	*	0	0	0	0	0
Expelled, not receiving services (SSP2)	0	0	0	0	*	*	*	0	0	0	0	0
Out-of-School suspensions (SSP3)	186	704	47	34	*	*	*	10	674	309	414	983
Corporal Punishment (SSP5)	0	0	0	0	*	*	*	0	0	0	0	0
In-School Removal (INSR)	241	852	49	40	*	*	*	28	798	412	433	1,210
Restraint (SSP7)	4	5	0	0	*	*	*	0	7	2	9	9
Seclusion (SSP8)	0	0	0	0	*	*	*	0	0	0	0	0
Unilateral Removal by School Personnel (IAES1)	0	0	0	0	*	*	*	0	0	0	0	0
Removal by Hearing Officer (IAES2)	0	0	0	0	*	*	*	0	0	0	0	0
<b>Total</b>	<b>431</b>	<b>1,561</b>	<b>96</b>	<b>74</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>38</b>	<b>1,479</b>	<b>723</b>	<b>856</b>	<b>2,202</b>
% of Total Resolutions	19.6%	70.9%	4.4%	3.4%	*	*	*	1.7%	67.2%	32.8%		

Note: \*State Resolutions are included in the totals regardless of length of stay.

### Student Five-Year Adjusted Cohort Graduation Rate

	Cohort Rate 2013	Cohort Rate 2014	Cohort Rate 2015
All Students	78.6	76.0	68.8
African American	81.0	76.3	71.9
American Indian or Alaska Native			
Asian	82.6	78.6	82.1
Hispanic	85.7	84.2	83.3
Native Hawaiian or Other Pacific Islander			***
Two or more races	***	***	***
White (Non-Hispanic)	72.7	72.3	53.6
Female	82.5	80.5	75.8
Male	75.7	72.2	62.4
GAP	83.7	78.5	73.4
Free/Reduced-Price Meals	91.2	83.3	78.1
Limited English Proficiency	83.7	73.3	72.5
Migrant			
Disability-With IEP (Total)	75.6	61.3	

\*\*\* Using guidance from the U.S. Department of Education, counts must be displayed for all groups. In order to protect student identification required by the Family Educational Rights and Privacy Act (FERPA), performance results are suppressed.

**Based on the academic and non-cognitive data, identify the causes and contributing factors to low student achievement and performance gaps in literacy and math. Include an analysis of these factors that demonstrates the need for improvement.**

Iroquois High School enrolled 1,284 students in school year 2016-2017. The majority of students (52 percent) were African- American, with 25 percent identifying as White, 12 percent as Hispanic and 11 percent as Other racial or ethnic categories. Nearly 82 percent of students qualify for free or reduced price meals.

Iroquois had the highest number of students at the high school level (205 students or 17.4 percent of enrollment) who were homeless at some point during the 2015-16 school year. Students qualifying for special education services represent 15.8 percent of the school's population. Most notably, Iroquois High School's Limited English Proficient (LEP) population has risen 74% in the last three years. In 2014- 15, there were 223 students who were English Learners compared with 389 in the 2016-17 school year. This represents 30 percent of the school's total enrollment (significantly higher than the district's LEP rate of 7 percent) or nearly one in every three students.

Students score novice for a broad variety of reasons (learning disabilities, language barriers, gaps in education, reading comprehension, etc.) which highlights the importance of providing a comprehensive system of adaptable interventions that address a diverse group of needs. In addition, many teachers at the school have alternative certification or are participants in Teach Kentucky. These teachers are in need of scaffolding to enhance Tier 1 instruction.

Our most successful interventions are those that are incorporated into the school day; therefore, we need to provide opportunities for students to get the support they need when they need it. Part of this includes focusing on giving students more individualized interventions in reading and math in the 9th grade, setting them up with a stronger foundation on which to build their content and skill knowledge. A key means of doing this is offering research-based interventions during the regular school day. For these reasons, Iroquois High School has identified the need for a highly effective educator to serve as the school's Interventionist. The Interventionist will refine the school's delivery of Tier 2 and Tier 3 interventions. Moreover, additional instructional and assessment tools, such as Reading Plus, ALEKS Math and RAPID assessments, are requested through SIG support so teachers can gauge where students are in their learning, develop intervention plans that meet them where they are, and track their progress towards mastery.

When considering our overall reading and math data, it is evident there is a need to create consistency in the instruction students receive in reading, writing, and math. There is also a need to incorporate strategies that support these areas across the curriculum in a systematic way. It is our mission to provide all students with the skills to be responsible, productive citizens who are College and Career Ready. This cannot be accomplished when there are inconsistencies in the curriculum and instruction we provide to students, which is evidenced by the assessment performance data. Curriculum and instruction need to be both rigorous, relevant, and fully aligned with standards and a variety of assessments that routinely gauge student progress and seek to personalize their learning experiences. Teachers need professional development and support in analyzing and interpreting data so all stakeholders will have a clear picture of how each student is progressing towards mastery. New and veteran teachers require differentiated coaching on incorporating high-yield instructional strategies.

The SIG-funded Interventionist will address this need by serving as a resource to classroom teachers. Through coaching and working within the school's Professional Learning Communities structure, the Interventionist will enhance the practice of developing and experienced teachers and support them in using proven literacy and math strategies, personalizing student learning and continuously improving their instruction. Title I funds are being used to purchase Swivel cameras to use as coaching tools. The cameras will allow Instruction to be recorded and discussed later in PLC or one-one-one with the Interventionist.

Sustainability of the coaching/mentoring will occur by developing a group of teachers who become instructional leaders and who can continue to coach new teachers through an ongoing new teacher mentoring program.

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

Improvement Priorities:

Priority 1 (AdvancED Indicator 3.4): Establish and implement a systematic process for school leaders to monitor the implementation of high yield instructional practices (e.g., student feedback, differentiation, intervention, student collaboration) and provide feedback to teachers beyond the formal evaluation process to ensure practices are aligned with the school's values and beliefs.

Priority 2: (AdvancED Indicator 3.6): Implement the established instructional process in all classrooms with fidelity. The instructional process should include the use of 1) exemplars and specific, immediate feedback to guide and inform students of learning expectations and standards of performance and 2) multiple measures, including formative assessments, to guide the ongoing modification of instruction and provide data for possible curriculum revision.

Priority 3: (AdvancED Indicator 5.5): Develop, communicate to all stakeholders and implement a process to collect, analyze, and use individual student achievement data to specifically and systematically monitor student learning and school improvement goals.

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

Iroquois High School was identified as a priority school more than six years ago. The KDE Leadership Assessment completed in January 2011 emphasized the need for improvements in school planning, curriculum, instruction, assessment and leadership, among others. The Leadership Assessment recommended the Principal's removal and indicated the School-Based Decision-Making Council did not have the capacity to continue its role.

At the time, school and district staff evaluated the results of the leadership assessment and consulted regarding the next steps. Because of its emphasis on implementing a school-wide instructional model, job- embedded professional learning for teachers, data to inform and differentiate instruction, increased learning time, and socio- emotional supports for students, the school selected the turnaround model as the best approach for its school improvement needs. The Board of Education approved the use of the Turnaround Model at Iroquois High School at its February 28, 2011 meeting.

## **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.**

After its designation as a priority school in early 2011, the Board of Education approved a new principal at its March 28, 2011 meeting. The current principal was approved by the Board of Education at its August 9, 2016 meeting. The most recent Diagnostic Review completed from November 29 through December 2, 2016 indicated the Principal has the capacity to lead the school. Please see attached documentation.

**Describe the operational flexibility (e.g., staffing, calendars/time, and budgeting) the principal will have throughout the implementation of this plan to substantially improve student achievement in literacy and math.**

The principal has additional flexibility to hire staff, to develop a calendar, for securing district services, and for developing the budget. In terms of hiring, language from the teacher contract states: Any school identified as a Priority School under KRS 160.346 by the Kentucky Department of Education will be exempt from any requirements in this Agreement that mandate placement of voluntary or overstaffed employees until such time as the school is no longer identified as low achieving. Any such school shall participate in the transfer process but will not be required to select any staff from the transfer list. Priority Schools may receive their transfer list one week earlier than other schools. In an effort to recruit, retain, and develop highly effective teachers in Priority Schools, the Employer and the Association agree to work in cooperation to provide incentives that could possibly include but are not limited to, National Board Certification, Graduate degree completion, continuing education tuition reimbursement, and/or paid professional development opportunities that pertain to challenges within Priority Schools. The Parties agree that pursuant to state law, the provisions of this collective bargaining agreement shall not supersede the statutory requirements for Priority Schools.

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

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

Standard 1: The Teacher Demonstrates Applied Content Knowledge Standard 2: The Teacher Designs and Plans Instruction

Standard 3: The Teacher Creates and Maintains Learning Climate Standard 4: The Teacher Implements and Manages Instruction

Standard 5: The Teacher Assesses and Communicates Learning Results Standard 6: The Teacher Demonstrates the Implementation of Technology Standard 7: Reflects on and Evaluates Teaching

and Learning

Standard 8: Collaborates with Colleagues/Parents/Others

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

The re-staffing process included:

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

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

Teacher incentives include meaningful professional development opportunities, stipends for additional afterschool collaboration, increased school technology resources, and priority school supports such as SIG requested funding for an additional Instructor to scaffold student learning by providing literacy and math interventions as well as student support through Reading Plus, RAPID Assessments, and ALEKS math online interventions.

**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.**

Our schedule for next year incorporates time for teachers to meet with their horizontal Professional Learning Community (PLC) team at least once a week. During this meeting, the primary focus will be on data analysis and the development of action plans in response to the data. In addition, there is time allocated to collaboratively plan with their teams. All of this happens during the school day, and a member of the Instructional Leadership Team (ILT) will be assigned to each PLC to offer support. Protected time to engage in embedded professional development (PD) opportunities will also be allotted. We will be using various school-wide cognitive and non-cognitive data (End Of Course/ KPREP, formative assessments, diagnostic review, PowerWalk observations, teacher surveys, etc.) to determine the focus of the professional learning that will be offered.

**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.**

When the school was originally designated a priority school in 2011, its principal was replaced. The current principal was hired in October of 2015 and approved by the Board of Education in August 2016.

Through training opportunities and coaching, there will be enhancements to the governance structure. The Diagnostic Team which reviewed the school in December 2016 determined the Principal has the capacity to lead. The Principal is certified in the National Institute of School Leadership (NISL) Executive Development program and plans to have his Assistant Principals and Goal Clarity Coach participate in the NISL cohort due to begin training in June 2017. The Principal is also working with

the district's SBDM Specialist to identify additional training and resources that are available to enhance the school's School Based Decision Making Council's effectiveness.

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

#### READING PLUS:

Reading Plus® is a Common Core aligned, online reading intervention that prepares students to engage with complex text by developing the three key dimensions of successful reading: capacity, efficiency, and motivation.

Developed in partnership with leading reading researchers, the personalized and dynamically adjusting program is proven to increase achievement for students in grades 3 and beyond. Teachers can access the 'Educator Dashboard' to view reporting graphics of student progress and performance on comprehension questions. Based on these student performance indicators, Reading Plus generates a list of recommended actions for teachers to take in class for each individual student. Via the messaging tool, teachers can message students while they are using Reading Plus.

#### RAPID Assessment:

Lexia RAPID Assessment™ is a computer-adaptive reading assessment that measures the skills most predictive of reading success. Designed for use as a screening and diagnostic tool, RAPID provides educators with actionable, norm-referenced data for instructional planning up to three times a year. Lexia RAPID Assessment™ screens and monitors reading and language skills for students in grades K–12. Developed in partnership with the experts at the Florida Center for Reading Research, this computer-adaptive assessment reliably measures the skills most predictive of reading success to provide actionable, norm-referenced data for instructional planning.

#### ALEKS MATH:

Assessment and Learning in Knowledge Spaces is a web-based, adaptive, online math program that uses artificial intelligence and open-response questioning to identify precisely what each student knows and does not know. Through individualized learning and assessment, ALEKS delivers a personalized learning path on the exact topics each student is most ready to learn.

As a Research-Based Online Math Program ALEKS provides:

Individualized Assessment and Learning for Grades 3-12  
Adaptive Environments that Avoid Multiple-Choice Questions  
Detailed Progress Monitoring on Student Mastery of Common Core and State Standards  
Fully Bilingual Courses Available in English and Spanish  
QuickTables - Math Fact Mastery Program

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



Teachers will have common planning based on their PLC/Learning Teams. All PLCs will create common Formative Assessments to be administered weekly. A special emphasis will be placed on reading and math. Common assessments will measure the effectiveness of content delivery in a timely manner to allow teachers an opportunity to reteach specific concepts as necessary or provide Tier II or Tier III interventions to move students to mastery. These formative assessments will be aligned with the standards.

Iroquois High School will follow the district's assessment guidelines and complete interim assessments approximately every six to nine weeks. Other universal screening, diagnostic or progress monitoring tools from Reading Plus, Study Island, and ALEKs will be used as Interim assessments and will be used to monitor student skill development, instructional groupings, and intervention effectiveness.

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

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

Iroquois High School modified its Master Schedule to a seven (7) period day. The schedule establishes a duty period and planning period for all teachers. The duty period will allow for teachers to conduct pullouts for interventions. A SIG-funded Interventionist will design and deliver Tier 2 and Tier 3 interventions during these times to identified students. They will also provide additional instructional support in the classroom and lead small group pull-out sessions as needed. An afterschool new Teacher PLC led by the Principal will be provided twice each month. Additional afterschool time for teacher collaboration will also be provided with SIG support to enhance instructional cycle planning to unpack the standards, assure horizontal and vertical alignment, and establish clear learning targets.

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

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

- Bellarmine University (provides therapy sessions to students)
- Spalding University (provides therapy sessions to students)
- University of Louisville ABI (provides therapy sessions to students)
- The Brook Hospital (IOS services for students)
- Center for Women and Families (domestic abuse shelter and aftercare service provider),
- Kentucky Lions Eye Foundation
- Legal Aid Society
- Louisville Metro Government

- Louisville Metro Housing Authority
- Neighborhood Place (one-stop human services provider)
- The Urban League
- Seven Counties (mental and behavioral health service provider)
- several community churches

In addition, the school participates in the district's Positive Behaviors Interventions and Supports (PBIS) work. PBIS is a framework that helps school leaders identify the best strategies to improve behavior. Instead of a reactive and punitive response to behavior, PBIS stresses a proactive and positive one, which can help boost student achievement and play a role in overall school improvement. There are four integrated elements: data for decision making, measurable outcomes, practices that outline appropriate behavior and support students who need interventions, and systems that hold staff accountable for implementing the practices. PBIS prompts schools to analyze discipline data and make informed decisions to create a positive learning culture. Iroquois uses the framework to build positive relationships between faculty, staff, and students.

Iroquois High School also has a Social Worker to provide support to students who need additional services not available through school resources. A Behavior Specialist is also on staff at Iroquois to provide additional developmental guidance and assist students who are coping with trauma or crisis, have difficulty with peer relations, are anxious due to a separation or divorce or have difficulty managing anger.

**A rural school in a district receiving funds under Title VI, Part B, Subparts 1 or 2 (the Rural Education Achievement Program) may modify one required element of the Turnaround Model. This modification must meet the intent of the originally required element. If the school elects to take advantage of this flexibility, describe the following. Note: This flexibility only applies to schools in districts receiving REAP funds and it is not required to address this question. (1) What is the element to be modified? (2) How will the element be modified? (3) How does this modification continue to meet the intent of the originally required element?**

Not applicable. Iroquois is an urban school

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

### **Turnaround Model (KY HB 176 Restaffing Model) Permissible Activities**

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

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

Iroquois High School is a Career and Technical (CTE) Education Magnet School. Four separate academies support the school's mission and vision and serve as the framework to ensure each student has a pathway to graduation. Beginning with the 2016-17 school year, the school implemented the "Build" Academy, which consists of its CTE programs and an assistant principal leads this academy. The Inspire Academy includes the school's Fine Arts programs and a second assistant principal guides this academy. The Leadership Academy consists of Business majors and NJROTC and is led by a third assistant principal. The Design Academy includes Engineering

programs and a fourth assistant principal leads the academy. The principal's intent is to build leaders in his assistant principal corps and within the academies.

As part of the academy model, students must declare their major/pathway at the beginning of their sophomore year. The major/pathway they choose will determine which academy they will attend. This allows the school to direct its resources toward the students' interest and needs while guiding them to graduation.

Students have the opportunity to receive a college and or career ready diploma.

Another program supporting the school's mission and vision began this year with the senior class and is known as the "Work Ethic" Seal. Many of our students do not have the networking capabilities or support to understand the benefits of entering the workforce. We wanted to remedy this by creating a system of networking and support that allows our students the opportunity to get their "foot in the door." The Work Ethic Seal Program addresses the Kentucky Board of Education priorities, including: reducing the achievement gap by motivating students to make better grades and attend school regularly. The graduation rate will continue to increase as students meet the Work Ethic Certificate criteria.

**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.**

Iroquois High School is identified as a Priority School, so it is exempt from any requirements that mandate placement of voluntary or overstaffed employees until it is no longer identified as low achieving. Iroquois will participate in the staff transfer process, but it will not be required to select any staff from the transfer list. Since it is a Priority School, Iroquois will receive its transfer list one week earlier than other schools.

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

The district's Academic Services Department includes a division led by the Assistant Superintendent of Curriculum and Instruction and comprised of content specialists. The Curriculum and Instruction Division provides curriculum maps, both diagnostic and proficiency assessments, and Specialists who work closely with Goal Clarity Coaches and/or Department Heads around effective delivery of content to produce higher student achievement. Specialists help schools ensure that classroom materials and interventions are aligned with the standards.

Either the Achievement Area 2 Assistant Superintendent or their Evaluation Transition Coordinator (ETC) will conduct weekly walk-throughs at Iroquois and provide feedback. Area 2 leadership will make connections to district programs and services to assist the school, particularly to address novice reduction needs. The Area 2 Assistant Superintendent will hold Principal PLCs to review data, assess progress on the 30/60/90 plan and discuss the Principal and school's growth plans. In addition, the Priority School Office, Achievement Area 2, and Education Recovery staff will collaborate to perform an interim diagnostic review using the AdvancED standards in the spring of 2018 and 2019. This plan will provide the school with valuable information to assess school improvement efforts and identify areas in need of additional focus.

**Describe how the district will provide additional supports and PD to teachers and principals to**

**serve students with disabilities and limited English proficiency.**

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

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

In addition, the district provides the school with an Exceptional Child Education Resource Teacher to consult with teacher in serving students with special education needs. The district also provides seventeen English as a Second Language Teachers and four Bilingual Associate Instructors to serve the school's high numbers of English Language Learners.

**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.**

Iroquois High School has applied for and been accepted as an Advance KY school. We are working with Advance KY for funding to increase our number of Advance Placement students. Our students are able to take the course(s) without cost or prerequisite. We identify students who have shown promise or ability.

Iroquois is recruiting students to increase the Advance Program enrollment and offers multiple AP courses. As a strategy in this work, students receive \$100 for each passing score they receive on the AP exams.

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

The Freshman Academy assists our 9th grade students with adapting and acclimating to higher rigor and standards-based instruction to prepare them for college and careers. In addition to a more structured learning environment, the Freshman Academy also provides greater capacity for social and emotional transitioning into high school. This is vital due to the fact that over 50% of our incoming freshmen come from either Olmstead Academy North (Priority School) or Olmstead Academy South (Focus School). Iroquois High School has the largest student resides area in the district. Drawing from so many different middle schools spread across our city impedes a sense of community. We have invested in vertical collaboration with our neighboring feeder schools over the last four years. This has realigned our efforts in the Freshman Academy to ensure efforts are embedded into every classroom to coach our 9th grade students in values surrounding respect, pride, responsibility and integrity.

Iroquois High School conducts an orientation during the summer for all incoming students. Freshmen and their parents/guardians participate in a round robin of events to familiarize students with the

school layout, teachers, expectations, courses etc.

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

Below is the Implementation Progress Monitoring form for the 30-60-90 plan to increase graduation rates. These steps will be repeated in grant years one through three.

Goal: By June 2020, Iroquois will increase its 4-year adjusted cohort graduation rate from 73.3% in 2015-2016 to 86% in 2019-2020.

**Measurable Objectives:**

- By June 2017 Iroquois will increase its 4-year adjusted cohort graduation rate from 73.3% in 2015-2016 to 78.1%.
- By June 2017, Iroquois will reduce its drop-out rate from 5.51% in 2015-2016 to 4.41% (10% reduction each year).

Strategy 1: Junior Bump-Up: We will ensure that all eligible 4th year juniors recover appropriate credits to get “bumped-up” to senior status by January 2017 to get them back on track for graduation.							
Talk	Action	Done	Issues	Activities	Sponsor	Timeline	Evidence/Reflection - Progress and issues
				Edgenuity Courses: Identify and enroll bump-up candidates for course recovery online	Junior Counselor, Morrow, Purcell		
				Name and Claim Juniors who have the ability to “bump up” and graduate on time	Junior Counselor		

Strategy 2: Extended Learning Opportunities: We will ensure that all students have access to extended learning opportunities in order to recover standards and pass courses.							
Talk	Action	Done	Issues	Activities	Sponsor	Timeline	Evidence/Reflection - Progress and issues
				Extended School Services: ESS will be offered from 2:30-3:30 Monday, Wednesday and Thursday based on allocated funds. Students who need credit recovery and/or help meeting standards or assistance to pass core content classes	ESS Coordinator and ESS teachers		

Strategy 2: Extended Learning Opportunities: We will ensure that all students have access to extended learning opportunities in order to recover standards and pass courses.							
				will be given the opportunity to stay on track for an on-time graduation using Edgenuity and eschool.			
				Math and Reading Labs: Identify students who need extra support in Math and/or English during 9th grade year in order to help students move to the 10th grade.	Counselors, 9th grade math teachers, 9th grade English teachers		

Strategy 3: Students at risk of dropping-out or not meeting graduation requirements will be provided extra support through mentors and programs designed to check-in with students and provide guidance and support.							
Talk	Action	Done	Issues	Activities	Sponsor	Timeline	Evidence/Reflection - Progress and issues
				Mentor Program: Students are identified as at-risk of dropping out or not meeting graduation requirements. Teacher or staff volunteers mentor 1-3 students, checking in with them every three weeks about grades, absences, tardies, problems, etc.	Counselors Johmann		

Strategy 4: Freshman Academy Smaller Learning Community (SLC): All first year, incoming freshmen will be a part of a smaller learning community to orient them to Iroquois High School and facilitate their transition to high school							
Talk	Action	Done	Issues	Activities	Sponsor	Timeline	Evidence/Reflection - Progress and issues
				Academy Logistics: 9th grade core classes are located in one area of the building to physically keep students in a smaller group as a Freshman Academy	Principal, Building Coordinator, Freshman Academy Director		
				Orientations and class meetings: Freshmen orientation and meetings provide	Counselors, Freshman Academy Director		

Strategy 4: Freshman Academy Smaller Learning Community (SLC): All first year, incoming freshmen will be a part of a smaller learning community to orient them to Iroquois High School and facilitate their transition to high school							
Talk	Action	Done	Issues	Activities	Sponsor	Timeline	Evidence/Reflection - Progress and issues
				information pertinent to 9th graders to help them move to the next year.			
				Resource Teacher: Freshman Academy will be led by a Director (resource teacher) who will oversee all SLC planning and implementation for teachers and students	Principal, SBDM		

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

Iroquois School has created a Parent Involvement Center inside the main office of the school. The Parent Involvement Center consists of a computer and printer that parents and community members can use to access the internet, check the Infinite Campus student database and print any items needed.

Iroquois High School also conducts ESL Parent Night, Open House, Fall Festival, Literacy Night and orientation for parents and students. We have two assigned SRO (School Resource Officers) that are here at Iroquois on a daily basis. The SRO's help to form a relationship with parents and students.

Iroquois has established multiple partnerships that provide counselors to the school to work with students of need. The Brook Hospital collaborates with Iroquois High School concerning students who need intense outpatient counseling. Counseling is offered at the school three nights per week. Food and transportation is provided for the participants.

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

Iroquois High School has revised its student handbook based on feedback from the Principal Advisory Board. The Principal Advisory Board (PAB) was established for students to have a voice and communicate their needs directly to the administration.



Based on the PAB, the school changed the stringent student dress code from previous years. The change allows students to express themselves and not be disciplined based on an outdated dress code.

Iroquois High School's use of PBIS contributes to the improvement of school climate and discipline. The PBIS committee meets once per month to identify a student of the month, develop plans of action for behavior issues and recognize student accomplishments through rewards. Each grade receives a reward monthly based on a set criteria established by the assistant principal over that particular grade level. Criteria may include non-cognitive information.

Iroquois uses the HERO electronic pass system. This system tracks student tardies and provides them a slip indicating what level they are on with discipline. Teachers and staff can award students points based on positive behaviors they exhibit throughout the school.

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

Not applicable. Iroquois is a high school

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

In addition to SEEK and Title I funds, JCPS provides Section 7 funds to schools, which are tied to the district's Equity Scorecard and must be used for strategies to address the Achievement Gaps identified within each school. Those strategies must also be in each participating school's Comprehensive School Improvement Plan.

Schools must submit budget applications that include a program description, SMART goals, a quantified budget request, details on the needs assessment data, targeted outcomes, and information on implementation and management. The bulk of available Section 7 funds are used for Title I and Priority Schools.

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

Iroquois has been engaged in school improvement work since it was identified as a priority school. No pre-implementation activities are being requested in the budget.

For the current school year, the Principal established a 30/60/90 plan detailing school improvement priorities. The plan has been shared with staff and their feedback has been incorporated. The school's Assistant Superintendent and ERL have also reviewed and commented on the plan. KDE's Diagnostic Review and the 30/60/90 plan inform this SIG application. All of these components have been incorporated into the school's CSIP.

**Actions**

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

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

The Priority School office will work collaboratively with Achievement Area Assistant Superintendents, district content specialists, and KDE Educational Recovery Staff to monitor changes in the instructional practice as a result of job-embedded professional development. Assistant Superintendents and Evaluation Transition Coordinators will conduct walk-throughs to observe instructional practice and convene Principal PLCs to analyze data (i.e. behavioral, CASCADE, walk-throughs, etc.) The goal of the Principal PLCs is to recognize trends, determine what is working, and detect issues impeding implementation.

All Priority Schools complete the KDE Quarterly Report. This tool is useful for school self-monitoring, district monitoring, and state monitoring. The quarterly report provides data on formative assessments, summative assessments, academic interventions, behavioral interventions, and other cognitive and non-cognitive data. Each section of the Quarterly Reports has a reflection section that is completed by the school's Principal, ER staff, and instructional leaders. The reflection sections contain information on which instructional practices are achieving the desired results, and which are not. In combination with the Quarterly Reports, Priority Schools complete a 30-60-90 plan which details academic and behavioral interventions and other school improvement strategies and likewise tracks implementation status. These 30-60-90 day plans are an additional monitoring tool and they support the school's Comprehensive School Improvement Plan (CSIP) and the district's Comprehensive District Improvement Plan (CDIP).

The district has developed data dashboards which it updates for each school monthly. The district's Priority School Director monitors every school's monthly data dashboards, their quarterly reports, and 30/60/90 day plans. Based on the results, the Priority School Director works with the school's Principal, Achievement Area Superintendent, and KDE Recovery Staff to identify school improvement successes and methods that may require adjustment.

Extensive professional development is planned to enhance teacher professional practice and content knowledge. To assess the impact of this professional learning on instruction, grade level PLCs will develop weekly common formative assessments.

Each week the PLCs will review data from the assessments to determine the impact of instruction on student content mastery, identify differences in student learning needs and modify instruction or re-teach concepts as indicated.

Each member of the Instruction Leadership Team has been assigned a group of classrooms for which they are responsible for providing instructional support. The ILT Team will conduct walk-throughs to monitor the use of high yield instructional strategies and provide feedback to teachers. The Area 2 Assistant Superintendent or their ETC will conduct building and classroom walk-throughs to assess school/classroom routines and instructional practices. Feedback by the Assistant Superintendent or ETC will be provided to the Principal or an Assistant Principal. The Instructional Leadership Team will meet weekly to review PLC, walk-through, and intervention data.

The school will administer weekly common formative assessments and District Literacy and Math Assessments quarterly. Data from these assessments will be reviewed by PLCs and the Instructional

Leadership Team to determine the extent to which SIG-funded strategies are improving student learning.

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

As part of the RTI process, the SIG-funded Interventionist - who will help to provide math and literacy interventions to students - will supply intervention data to the RTI leader. The RTI leader has rights to the Intervention Tab and will enter data for students being served by literacy and math interventions into the Tab along with data on behavioral interventions.

The Student Response Team/PBIS Team will meet monthly to review student behavior data. The SRT/PBIS Team will be responsible for developing student behavior support plans. The Team will hold an initial meeting with parents, teachers and support staff to discuss the plans. At its monthly meetings, the SRT/PBIS Team will review data, PBIS efforts as well as behavioral data such as attendance and suspensions provided to the school by the district's Data Management Planning and Program Evaluation Department through data dashboards.

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

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

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

The administrative team will review data gained from teacher evaluations and classroom observations to determine teacher instructional strengths and areas in need of improvement. Upon review of teacher professional qualifications, the administrative team will assign teachers to the appropriate courses and grade-levels to maximize the achievement of the school's improvement goals and in accordance with JCTA/BOE contract agreements.

Iroquois High School actively works to retain teachers who possess the ability to carry out the school's improvement priorities. These teachers subsequently provide professional support and leadership to newly hired staff to build their capacity to effectively realize the school's improvement goals.

Iroquois High School will assign teachers intentionally to match strengths with student needs and to increase collaboration potential within PLC and interdisciplinary teams. Iroquois High School will provide individualized coaching and job-embedded professional development for each teacher to maximize their growth potential in their assigned role.

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

Iroquois High School uses school-level extended school services funds to support a Goal Clarity Coach. The school used Title I and KETS funds to purchase iPads and Chromebooks for various departments needing upgraded technology. Iroquois used school-level funds to purchase security guards, Fundamental Five online support for walk-throughs, a counselor for the ESL Department and limited seats for Reading Plus and the CERT program. SIG summer grants were used to provide professional development to new Teachers during the summer of 2016 and other professional development was provided by offering PD credit to teachers.

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

Iroquois's Advisory Council (SBDM) is a key means for parents to be involved in the school's operations and improvement efforts. School activities and priorities are shared with families through a parent newsletter, at Family Nights and during Parent Institutes. The school's social media feed on its website also offers updates on school improvement priorities. For example a retweet of the Education Week article, "What Can Educators Do to Increase Graduation Rates for English-Learners?" is currently in the school's twitter feed ([#ELLS](http://edwk.it/2r39JYn)).

The school's FRYSC develops relationships with community-based agencies that support student needs and improvement priorities. In addition, the district conducts an annual survey of administrators, teachers, parents, and students to gather their input into school operations, climate and improvement plans. A link to the current survey is available on the school's website.

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

The JCPS Board of Education engaged in a thorough review process of all district policies. The Curriculum and Instruction policies were revised and approved by the Board on January 13, 2014. The revised policies were drafted to ensure there are no barriers to prevent full implementation of School Improvement Models. Some of the new policies are strongly aligned with the Turnaround Model. For instance, Policy 8.111 Professional Learning Communities states the district will support appropriate infrastructure and systems to support the PLC process, so teachers work collaboratively to ensure academic achievement for every student.

The district provides sample SBDM policies to schools for use in developing school specific SBDM policies. A process is in place to ensure that all sample policies are aligned with BOE policies, applicable laws and administrative procedures. Procedures to screen model/sample policies include the following:

SBDM Specialist determines the applicable laws, BOE policies and administrative procedures that

relate to the sample policy being developed.

SBDM Specialist contacts the appropriate content expert (for example, Assistant Superintendent for Diversity, Equity and Poverty Programs will be asked to review the sample Equity and Diversity policy) for assistance in drafting the SBDM sample policy.

Once drafted, a copy of the sample policy is forwarded to all cabinet members for final review and approval. The SBDM Specialist and content expert will be available to meet with the cabinet if necessary.

Once approved, the policy and information about applicable laws, BOE policies and administrative procedures will be emailed to all SBDM Principals.

Additionally, the new sample policy will be highlighted in the SBDM Connections newsletter and posted on the SBDM website.

Procedures to screen actual school policies include the following:

SBDM Specialist develops rubrics for each sample policy based on applicable laws, BOE policies and administrative procedures to ensure clarity and quality as well as legal compliance.

All Council-approved SBDM policies will be forwarded to the SBDM Specialist for review against the rubric. The SBDM Specialist will provide feedback to the Council, if necessary.

Implementation of this review process will begin once SBDM sample policies are forwarded to the SBDM Principals.

**Identify the school and district policies and/or practices (e.g., curriculum, instructional practices, staffing, calendars/time/schedule, class offerings, budgeting, etc.) that have been changed to ensure the school is able to implement the improvement plan with fidelity.**

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

To further support instruction, additional time has been provided for PLCs. The Master Schedule has been modified to include a duty period for all teachers along with their planning period. This will increase time for literacy and math interventions. Through the SIG, we would like to purchase Reading Plus, RAPID Assessment and ALEKS math intervention programs.

The Advisory Council (SBDM) has reviewed its policies and procedures and made changes to support school improvement priorities.

**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.**

Iroquois High School is in its second year of full implementation of the Fundamental Five. We are using the train the trainer model. Staff members have attended Sean Cain's workshops. Iroquois plans to contract with Education Consultants with expertise in the Fundamental Five and other proven improvement practices. All consultants will be researched to determine they possess the necessary experience and credentials. Consultants will be issued contracts that detail the scope of work to be provided and specify deliverables. These contracts will be reviewed and approved by the Board of Education. Principals and the Director of Priority Schools will be responsible for monitoring consultants to assure they are accountable for their performance as stipulated in their written agreements.

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

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

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

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

- Attendance – student and teacher
- Suspensions
- Retentions
- Behavior data
- Formative Assessments
- District Assessments
- KPREP Proficiency Assessments
- Intervention Learning
- Enrichment
- Classroom Observation/Walk Through Data
- Lesson Plans

**Describe the procedures the school and district will implement to ensure that all actions taken and activities implemented result in sustainable processes that positively affect student achievement beyond the expiration of the grant. Include how funding and resources will be adjusted to continue practices and how data analysis will continue to drive instruction toward meeting annual goals.**

School leaders and staff will use student learning and behavioral data during PLCs on a weekly basis to review and adjust improvement initiatives to align practice with strategies that demonstrate the greatest impact on student achievement. JCPS will frequently monitor student data through the school's KDE required quarterly report, CASCADE, and the district's dashboard system to ensure that continuous school improvement is occurring. Iroquois High Instructional Leadership Team will guide faculty in building their long-term capacity to carry out the school's improvement goals, especially goals pertaining to effective PLCs, more rigorous and engaging classroom practice, and PBIS.

The school's SIG-funded Interventionist will share proven, best practice strategies for literacy and math instruction. Intentional coaching by the Interventionist along with the recording of instruction using swivel cameras purchased with Title I funds will give rise to collegial discussions regarding practice in PLCs. Teachers will have the opportunity to be self-reflective, thoughtful, and continuously improve their practice. This approach will increase the school's capacity to provide highly effective instruction, retain teachers, ensure consistency across classrooms, enhance continuity year over year, and sustain its school improvements beyond the grant term.

In addition, SIG support of the Interventionist will provide three years of impact data. The school can use this information to prepare a budget request and submit it to the Board of Education to continue the position using General Funds after SIG funding ends if there is a continuing need for the intervention.

The school will provide extensive professional development to seed teacher expertise in providing effective instruction, developing quality formative assessments, and using the results of assessments to adjust instruction to meet the needs of all students.

Once the SIG funds are no longer available, the PD could be provided by in-house staff, such as the Goal Clarity Coach or the Teachers, who will participate in the Fundamental Five instructional coaching. The intent is for these Teachers to become building Leaders that mentor and coach developing teachers.

### **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.**

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

Timeline STEPS	Daily	Weekly	Monthly	Quarterly	BiAnnually	Annually
Classroom walk-throughs by ILT with immediate feedback to teachers	X					
Common Formative Assessments		X				
District Intermediate Assessments				X		
KPREP Summative Assessments						X
30/60/90 Plan			X			
KDE Priority School Report				X		
Comprehensive School Improvement Plan						X
Teacher Growth Planning using PGES						X
Fundamental Five Professional Learning- All Teachers						Summer 2017
Fundamental Five – in-depth for Teacher Leads Years 2 & 3				4 days		
Teacher after school collaboration time			Every 2 weeks			
New Teacher PLCs led by Principal			Every 2 weeks			
SBDM			X			
Walk-through by Achievement Area Assistant Superintendent or ETC and consultation with Principal		X				



Timeline STEPS	Daily	Weekly	Monthly	Quarterly	Bi-Annually	Annually
Parent Newsletter			X			
Family Nights					X	
Parent Institute					X	
Back to School Events						X
Open House					X	

### **Annual Goals**

**Develop annual S.M.A.R.T. goals (Goals must be Specific, Measureable, Attainable, Realistic, and Time bound.) for literacy and mathematics for each year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.**

CONTENT AREA	% Proficient/ Distinguished	Baseline 2015-2016	2016-17	2017-18	2018-19	2019-2020
Reading	Delivery Target		23.6	34.0	44.4	54.8
Reading	Actual Score	13.2				
Math	Delivery Target		32.3	40.1	47.9	55.7
Math	Actual Score	24.5				

\*Annual Smart Goals are based on the KDE delivery targets. These goals will be updated once KDE establishes new delivery targets.

### **ANNUAL SMART GOALS – ALL STUDENTS – READING AND MATHEMATICS**

#### **Reading**

- Iroquois High School will increase reading proficiency for all students from 13.2% in 2016 to 23.6% by 2017 as indicated by state assessment results.
- Iroquois High School will increase reading proficiency for all students from 23.6% in 2017 to 34.0% by 2018 as indicated by state assessment results.
- Iroquois High School will increase reading proficiency for all students from 34.0% in 2018 to 44.4% by 2019 as indicated by state assessment results.
- Iroquois High School will increase reading proficiency for all students from 44.4% in 2019 to 54.8% by 2020 as indicated by state assessment results.

#### **Mathematics**

- Iroquois High School will increase mathematics proficiency for all students from 24.5% in 2016 to 32.3% by 2017 as indicated by state assessment results.
- Iroquois High School will increase mathematics proficiency for all students from 32.3% in 2017 to 40.1% by 2018 as indicated by state assessment results.
- Iroquois High School will increase mathematics proficiency for all students from 40.1% in 2018 to 47.9% by 2019 as indicated by state assessment results.
- Iroquois High School will increase mathematics proficiency for all students from 47.9% in 2019 to 55.7% by 2020 as indicated by state assessment results.

Overview of Targets	SY2015-16 Baseline		SY2017-18		SY2018-19		SY2019-20	
	Novice	P/D	Novice	P/D	Novice	P/D	Novice	P/D
English 2/ Reading	78.2	13.0	45	25	30	40	10	55
English Grade 11/ Writing	41.4	18.8	30	25	15	40	10	50
Algebra 2	29.6	24.2	25	25	15	55	5	60

### English 2/ Reading

By the end of SY2017-18, Iroquois High School will achieve 25% proficient/ distinguished performance in English 2 and a reduction to no more than 45% novice performance as measured by common summative cumulative assessments, district proficiency exams, and/ or End of Course assessments from an end-of-course baseline of 13% proficient/distinguished and 78.2% novice in 2015-16.

By the end of SY2018-19, Iroquois High School will achieve 40% proficient/ distinguished performance in English 2 and a reduction to no more than 30% novice performance as measured by common summative cumulative assessments, district proficiency exams, and/ or End of Course assessments from a baseline of 25% proficient/distinguished and 45% novice in 2017-18.

By the end of SY2019-20, Iroquois High School will achieve 55% proficient/ distinguished performance in English 2 and a reduction to no more than 10% novice performance as measured by common summative cumulative assessments, district proficiency exams, and/ or End of Course assessments from a baseline of 40% proficient/distinguished and 30% novice in 2018-19.

### English/ Writing

By the end of SY2017-18, Iroquois High School will achieve 25% proficient/ distinguished performance in 11th grade writing and a reduction to no more than 30% novice performance as measured by common summative cumulative assessments, district proficiency exams, and/ or K-PREP assessments from a baseline of 18.8% proficient/distinguished and 41.4% novice in 2015-16.

By the end of SY2018-19, Iroquois High School will achieve 40% proficient/ distinguished performance in 11th grade writing and a reduction to no more than 15% novice performance as measured by common summative cumulative assessments, district proficiency exams, and/ or K-PREP assessments from a baseline of 25% proficient/distinguished and 30% novice in 2017-18.

By the end of SY2019-20, Iroquois High School will achieve 50% proficient/ distinguished performance in 11th grade writing and a reduction to no more than 10% novice performance as measured by common summative cumulative assessments, district proficiency exams, and/ or K-PREP assessments from a baseline of 40% proficient/distinguished and 15% novice in 2018-19.

**Math**

By the end of SY2017-18, Iroquois High School will achieve 25% proficient/ distinguished performance in Algebra 2 and a reduction to no more than 25% novice performance as measured by common summative cumulative assessments, district proficiency exams, and/ or End of Course assessments from a baseline of 24.2% proficient/distinguished and 29.6% novice in 2015-16

By the end of SY2018-19, Iroquois High School will achieve 55% proficient/ distinguished performance in Algebra 2 and a reduction to no more than 15% novice performance as measured by common summative cumulative assessments, district proficiency exams, and/ or End of Course assessments from a baseline of 25% proficient/distinguished and 25% novice in 2017-18.

By the end of SY2019-20, Iroquois High School will achieve 60% proficient/ distinguished performance in Algebra 2 and a reduction to no more than 5% novice performance as measured by common summative cumulative assessments, district proficiency exams, and/ or End of Course assessments from a baseline of 55% proficient/distinguished and 15% novice in 2018-19.

**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.**

The freshman goals are based on the likelihood trends seen in incoming freshmen preparation will remain constant as they have for the past 5 years. Freshman goals assume an initial 85% novice performance in English and a 65% novice performance in math, so the goals for the first quarter of each year reflect this constant. In addition, we find that even with assistance, our incoming freshmen struggle to transition to high school rigor, so we anticipate a slow initial growth in P/D; however, by January most freshmen have made the adjustment and are ready to move performance levels.

	Baseline		SY2017-18		SY2018-19		SY2019-2020	
	Nov	P/D	Nov	P/D	Nov	P/D	Nov	P/D
English 1 - Q1	85	5	90	4	90	4	90	4
Q2			88	10	86	12	84	14
Q3			75	15	70	18	70	20
Q4			65	20	60	23	55	25
English 2 - Q1	70	22	65	25	55	30	50	25
Q2			55	33	42	40	35	35
Q3			48	40	32	48	25	45
Q4			40.7	45	25	55	10	55
English 3 - Q1	55	30	45	40	30	45	30	45
Q2			35	48	25	48	22	50
Q3			27	54	20	53	14	55
Q4			20	60	15	55	5	60

	Baseline		SY2017-18		SY2018-19		SY2019-2020	
	Nov	P/D	Nov	P/D	Nov	P/D	Nov	P/D
Algebra 1—Q1	60	9.6	60	9	60	9	60	9
Q2			55	15	53	18	54	19
Q3			50	23	46	26	48	28
Q4			45	30	40	35	42	38
Geometry—Q1	50.3	18	45	20	45	30	40	35
Q2			32	30	32	37	32	42
Q3			27	37	26	43	27	49
Q4			20	45	20	50	20	55
Algebra 2—Q1	37	22	37	22	20	40	20	50
Q2			25	30	15	45	15	55
Q3			18	35	10	50	10	58
Q4			10.2	40	5	55	5	60
Goals below are based on CCR performance. Novice = 3+ pts from benchmark. P/D meets benchmark								
English 4—Q1	74.2	25.3	70	30	65	35	60	40
Q2			50	45	50	55	30	55
Q3			30	60	30	70	20	70
Q4			10	75	10	85	10	85
Senior Math/-- Q1 College Algebra	74.0	11.2	70	25	65	30	55	40
Q2			40	40	45	50	40	55
Q3			25	60	25	70	25	70
Q4			10	75	10	85	10	85

Iroquois High School will continue to follow district assessment guidelines to complete proficiency assessments for the 2nd and 3rd quarter for all core courses and the 1st through 3rd for the accountability courses. Should the district opt to stop proficiencies, IHS will shift to our common summative assessments for each course. These assessments typically are given once every 3 weeks or at the end of a unit of study whichever makes more instructional sense. PLCs will provide time at regular intervals for the development of common formative and summative assessments using the Design in 5 system, analysis of student growth data, and planning for intervention. All processes will follow the IHS PLC protocols as established by the Instructional Leadership Team and approved by the Advisory SBDM.

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

At the end of each quarter, the Instructional Leadership Team, Director of Priority Schools, Area 2 Assistant Superintendent and ETC, and Educational Recovery Leader will review the data, consult, and identify necessary modifications.

Changes will be incorporated into the school's 30/60/90 plan. Annually changes to school improvement plans will be incorporated into the CSIP.

**Consultation**

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

**Describe how the district collaborated with the SBDM Council and other relevant stakeholders including Board of Education members, school leadership, school staff, parents and the**

**community during the SIG planning process. Include how stakeholders were involved in the identification of needs, development of the intervention model, and identifying best practices and research based strategies that will improve student achievement at the school. Tell how these stakeholders will continue to be involved with the implementation of the model throughout the grant cycle.**

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

The Iroquois school principal met with Resource Development to discuss the school’s proposal. Follow up development included input from the ERL, Assistant Superintendent, and ETC. Iroquois also consulted with their SBDM Council regarding their SIG application.

**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.**

Total Three Year SIG Request	\$213,553
Personnel	\$213,553
Fringe Benefits	\$61,169
Supplies: Curriculum and Technology	\$35, 837
Personnel: The total personnel cost for three years	\$213,553

The SIG request includes the salary of 1 Interventionist position for each year of the three year project (district job title, Resource Teacher, work calendar 187 days). The Interventionist will implement the RTI program at the school. The Interventionist will design and create the Tier 1, 2, and 3 Interventions for the school. Each teacher will have one planning period and one duty period to be available for interventions. The Interventionist will collaborate with classroom Teachers to identify strategies best suited for supporting each student in RTI. The Interventionist will serve on the SRT/PBIS Team and RTI Committee. A 3% increase (Cost of Living Allowance (COLA) and steps) is included in the salary for Years 2 and 3.

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

Extra Service: Extra Service is included for the Interventionist for non-contract days, including a start-

up day and two Gold PD days. A 3% increase (COLA and steps) is included in Years 2 and 3.

Year 1: \$51.94 per hour X 7 hours X 3 days = \$1,091

Year 2: \$53.50 per hour X 7 hours X 3 days = \$1,124

Year 3: \$55.11 per hour X 7 hours X 3 days = \$1,157 Interventionist Extra Service total \$3,372

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

Year One Stipends: \$38,565

New Teacher PLC led by Principal - 12 teachers X 2 hours X 16 weeks @

\$21.26 = \$8,164

Summer 40 teachers X 6.5 Hours X 2 days @ \$21.26 for Fundamental 5 PD  
= \$11,055

Summer 40 teachers X 6.5 hours X 2 days X @ \$21.26 for Rigor Literacy (ESL)/Reading Plus/ALEKS  
Math/Rapid Assessment Trainings = \$11,055

Summer 30 teachers X 6.5 hours X 2 days X @ \$21.26 for Standards Based Grading = \$8,291

Years Two Stipends: \$43,261

After school 30 teachers X 24 hours @ \$21.47 per hour = \$15,458

New Teacher PLC led by Principal 10 teachers X 2 hours X 16 weeks @

\$21.47 = \$6,870

Summer 30 teachers X 6.5 hours X 5 days @ \$21.47 per hour = \$20,933

Years Three Stipends: \$43,686

After school 30 teachers X 24 hours @ \$21.68 per hour = \$15,610

New Teacher PLC led by Principal 10 teachers X 2 hours X 16 weeks @

\$21.68 = \$6,938

Summer 30 teachers X 6.5 hours X 5 days @ \$21.68 per hour = \$21,138

Stipends total \$125,512

The SIG request includes substitutes for Teachers Leaders, one per PLC, to participate in intensive Fundamental Five and Sensitivity Training (ESL) professional learning during the school year.

Year One: 2 days X 10 Lead Teachers @ \$150 per day Fundamental 5/ESL Sensitivity Plan= \$3,000

Year Two: 2 days X 10 Lead Teachers @ \$151.50 per day Fundamental 5/ESL Sensitivity Plan =  
\$3,030

Year Three: 2 days X 10 Lead Teachers @ \$153.02 per day Fundamental 5/ESL Sensitivity Plan =  
\$3,060

Substitutes total \$9,090

Personnel Category Total: \$213,553

Personnel Support of Project Goals:

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

Benefits: the total cost of benefits over three years is \$61,169

BENEFITS	Year 1	Year 2	Year 3	Total
Life Insurance	\$54	\$54	\$54	\$162
Liability Insurance	\$44	\$44	\$44	\$132
Long Term Disability	\$204	\$210	\$216	\$630
Medicare Match	\$1,002	\$1,032	\$1,063	\$3,097
KTRS	\$11,127	\$11,461	\$11,804	\$34,392
Unemployment	\$71	\$71	\$72	\$214
Workers Compensation	\$200	\$206	\$212	\$618
Health Insurance	\$7,200	\$7,200	\$7,200	\$21,600
State Life Insurance	\$12	\$12	\$12	\$36
State Administrative Fee	\$96	\$96	\$96	\$288
<b>BENEFITS TOTAL</b>	<b>\$20,010</b>	<b>\$20,386</b>	<b>\$20,773</b>	<b>\$61,169</b>

The total cost of supplies over three years is \$30,937

The SIG request includes Reading Plus Licenses, ALEKS Math Licenses, RAPID Assessment Licenses. Reading Plus and ALEKS intervention programs will be used to support our 9th -12th Grade students in Reading and Math.

Year One: \$30,700

Whole School License Reading Plus intervention for students. One year license = \$16,600

ALEKS Math License. One year license = \$8,500

Whole School RAPID Assessment Site License. One year license = \$5,600

Year Two: \$237

ALEKS Math License. One year licenses costs \$8,500. Requesting \$237 of total cost.

Total curriculum and assessment supplies = \$30,937

The SIG request includes a purchase of technology for classroom sets of iPads and carts. The classroom sets will be used with Reading and Math teachers to conduct the Reading Plus, ALEKS Math, and RAPID Assessment programs.

Year One:

10 iPads @ \$4,900 per set X 1 sets = \$4,900

2 iPad carts = \$2,800

Total Technology Supplies = \$4,900 Total Supplies Category = \$35,837

Year One Total: \$124,701 Year Two Total: \$91,787 Year Three Total: \$94,071 Total Project:  
\$310,559

**Describe how the school aligned multiple state and federal funds with the selected intervention model. (May include, but are not limited to, Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)**

The school and district will invest general funds, Family Resource/Youth Service Center, Title I, and Section 7 dollars to support Iroquois High School's Improvement efforts. A Turnaround School Leaders grant provided National Institute for School Leadership (NISL) Executive Development training to the Principal. Four Assistant Principals and the Goal Clarity Coach will participate in Cohorts 2 and 3 of the NISL training. Extended School Services funding also supports student interventions and achievement.



**Year 1 School Budget**

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

District: Jefferson County Public Schools

School: Iroquois High School

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
110	Interventionist (district job category Resource Teacher)	\$ 68,000
113	Extra Service (district requires start-up day and 2 gold PD days)	\$1,091
113	Stipends	\$38,565
120	Substitutes	\$3,000
211	Life Insurance	\$54
213	Liability Insurance	\$44
215	Long Term Disability	\$204
222	Medicare Match	\$1,002
231	KTRS	\$ 11,127
253	Unemployment	\$71
260	Workers Compensation	\$200
294	Health Insurance	\$7,200
295	State Life insurance	\$12
296	State Administration Fee	\$96
734	10 iPads and 2 Carts	\$4,900
735	Reading Plus; ALEKS Math; RAPID Assessment Software Licenses	\$ 30,700
<b>Total Amount Requested Year 1</b>		<b>\$124,701</b>

**Year 2 School Budget**

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

District: Jefferson County Public Schools

School: Iroquois High School

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
110	Interventionist (district job category Resource Teacher)	\$ 70,040
113	Extra Service (district requires start-up day and 2 gold PD days)	\$1,124
113	Stipends	\$ 43,261
120	Substitutes	\$3,030
211	Life Insurance	\$54
213	Liability Insurance	\$44
215	Long Term Disability	\$210
222	Medicare Match	\$1,032
231	KTRS	\$ 11,461
253	Unemployment	\$71
260	Workers Compensation	\$206
294	Health Insurance	\$7,200
295	State Life insurance	\$12
296	State Administration Fee	\$96
735	Supplies – Technology ALEKS Math License	\$237
<b>Total Amount Requested Year 2</b>		<b>\$91,787</b>

**Year 3 School Budget**

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

District: Jefferson County Public Schools

School: Iroquois High School

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
110	Interventionist (district job category Resource Teacher)	\$ 72,141
113	Extra Service (district requires start-up day and 2 gold PD days)	\$1,157
113	Stipends	\$ 43,686
120	Substitutes	\$3,060
211	Life Insurance	\$54
213	Liability Insurance	\$44
215	Long Term Disability	\$216
222	Medicare Match	\$1,063
231	KTRS	\$ 11,804
253	Unemployment	\$72
260	Workers Compensation	\$212
294	Health Insurance	\$7,200
295	State Life insurance	\$12
296	State Administration Fee	\$96
<b>Total Amount Requested</b>		<b>\$94,071</b>

THIS BOARD AGENDA CONTAINS INFORMATION FOR CERTIFIED AND CLASSIFIED PERSONNEL THAT WAS APPROVED BY THE SUPERINTENDENT BEGINNING OCTOBER 29 – NOVEMBER 11, 2015.

**EMPLOYMENT - ADMINISTRATOR(S)**

<u>Name</u>	<u>Position/Location</u>	<u>Effective Date</u>	<u>Action</u>
1. Hudson, Thomason	To: Chief Business Officer VanHoose Education Center	11/30/15	

**REASSIGNMENT - ADMINISTRATOR(S)**

<u>Name</u>	<u>Position/Location</u>	<u>Effective Date</u>	<u>Action</u>
1. Holbrook, Herbert C.	From: Educational Recovery Leader Valley High School To: Principal High School Iroquois High	10/31/15	
2. Miller, William H.	From: Assistant Principal Middle School Moore Traditional School To: Assistant Principal High School Pleasure Ridge Park High	12/05/15	Amend
3. Perkins, Christopher A.	From: Principal High School Iroquois High To: Evaluation & Transition Coordinator VanHoose Education Center	10/31/15	Amend

**TRANSFER - ADMINISTRATOR(S)**

<u>Name</u>	<u>Position/Location</u>	<u>Effective Date</u>	<u>Action</u>
1. Miller, William H.	From: Assistant Principal High School Moore Traditional School To: Assistant Principal High School Pleasure Ridge Park High	12/05/15	

**CERTIFIED EMPLOYMENT**

**EMPLOYMENT - TEACHER(S)**

<u>Name</u>	<u>Location</u>	<u>Effective Date</u>	<u>Action</u>
1. Burd, Brooke K. Major: Social Worker	VanHoose Education Center	11/23/15	
2. Davis, Nicholas A. Major: Exceptional Child Education	Valley High School	11/07/15	
3. Defew, Linda J. Major: Elementary Education	Johnsontown Road Elementary	11/04/15	
4. Gerber, Jessica A. Major: Exceptional Child Education	Breckinridge-Franklin Elementary	11/09/15	
5. Hill, Heather L. Major: Mathematics	Pleasure Ridge Park High	11/07/15	

Regular Meeting  
August 09, 2016 7:00 PM  
VanHoose Education Center  
Stewart Auditorium

Certified to be true copies of business duty adopted by  
the Board of Education of Jefferson County, Kentucky, on the  
9<sup>th</sup> day of August, 2016, and is on  
record in the official Minute books of said Board of Education.



Agenda Item: **III.A. Recognition of New Principals and Principals With New School Assignments**  
Assistant Secretary to the Board

Speaker:

Recommendation: Superintendent Donna Hargens recommends the Board of Education recognize new and current principals who have accepted new school assignments.

Rationale:

Principal leadership is essential to the educational success of Jefferson County Public School (JCPS) District students. The district assists the school's School-Based Decision Making (SBDM) Council members, who statutorily hold the authority to select the principal. Principals report to their area superintendent.

The following individuals have successfully completed all requirements and have been selected to serve in the important role of principal.

Atherton High School—Richard Guetig

Blue Lick Elementary School—Amy Uhlman

Breckinridge-Franklin Elementary School—Cathy Bosemer

Chenoweth Elementary School—Laketa Clay

Fern Creek Elementary School—Stephen Burch

Frayser Elementary School—Justin Atkins

Highland Middle School—Dr. Thomas Aberli

Iroquois High School—Clay Holbrook

Jeffersontown High School—Dr. Matt Kingsley

Kennedy Montessori Elementary School—Kimberly Jones

Laukhuf Elementary School—Michele Yates

Medora Elementary School—Beth White

Moore Traditional School—Robert Fulk

Norton Commons Elementary School—Allyson Vitato

Price Elementary School—Shuvon Ray

Ramsey Middle School—Darryl Farmer

JCPS State Agency Schools—Heather Moss

Stuart Seventh- and Eighth-Grade Academy—Laura Dalton

Waggener High School—Sarah Hitchings

Waller-Williams Environmental School—Yolanda Floyd

Wilt Elementary School—Ben Pinnick

Submitted by: Allison Gardner Martin