

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

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

District: Jefferson County Public Schools
 District Mailing Address 1: VanHoose Education Center
 District Mailing Address 2: 3332 Newburg Road
 District City: Louisville
 District ZIP: 40218
 District Phone: 502-485-3080
 Name of District Contact: Dr. Marco Munoz
 Position: Priority School Manager
 Contact Mailing Address 1:
 Contact Mailing Address 2:
 Contact City:
 Contact ZIP:
 Contact Phone: 502-485-3080
 Contact Email: marco.munoz@jefferson.kyschools.us

District Name	NCESID#	Total Awarded
Jefferson	2102990	\$

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

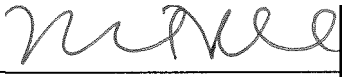
District Verification

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

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

The district must assure that it will-

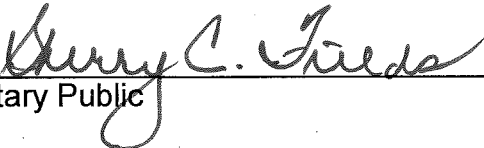
- Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority and focus school, that the LEA commits to serve consistent with the final requirements;
- Establish annual goals for student achievement on the State's assessments 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;
- 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.
- Ensure that each Tier I and Tier II school, or each priority and focus school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.



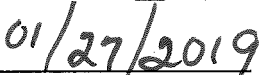
Superintendent Signature



Date



Notary Public



My commission expires

Notary seal

District Actions

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

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

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

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

The Priority School Office:

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

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

assessments and data, differentiating instruction and student engagement strategies.

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

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

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

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

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

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

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

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

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

Increasing learning time (Turnaround #6): Currently, Priority Schools offers daytime extended school services. Students receive extra literacy instruction by a retired JCPS teacher two days per week. The Literacy Coach provides certified instructional support to facilitate small, focused groups to address the needs of Tier 2 and 3 students performing at the novice or apprentice levels. In addition, the school's Master Schedule has been adjusted, so students will participate in literacy and math interventions during four additional periods per week. The new Teacher PLC will meet after school twice monthly. All teachers will

have additional after school time for collaborative learning along with extensive summer professional development opportunities.

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

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

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

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

Providing operational flexibility (Turnaround #9): Priority schools have the ability to write a special budget to the district to request funding for programs that support improvement work at the school.

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

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

The district is also an active partner in KDE's Continuous Instructional Improvement System (CIITS) project. Teachers are creating formative assessments using the instructional management system. Each school's

Comprehensive School Improvement Plan (CSIP) and the progress notes that accompany it are found on the ASSIST platform and all schools have experience using the tool to capture their work.

Starting in 2017-18, we will be developing smaller learning communities in some Priority High Schools under the Talent Development Academy (TDA) model where instruction will support and align with student interests. We expect to see increases in attendance and student engagement with instruction and decreases in behavior incidents and retention. All courses will include more hands-on activities, critical thinking experiences, and problem-based learning units to further engage students with content, research, and thinking processes appropriate for the discipline. Whenever possible, students will participate in interdisciplinary activities to further their understanding of how each content fits into their understanding and career planning. Core characteristics of TDA model:

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

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

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

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

Not applicable.

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

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

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

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

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

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

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

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

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

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

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

Evaluation Transition Coordinators assigned to regions providing individualized support for PGES implementation and coaching on school improvement

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

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

Staffing considerations ensuring school decision-making regarding hiring of instructional staff

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

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

Opportunities for Culture Competency Audits (facilitated by Roger Cleveland) and next step development

PBIS training and opportunities for coaching support

Access to curriculum maps, assessments, and aligned resources

Extended Learning Programs providing targeted students with additional learning opportunities for priority schools who applied for this intervention through the district's Section 7 funding application.

District dashboard access providing opportunities for data manipulation, item analysis, behavior data monitoring, etc.

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

Additional professional development/training opportunities focused on systems training, strategic planning, etc.

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

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

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

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

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

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

Once award decisions are made and notifications received at the district and school level, the Title I office at the district will make the funds available to the schools per the requested and approved MUNIS codes.

That office will provide technical support to schools as they begin to access funds in support of their individual activities. Each school will create a series of 30/60/90 day plans to operationalize all aspects of their SIG award in terms of programming and personnel. These plans will be reviewed by the respective Area Superintendents and the Director of Priority Schools and monitored quarterly.

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

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

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

Data Management Planning and Program Evaluation

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

Diversity, Equity and Poverty

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

Academic Services

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

Communications

Perfect Attendance Incentive and Social Media Ambassadors program.

Human Resources

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

Finance

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

Other key supports:

Priority Teacher Institute

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

Priority Coaches Community

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

National Institute for School Leadership (NISL)

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

Response to Intervention

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

Monthly Principal's Meeting - Multiple breakout sessions throughout the year. Latest work session Nov 10.

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

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

School Application

District: Jefferson County
School: Knight Middle School

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

Commitment To Serve

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

LITERACY- The 2015-16 K-PREP data for literacy reveals that we are not meeting our delivery targets. About 63.7% of our 6th graders, 65.8% of our 7th graders, and 70.3% of our 8th graders scored below proficiency in reading. Moreover, we have high novice numbers. About 43.5% of our 6th graders, 39.3% of our 7th graders, and 38.7% of our 8th graders performed at the novice level. In writing, about 79% of our 6th graders and about 85% of 8th graders were below proficiency levels. About 45% of 6th graders and about 29% of 8th graders performed at the novice level. These results indicate that students are not able to demonstrate mastery of grade-level standards for reading or writing on the K-PREP assessment. Non-duplicated gap groups show comparable achievement scores to non-gap groups in both reading and writing, with African-American students being the exception particularly in reading. This data indicates that a significant number of our students are not able to demonstrate basic understanding of content; those who can are often unable to apply their understanding to higher-level thinking and synthesis. There is a particularly strong need to scaffold instruction to ensure students are able to demonstrate proficient grade-level reading and writing skills.

MATH – The 2015-16 K-PREP data for mathematics reveals that we are not meeting our delivery targets. More than 75% of our 6th graders, more than 80% of the 7th graders, and more than 77% of the 8th graders were below proficient. These results clearly exhibit students are not meeting the standard to demonstrate grade level math on the assessment. Gap groups are slightly below the overall percent proficient for each grade level. Exceptions to this are African-American students, particularly at 6th (3.7%) and 7th grade (11.5%), with 8th grade at 19.1%, and the Disability with IEP group, which is below with 6th grade at 20%, 7th grade at 10%, and 8th grade at 16.7% proficient. About 45% of our students scored apprentice on the test. This reveals students have a basic understanding of content, yet aren't quite able to apply it to higher level thinking and need extreme amounts of support in getting to grade level.

Literacy Data

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

Content Type: Reading
Grade: 6

	#	N	A	P	D	PD
All Students	124	43.5	20.2	26.6	9.7	36.3
Male	67	46.3	20.9	23.9	9.0	32.8
Female	57	40.4	19.3	29.8	10.5	40.4
White (Non-Hispanic)	76	35.5	21.1	31.6	11.8	43.4
African American	27	66.7	18.5	14.8	0.0	14.8
Hispanic	13	53.8	15.4	23.1	7.7	30.8
Asian						
American Indian or Alaska Native						
Native Hawaiian or Other Pacific Islander						
Two or more races						
English Learners						
Free/Reduced-Price Meals	104	47.1	17.3	27.9	7.7	35.6
Disability-With IEP (Total)	25	64.0	12.0	24.0	0.0	24.0
Gap Group (non-duplicated)	113	46.0	18.6	27.4	8.0	35.4

Content Type: Reading
Grade: 7

	#	N	A	P	D	PD
All Students	117	39.3	26.5	25.6	8.5	34.2
Male	56	53.6	23.2	17.9	5.4	23.2
Female	61	26.2	29.5	32.8	11.5	44.3
White (Non-Hispanic)	75	36.0	25.3	29.3	9.3	38.7
African American	26	50.0	30.8	11.5	7.7	19.2
Hispanic	11	36.4	27.3	36.4	0.0	36.4
Asian						
American Indian or Alaska Native						
Native Hawaiian or Other Pacific Islander						
Two or more races						
English Learners						
Free/Reduced-Price Meals	98	42.9	24.5	25.5	7.1	32.7
Disability-With IEP (Total)	20	75.0	10.0	15.0	0.0	15.0
Gap Group (non-duplicated)	105	41.9	25.7	24.8	7.6	32.4

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

Content Type: Reading
Grade: 8

	#	N	A	P	D	PD
All Students	155	38.7	31.6	21.3	8.4	29.7
Male	85	43.5	24.7	24.7	7.1	31.8
Female	70	32.9	40.0	17.1	10.0	27.1
White (Non-Hispanic)	79	35.4	29.1	24.1	11.4	35.4
African American	47	42.6	36.2	17.0	4.3	21.3
Hispanic	19	42.1	31.6	15.8	10.5	26.3
Asian	0	***	0	0	0	
American Indian or Alaska Native						
Native Hawaiian or Other Pacific Islander						
Two or more races						
English Learners						
Free/Reduced-Price Meals	126	39.7	33.3	19.8	7.1	27.0
Disability-With IEP (Total)	24	66.7	12.5	16.7	4.2	20.8
Gap Group (non-duplicated)	135	38.5	32.6	20.7	8.1	28.9

Content Type: Language Mechanics
Grade: 6

	#	N	A	P	D	PD
All Students	124	58.9	22.6	18.5	0.0	18.5
Male	67	58.2	28.4	13.4	0.0	13.4
Female	57	59.6	15.8	24.6	0.0	24.6
White (Non-Hispanic)	76	53.9	23.7	22.4	0.0	22.4
African American	27	81.5	18.5	0.0	0.0	0.0
Hispanic	13	61.5	7.7	30.8	0.0	30.8
Asian	0	0	0	0	0	
American Indian or Alaska Native						
Native Hawaiian or Other Pacific Islander						
Two or more races						
English Learners						
Free/Reduced-Price Meals	104	62.5	19.2	18.3	0.0	18.3
Disability-With IEP (Total)	25	76.0	4.0	20.0	0.0	20.0
Gap Group (non-duplicated)	113	61.9	19.5	18.6	0.0	18.6

Content Type: Writing
Grade: 6

	#	N	A	P	D	PD
All Students	124	45.2	33.9	21.0	0.0	21.0
Male	67	55.2	26.9	17.9	0.0	17.9
Female	57	33.3	42.1	24.6	0.0	24.6
White (Non-Hispanic)	76	46.1	34.2	19.7	0.0	19.7
African American	27	59.3	25.9	14.8	0.0	14.8
Hispanic	13	23.1	53.8	23.1	0.0	23.1
Asian	0	0	0	0	0	
American Indian or Alaska Native						
Native Hawaiian or Other Pacific Islander						
Two or more races						
English Learners						
Free/Reduced-Price Meals	104	45.2	37.5	17.3	0.0	17.3
Disability-With IEP (Total)	25	68.0	12.0	20.0	0.0	20.0
Gap Group (non-duplicated)	113	46.0	34.5	19.5	0.0	19.5

Content Type: Writing
Grade: 8

	#	N	A	P	D	PD
All Students	155	29.0	56.1	14.2	0.6	14.8
Male	85	37.6	51.8	9.4	1.2	10.6
Female	70	18.6	61.4	20.0	0.0	20.0
White (Non-Hispanic)	79	27.8	57.0	13.9	1.3	15.2
African American	47	31.9	51.1	17.0	0.0	17.0
Hispanic	19	26.3	68.4	5.3	0.0	5.3
Asian						
American Indian or Alaska Native						
Native Hawaiian or Other Pacific Islander						
Two or more races						
English Learners						
Free/Reduced-Price Meals	126	31.7	54.0	14.3	0.0	14.3
Disability-With IEP (Total)	24	45.8	48.8	4.2	4.2	8.3
Gap Group (non-duplicated)	135	30.4	54.8	14.1	0.7	14.8

District Reading Proficiency Assessment Results

Content Type: Reading

Grade: 6

	#	N	A	P	D	PD
All Students 2015-16	133	37.6	16.5	31.6	12.8	44.4
All Students 2016-17	132	31.8	18.9	28.0	21.2	49.2

Content Type: Reading

Grade: 7

	#	N	A	P	D	PD
All Students 2015-16	126	54.0	19.8	14.3	9.5	238
All Students 2016-17	138	49.3	23.2	17.4	10.1	27.5

Content Type: Reading

Grade: 8

	#	N	A	P	D	PD
All Students 2015-16	161	34.8	25.5	26.7	11.8	38.5
All Students 2016-17	126	37.3	22.2	24.6	15.9	40.5

Mathematics Data

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

Content Type: Mathematics

Grade: 6

	#	N	A	P	D	PD
All Students	124	29.8	46.0	21.0	3.2	24.2
Male	67	38.8	38.8	20.9	1.5	22.4
Female	57	19.3	54.4	21.1	5.3	26.3
White (Non-Hispanic)	76	26.3	46.1	23.7	3.9	27.6
African American	27	40.7	55.6	3.7	0.0	3.7
Hispanic	13	38.5	30.8	30.8	0.0	30.8
Asian						
American Indian or Alaska Native						
Native Hawaiian or Other Pacific Islander						
Two or more races						
English Learners						
Free/Reduced-Price Meals	104	32.7	46.2	19.2	1.9	21.2
Disability-With IEP (Total)	25	60.0	20.0	20.0	0.0	20.0
Gap Group (non-duplicated)	113	31.9	46.0	19.5	2.7	22.1

Content Type: Mathematics

Grade: 7

	#	N	A	P	D	PD
All Students	117	35.0	45.3	15.4	4.3	19.7
Male	56	48.2	33.9	17.9	0.0	17.9
Female	61	23.0	55.7	13.1	8.2	21.3
White (Non-Hispanic)	75	36.0	42.7	17.3	4.0	21.3
African American	26	30.8	57.7	7.7	3.8	11.5
Hispanic	11	36.4	45.5	18.2	0.0	18.2
Asian						
American Indian or Alaska Native						
Native Hawaiian or Other Pacific Islander						
Two or more races						
English Learners						
Free/Reduced-Price Meals	98	41.8	40.8	14.3	3.1	17.3
Disability-With IEP (Total)	20	60.0	30.0	10.0	0.0	10.0
Gap Group (non-duplicated)	105	39.0	43.8	13.3	3.8	17.1

Content Type: Mathematics
Grade: 8

	#	N	A	P	D	PD
All Students	155	31.6	45.8	18.7	3.9	22.6
Male	85	32.9	42.4	18.8	5.9	24.7
Female	70	30.0	50.0	18.6	1.4	20.0
White (Non-Hispanic)	79	27.8	44.3	24.1	3.8	27.8
African American	47	42.6	38.3	14.9	4.3	19.1
Hispanic	19	26.3	68.4	5.3	0.0	5.3
Asian						
American Indian or Alaska Native						
Native Hawaiian or Other Pacific Islander						
Two or more races						
English Learners						
Free/Reduced-Price Meals	126	33.3	46.0	18.3	2.4	20.6
Disability-With IEP (Total)	24	45.8	37.5	12.5	4.2	16.7
Gap Group (non-duplicated)	135	32.6	45.9	17.8	3.7	21.5

District Mathematics Proficiency Assessment Results

Content Type: Mathematics
Grade: 6

	#	N	A	P	D	PD
All Students 2015-16	129	20.2	36.4	30.2	12.4	42.6
All Students 2016-17	132	25.0	36.4	28.8	9.8	38.6

Content Type: Mathematics
Grade: 7

	#	N	A	P	D	PD
All Students 2015-16	125	48.0	32.8	14.4	3.2	17.6
All Students 2016-17	137	26.3	52.6	17.5	3.6	21.2

Content Type: Mathematics
Grade: 8

	#	N	A	P	D	PD
All Students 2015-16	164	38.4	37.8	17.7	4.9	22.6
All Students 2016-17	127	28.3	31.5	31.5	8.7	40.2

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

Non-Cognitive Data

Student Suspension Days

2013-2014	2014-2015	2015-2016	2016-2017
728	330	164	154*

*as of 5/1/17

Student Attendance Rate

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
91.7	92.0	92.0	92.5	92.8	92.7	92.6	91.8	91.5	93.0*

*as of 5/1/17

Teacher Attendance Rate

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
91.71	94.02	92.62	93.41	95.23	93.80	96.56	95.07	96.14	94.0*

*as of 5/1/17

Student Retention Rate

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
0.9	0.2	1.3	1.4	2.3	1.6	2.9	1.2	0.2

2016-17

In-School Removal	Out of School Suspension	Restraint	Seclusion	Other	Grand Total
232	81	10		335	658

During the past three years, we have worked significantly on school culture to positively impact adult/student interactions and to make Knight Middle School a place where students want to be. We see the results of the changes made in the number of suspensions days over the past four years. In 2013-14, students were suspended 728 days. That number was decreased to 330 days in 2014-15; decreased again in 2015-16 to 164. This year we are still under the rate from 2015-16, but approaching it. As of May 1, 2017, there have been 154 days of suspension. We are functioning under the belief that to improve student achievement, students must be in school.

Our student attendance data shows there is not a lot of difference over the past 10 years, a range of 91.5 – 92.8%. However, this year as of May 1, 2017 student attendance is at 93%. There is not much variance. So, despite our efforts to not suspend students, there has not been much improvement in our overall attendance rate.

Teacher attendance has improved over the past 10 years with some ups and downs. The range is 91.71 – 96.56. Teacher attendance over the past 3 years has been over 95%. This year as of May 1, 2017, we are at 94% teacher attendance. This is lower than normal due to several long term absences. Teachers want to be at Knight Middle School and serve their students.

The retention rate has ranged from 0.2 to 2.9 during the past 10 years. For the past three years the percentages were 2.9, 1.2 and 0.2. There has been intentionality in tracking grades and having students recover unsatisfactory grades when they are in danger of failure.

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.

Students entering below grade level and lacking in a knowledge of basic skills makes our pyramid of interventions upside down. This means we have a disproportionate number of students in need of Tier III interventions as compared to other schools. At the beginning of the 2016-17 school year, Knight Middle School used the Measures of Academic Progress (MAP) test to assess the readiness of our students for grade-level work and to make placements into Tier III interventions in Reading and Math. Of the 6th grade class, 53.3% tested below grade level in Reading and 71.2% in Math. Of the 7th grade class, 57.7% tested below grade level in Reading and 71.4% in Math. Of the 8th grade class, 58.1% of students tested below grade level in Reading and 72.1% in Math. When more than 50% of the students need Tier III interventions in Reading and Math, resources are taxed to the maximum. Tier III interventions in Reading and Math have been implemented for those students in need.

Student absenteeism at Knight Middle School over the last decade has been rather static with a range of 91.5 – 92.8%. Based on the school population at Knight, that is a variance of approximately five students. Looking specifically at the data from 2016-17 as of May 4, 2017, we have 95 students identified as chronic absentees. In addition, there are 138 students identified as habitual truants. There are 79 students on both lists. The unduplicated count is 154 students or nearly 38% of our student population is on one or both of these lists. Chronic absentees are students who miss 10% or more of a school year, regardless of the reason. The Chronically Absent list is very fluid since 10% of time changes as the year advances. Over the entire school year, a chronic absentee would miss at least 18 days of school. A truant is any student who has been absent without a valid excuse for three or more days or is tardy without a valid excuse for three or more days. A Habitual Truant is any student who has been reported as a truant two or more times. Students not attending school is a major problem that directly impacts student achievement.

A high percentage of Knight students have experienced childhood trauma. Researchers at George Mason University conducted a study to examine the link between socioeconomic status, trauma, and academic achievement in a group of fifth grade students. The team analyzed data collected from the Early Childhood Longitudinal Study, Kindergarten Class 1998-99, which contained evaluations of the children over a six year period. They found a direct correlation between socioeconomic status (SES) and traumatic stress. "Analysis of the data found that the percentage of students who met the criteria for traumatic stress generally decreased as SES increased: 16.1% of low-SES students had traumatic stress, 10.6% of mid-low SES students, 11.2% of mid-SES students, 8.1% of mid-high SES students, and 6.9% of high-SES students," reported the study. Additionally, the children who experienced trauma had significantly lower test scores on standardized tests. The researchers also noticed that children with traumatic stress were more likely to need individualized educational plans (IEP). "Whereas only 8.6% of students without an IEP on file had traumatic stress, 23.4% of students with an IEP on file had traumatic stress." (Goodman, R. D., Miller, M. D., & West-Olatunji, C. A. (2011, August 22). Traumatic Stress, Socioeconomic Status, and Academic Achievement Among Primary School Students. Psychological Trauma: Theory, Research, Practice, and Policy. Advance

online publication. doi: 10.1037/a0024912)

At Knight Middle School, 83.7% of our student body is identified as at-risk; 92% of the student population is considered a “gap” kid; our mobility index is 15.6 which indicates transiency and is fourth highest among all JCPS Middle Schools; 78.3% are on free/reduced lunch. All of these factors are evidence of a high population of students living in poverty or as the study indicates “low or mid-low SES.” Additionally, at KMS, we have a very high population of students with IEP’s. Our school percentage of students with IEP’s for the 2016-17 school year was 16.9%, among the highest rate of any middle school in JCPS (JCPS data book for 2016-17)

The picture painted obviously looks grim, but Knight Middle is not a grim place. We are a school that is moving and improving every day. We are full of hope for our future. We believe that if you build it they will come, and we are building our students’ futures, one child at a time.

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.

Knight Middle School was identified for a 2-Day Progress Monitoring Visit rather than a Diagnostic Review this year. The visit was conducted from November 29 – December 1, 2016. The report of the three-member team reflects the team’s analysis of AdvancEd Standard 3, Teaching and Assessing for Learning.

The report identifies two School Improvement Priorities:

School Improvement Priority 1 Indicator: 3.1 and 3.2

Action Statement:

Monitor and adjust curriculum, instruction, and assessment systematically in response to data from multiple assessments of student learning and an examination of professional practice to ensure alignment to state-adopted standards to provide equitable and challenging learning experiences for all students.

School Improvement Priority 2 Indicator: 3.5

Action Statement:

Implement and monitor a formal process to promote productive data-informed discussion about student learning in collaborative learning communities to improve instruction and student learning.

These priorities were based on evidence from the school report card – not making AMO in 2015-16, KPREP test scores below the state average across the board, not meeting GAP Delivery targets nor Proficiency Delivery Targets, and stakeholder survey data, classroom observations, and artifact review.

To support students in reaching proficiency and address the priority needs, we must monitor and adjust curriculum, instruction, and assessment continually to ensure alignment to state standards and promote rigorous instruction. For students to glean toward the goal at an appropriate pace we need to continue to extend minutes in ELA so students will receive more reading and writing daily to demonstrate the standards. The need for small group intervention in math will allow for more personalized learning to result in more challenging learning. Teachers also need time allotted during the school day to work in PLCs to collaborate

together to perform these actions. This is reflected in the master schedule.

Supporting one another to develop individualized learning activities and reflecting on daily formative assessments to lead to specific, actionable next steps is vital to the growth of our teachers, and therefore our students.

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

Leadership assessments, staff surveys, and culture and equity audit results all indicate a need to continue to improve the culture and climate of the school to one that believes in and fosters positive student academic performance. Efforts over recent years have resulted in mixed results, and there is a continuing need to cultivate an environment of high expectations, collaboration, support, and rigor. One of the most expedient ways to change the climate of the building is to bring in a new staff that will promote a culture that acknowledge established non-negotiables that are aligned to the improvement efforts outlined in this application and the school improvement plan. As a school within a large, urban area, there are a large number of potential applicants to fill the positions created by adopting the re-staffing model. The district has had experience with re-staffing and was confident that this model selection will work.

When our current principal assumed her position in April 2014, there were many staff changes for the 2014-15 school year due primarily to teacher transfers. Since 2014-15, staff has been fairly stable.

Open teaching positions are filled with intentionality. The district allows priority schools to staff without requiring transfers or district overstaff to be placed. This allows the priority schools to staff as they see fit.

Required Turnaround Activities

Turnaround Model (KY HB 176 Restaffing Model)

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

Will the principal be replaced? (A principal hired in the last two years as part of an intervention plan does not have to be replaced). Documentation must be submitted verifying the hire date for both a newly hired and retained principal.

The current principal of Knight Middle School was hired in April 2014 to lead the school in its reform efforts after it was identified as a priority school in the 2010-2011 school year. The leadership assessment results from January 2015 found that the principal does have the ability to lead the intervention (as established in KRS 160.345). This year Knight had a 2-day Progress Monitoring Visit in which determining the capacity of the principal to lead the school is not part of the process.

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

Priority schools have the ability to write a special budget request to the district to request funding for a program that will support the work at the school. These requests are carefully considered by the superintendent and funded if found to be central to the work. For example, Knight Middle School participates in an extended learning program to support student learning. Students are provided a third meal and

transportation. This opportunity has provided students another means to learn the standards they have not yet mastered.

Additionally, the principal has been given an extra 20 extended days on her calendar. The purpose of these days is to improve student achievement. The principal is required to submit a calendar with extended days that is approved by the assistant superintendent.

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

Language from the teacher contract states:

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

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

Restaffing occurred at Knight Middle School in May 2010, and below is the process that was used at that time.

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

- Standard 1: The Teacher Demonstrates Applied Content Knowledge
- Standard 2: The Teacher Designs and Plans Instruction
- Standard 3: The Teacher Creates and Maintains Learning Climate
- Standard 4: The Teacher Implements and Manages Instruction
- Standard 5: The Teacher Assesses and Communicates Learning Results
- Standard 6: The Teacher Demonstrates the Implementation of Technology
- Standard 7: Reflects on and Evaluates Teaching and Learning
- Standard 8: Collaborates with Colleagues/Parents/Others
- Standard 9: Evaluates Teaching and Implements Professional Development
- Standard 10: Provides Leadership Within School/Community/Profession

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

The re-staffing process includes the following steps:

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

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

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

Under the current teacher contract, as an enticement for teachers to transfer to a Priority School, the Employer and the Association agree to work in cooperation to provide incentives that could possibly include but are not limited to, National Board Certification, Graduate degree completion, continuing education tuition reimbursement, and/or paid professional development opportunities that pertain to challenges within Priority Schools.

Teachers are rewarded through multiple opportunities within the building. The staff have the opportunity to work in the after school program. Not only are staff pleased to have the additional time to meet individual students' learning needs, they are paid to work this additional time. There are also multiple opportunities for staff to be leaders in the school and in the district. Priority schools have been provided additional, ongoing learning opportunities (i.e. systems training, frequent priority school meetings, etc.) to enhance practice and create a network promoting communication and shared resources/strategies/systems. As a result, many of the priority schools are on the cutting edge of new strategies and are willing and able to share their knowledge with others. A school can request to the superintendent that she consider moving an administrator---the superintendent will consider if this is the appropriate move. In many cases, teachers who are not meeting the needs of students are also helped to find more appropriate placements.

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

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

Knight Middle School did not meet the delivery targets established by the Unbridled Learning accountability system in either Math or Reading. These targets continue to grow annually, making the achievement of the next target even more difficult. The following strategies will promote school improvement efforts:

Professional Development will support professional learning teams to collectively identify Essential Standards, establish classroom assessment, select appropriate differentiated instructional strategies, and

respond to struggling students with targeted interventions.

Continuation of coaching program established to provide differentiated support for ALL teachers at Knight Middle. At Knight Middle School we use a "coaching" model wherein each teacher is assigned his/her own personal coach as well as access to a behavior coach and an ECE Consulting teacher. Coaches and teachers work together to plan and administer PD that is specific to the needs of the teacher. The teacher, coaches and administrators work collaboratively to identify the needs. The identification process includes teacher reflections, teacher questionnaires, Administrative walk-throughs and coaching observations/meetings. Knight implements a new teacher support system to help teachers get established in the classroom and indoctrinated into the Knight culture and way of doing things. The reality for Knight Middle School is that experienced JCPS teachers do not apply to transfer to Knight Middle School. Hence, any new teachers to Knight for the new school year will likely be pulled from the ranks of KTIP eligible, alternative certification or new to JCPS teachers.

During the summer of 2017, staff will be engaged in professional learning experiences in the following areas: Restorative Practices (whole school), Buck Institute Project Based Learning (Whole School), Project Lead the Way (3 teachers taking a total of 6 different courses), JCPS Deeper Learning Conference, KCD Tech-Teach-Learn Conference, National Institute for School Leadership, MDC/LDC Conference, Kagan Structures – Cooperative Learning workshop (whole school), University of Kentucky Next Generation Academy Cohort #2 – School Administration and Teacher Leadership in Deeper Learning, and Creating Innovators with Design Thinking and Makerspaces Conference. All of these professional learning experiences will take place prior to our coming together at the 2017-18 Faculty Retreat to rededicate ourselves to our Core Values and Mission.

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

The council at Knight Middle was placed in advisory capacity based on the May 2011 findings of the School Leadership Assessment Report. The statement below is taken directly from the report:

Council Authority –

School council does not have the ability to lead the intervention and does not have the capability and capacity to continue its roles and responsibilities established in KRS 160.345.

The school council shall be retained in an advisory capacity.

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

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

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

The Kentucky Academic Standards (KAS) for literacy have been adopted by the state, district, and school. The district assessments and other resources will be used as a platform to develop the standards based

curriculum applied within the school and reinforce vertical alignment through grade level progressions.

Knight Middle School math teachers engage in a Professional Learning Community process that engages teachers in deconstructing standards, creating learning objectives, creating common assessments, and analyzing student results for future instructional decisions. Teachers also collaboratively find instructional resources that align with these objectives to implement within the classroom. These instructional resources include: FAL Lessons (Mathematics Formative Assessment Lessons), Go-Math, and Buck Institute Project-Based Learning training in summer 2017. Presently, we are participating in the MDC initiative.

Knight Middle School Language Arts teachers participate in a Professional Learning Community process that engages teachers in deconstructing standards, creating learning objectives, creating common assessments, and analyzing student results for future instructional decisions. Teachers also collaboratively find instructional resources that align with these objectives to implement within the classroom. These instructional resources include: Ilit, Journeys, and Buck Institute Project-Based Learning training in Summer 2017. Additionally, Knight Middle School is participating in the LDC initiative to improve literacy across the curriculum. Ongoing professional development is also provided for all literacy teachers to ensure its effectiveness in implementation.

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

Using data to measure depth of student understanding, conceptual development and skill development is critical to enhancing student achievement. Three times per year, our teachers will administer district-designed proficiency assessments aligned to state standards and utilize CASCADE (Classroom Assessment System and Community Access Dashboard for Education), a web-based data collection system, to disaggregate scores, identify learning gaps, and track individual student and school growth. Results are communicated within the PLC during Essential Standards meetings and analyzed at faculty meeting through the Quarterly Report process.

JCPS has developed an assessment system that requires priority schools to participate in three district proficiencies centered on the core content areas. The results of these proficiencies are used by the school to analyze the instruction and make adjustments. Additionally, schools have the option to use a district-developed diagnostic test. The instructional coaches would work directly with teams of teachers on the development and implementation of a school-based assessment system and the analysis of the student work resulting from those assessments. As a result of the assessments, the coach would look for trends and provide targeted professional development to address the needs identified from the data. 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. MAP is used as a formative assessment and used for benchmarking purposes and placement in intervention. The CSIP and the progress notes that accompany it are found on the ASSIST platform of AdvancEd.

PLCs, the administration team, and the instructional coaches use Excel spreadsheets to monitor progress of academic goals and other types of data longitudinally. Data includes individual student data from JCPS CASCADE reports, NWEA's (North West Evaluation Association) Measures of Academic Progress (MAP) assessments for math and reading, interventions, and the state accountability assessment system to monitor

student learning progress.

Knight Middle has developed a comprehensive intervention system providing ongoing support scheduled during the instructional day and utilizing researched based resources/practices. In addition, teachers utilize flexible groupings and differentiated instruction and ensure all students achieve proficiency in all KCAS standards. Knight Middle School uses Student Data Journals that allow students to track their data and see their growth over time. This provides personal ownership of the data for the students. Three times per year, students participate in Goal Setting Conferences: once in the fall after the initial MAP test, Proficiency Assessment 1, and KPREP results are available to set goals for next Proficiencies and Winter MAP. The second conference is held in March to set goals for Spring MAP, and the final conference is held in May reviewing all data for the year and setting goals for KPREP. A key component of the action plan is Tier II and Tier III interventions in math and reading. Based on data, Knight has established an enrichment option during the school day for those students not in need of Tier II/III interventions (Blue Days). Students are also invited to attend BLAST as part of their action plans so as to increase achievement.

The Comprehensive School Improvement Plan and the Quarterly Report will include collecting and monitoring data, involving stakeholders in the analysis and sharing results with them. These documents will reflect the progress of work being done at Knight Middle School.

Knight will continue the iLit Tier III Reading intervention program. Continued funding from General Fund will afford Knight Middle School more opportunities to support more students who are below grade level to work in a differentiated setting to become more fluent in reading and strategic thinking to build reading comprehension. iLit is a Tier III intervention for those students identified as needing intensive Reading intervention. Students are placed in a Tier III Reading intervention based on MAP results, KPREP results, District Proficiency Data and teacher observations. Knight first implemented iLit during the 2014-15 school year and saw tremendous growth with respect to Fall/Spring MAP performance in Reading. Knight will also continue BLAST to extend the student learning day and reinforce proficiency in math and literacy using a project-based environment that also supports the development of social skills. The District has supported this after school program for the last four school years.

Knight students attending BLAST for the 2016-2017 school year showed growth in both reading and math as evidenced by an average growth of 3.1 on the MAP Reading assessment and an average growth of 6.23 on the MAP Math assessment. Typical growth for reading is 7 points and typical growth for math is 7 points.

Finally, survey data will be used to enhance focus on ways to improve parent involvement with consistent communication both school-wide and by individual teams and teachers.

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).

Knight Middle School's Master Schedule provides support for both student and teacher needs. All students are guaranteed daily instruction in the four academic courses: math, ELA, social studies and science. In all grades, Knight students are "double-dosed" in ELA. For those students needing an intensive Tier III intervention in either math or reading, this is provided daily as well. All students are guaranteed one related arts class per day. Students not in need of Tier III intervention receive two related arts classes. Beginning with the 2015-16 school year, Knight has implemented "Blue Days" to ensure that either Tier II intervention in core academics or enrichment courses may be offered twice a week during the school day.

For Knight core academic teachers, including ECE teachers and related arts teacher, there is a guaranteed planning period each day as well as an embedded PD time during the school day. During the ePD time the following activities occur: Interdisciplinary Team Meetings, PLC meetings, Coaching, PBIS (behavior coaching) and time management coaching. Related Arts teachers have the opportunity to attend District PLC meetings.

Since the 2014-15 school year, the District has supported an after school program for students at Knight Middle School (BLAST program). This program runs two-three days a week from 2:20-5:00. Students received instruction based on their own learning needs and interests and in a project-based atmosphere. Students also received a third meal from the federal Nutrition Program. Transportation was provided for every student. Knights BLAST program logged 2,990 additional hours of math, ELA and science instruction for Knight students in the 2016-17 school year. Knight is continuing this program through General Fund funding to extend the student learning day and reinforce proficiency in math and literacy using a project-based environment that also supports the development of social skills. Knight students attending BLAST for the 2016-2017 school year showed growth in both reading and math as evidenced by an average growth of 3.1 on the MAP Reading assessment and an average growth of 6.23 on the MAP Math assessment. Typical growth for reading is 7 points and typical growth for math is 7 points.

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

The Behavior Support team at Knight Middle School is comprised of the Positive Behavior Interventions and Supports (PBIS)/School Response Team (SRT) Coach (chair), Principal, APs, Counselors, FRYSC, Transition Teacher and ECE Consulting Teacher. This team meets weekly to address both school-wide issues (example: student traffic patterns) as well as individual teacher and student concerns with respect to behavior. The team utilizes the Plan-Do-Study-Act model to write plans, review data and rewrite plans. The Behavior Support coach works with administration to develop whole school systems of behavior management PD "looks like, sounds like" as well as providing individual coaching instruction for teachers, group counseling for students (bullying), peer mediation for students. This coach also serves as the front line responder for all Behavior Support calls. In addition, priority schools are all provided ongoing PBIS training and support, enhancing the work of their behavior teams and their overall ability to meet the social-emotional needs of our students. Knight Middle School embraces the model, and the efforts of the entire team were successful in shifting the culture of the school. Evidence of this shift includes a significant reduction in suspensions with "more students in more classes more of the time." In 2013-14, there were 728 suspension days. That number was reduced to 330 days in 2014-15; further reduced to 164 in 2015-16. As of May 1, 2017, there were 154 suspension days for 2016-17.

Knight's Family Resource Youth Service Center (FRYSC) coordinator, Guidance Counselors, Behavior Support Coach and Seven Counties Mental Health Counselor collaborate to develop and facilitate groups that meet the needs of special populations including the following:

- Gender Specific Life Skills
- College and Career support/ILP Monitoring
- Peer Mediation
- Grief Groups
- Academic Corrective Process

- Bullying/Cyber Bullying
- IEP Access
- Anger Management

These programs and groups are designed to meet the social and emotional needs of students to help reduce the risks of suspension, improve attendance rates, and reduce various barriers to learning.

Knight Middle School partners with many community groups to offer a variety of community-based experiences through which our students may enhance their social and emotional development:

- Seven Counties Services
- Junior Achievement
- Louisville Public Library
- Louisville Metro Police
- Blue Lick Elementary Partnership
- Americorps Program
- Fund for the Arts

Our FRYSC coordinator and community school liaison work with these groups to provide quality community based programs, identify students who would benefit from those programs, and ensure the programs are based on the needs of the students, and tailored to assist Knight in reaching the goals of the CSIP.

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?

NA

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.

Knight Middle plans to continue implementing the restaffing model with teachers who meet KY Teacher Standards and who are fully committed to the PLC process, job-embedded professional development, implementation of PBIS (Positive Behavior Intervention Support), and teaching, learning, and assessing according to the KCAS standards. Interdisciplinary team PLCs, department PLCs, and grade level PLCs will be designed so that teachers can examine student data and alter instruction according to the needs of the students. Teacher leaders will attend summer professional development designed to build teacher capacity

in the PLC process, student intervention, and standards based instructional practice. Ongoing job embedded professional development will be implemented at regular intervals to continue to keep teachers abreast of strategies to assist their students' educational growth. Student data will be used to monitor progress through regularly scheduled PLCs, and then ongoing interventions will be implemented for student success. School leaders will regularly monitor progress, give feedback as defined in the PGES system, and participate in collaborative conversations to improve instructional practice.

All Knight coaches will play a key role in helping supply the information necessary to the Knight Leadership Team, Knight administration and the Advisory Council to lead the turnaround work.

In addition, strong collaboration will exist between district staff, Knight Middle coaches, and Knight administration to promote continued professional growth and higher levels of student achievement. In our efforts to improve student engagement, teachers will be trained to incorporate project-based learning and Kagan structures during summer 2017.

Explain how the district plans to ensure the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of teacher seniority.

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

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

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

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

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

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

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

- Implement research based practices to close the achievement gap in reading, writing, and math for students with significant underachievement;
- Implement research based practices in teaching grade level content standards for students with significant underachievement;
- Deconstruct content standards for student with significant academic and cognitive deficits;
- Teach social skills for students with behavioral deficits;
- Teach organization, problem solving, and decision making for student with Executive Functioning deficits;
- Work with teachers in planning and executing co-taught classes;
- Develop and monitor Individual Education Programs, Functional Behavioral Assessments, and Behavior Intervention Plans;
- Collaborate with school-based ECE teachers to ensure students are placed in their least restrictive environment;
- Design and implement data collection systems as a basis for instruction.
- Provide additional support specific to school needs. Topics may include Research Based Literacy Interventions, Co-teaching, Aggression Replacement Training, Understand the Rage Cycle, Classroom Management, and Teaching Intensive Students.

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

District and school ESL (English as a Second Language) personnel provide job embedded professional development and instructional support for all faculty members who serve ESL students. Additionally, the ESL Department will be joining the middle and high school ELA/Math PD collaboratives.

To support student progress in attaining English language proficiency and meeting the academic content standards, LEP students at Knight Middle School, a non-ESL program site, receive differentiated instruction according to the instructional accommodations listed on their Program Services Plan (PSP).

Describe plans, in secondary schools, to increase student enrollment in advanced course work including supports to ensure low-achieving students can take advantage of these programs.

The advance program test is administered to all students identified by teachers or showing promise on other assessments (KPREP, MAP, district proficiency assessments). Parents can also request advance program testing for their child.

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

In 2017-18, all students will have two 12-week Project Lead the Way courses. These courses will encourage critical thinking, team building skills, and cross-curricular connections.

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

There are several activities used to assist incoming sixth graders transitioning into middle school. First, school leaders work with feeder elementary schools to discuss both Knight's overall program and describe the middle school expectations for teaming and scheduling. Prospective students are invited to visit the school. During the summer, we have an open house for both students and their parents. Guided tours are offered to incoming students and their families to build connections to Knight and begin introducing them to

their teachers. We offer a 6th grade summer orientation/camp experience providing opportunities for incoming students to meet classmates, be introduced to teachers, and to become accustomed to the school expectations.

To assist with the transition to high school, 8th grade students and their parents are offered support during the application process as well as transitioning to high school. The guidance counselors offer support to parents and students when reviewing high schools options, individual learning plan (ILP) updates, and the application process. In addition, staff members mentor 8th graders, and each student has the opportunity for one-on-one goal-setting conferences three times per year.

Identify the strategies in place to increase graduation rates.

The district has several systems in place to identify and support students considered at risk for dropout. These include:

- Student Response Teams (particularly for ECE support). This team is composed of counselors and specialists who work with the school when there is a student in crisis or if a struggling student has not responded to the strategies used by the school.
- Positive Behavior Intervention Team – This team of behavior management specialists provide additional support for schools which need additional resources to resolve a student behavior issue or develop a behavior intervention plan.

At the school level, there are multiple supports in place. These include:

- Academic interventions – by remediating academic deficiencies early, the student does not fall behind and is less at-risk of dropping out. Examples of this currently being offered are Tier 3 Intervention Classes, Tier 2 pull-outs, Transition Center support, and Knight's "BLAST" extended school day.
- Behavior interventions – by supporting and adequately addressing behavioral issues, students will be less likely to drop out. We are doing considerable work with Restorative Practices and Behavior Support Team, developing a system that has resulted in a significant reduction in suspensions over the past three years.
- Social-Emotional support – the school counselor is available to work with students who are experiencing social or emotional problems. Along with the counselor is the school FRYSC Coordinator to add support. For students who need more specialized attention, Seven Counties gets involved or the district Student Response Team may assist.
- Knight has also developed initiatives to promote positive student interaction, school ownership, and foster self-sufficiency. 1) BLAST provides opportunities for high levels of student engagement, choice in activities, creative alignment to standards, and student collaboration. 2) PROWL (Prepare, Respect, On Time, Work Hard, Listen) promotes resiliency and reinforces school expectations.
- At the end of each grading period, grades are reviewed for students in danger of failing based on their current circumstance. A resource team of teachers determine if course recovery is necessary. If so, the student is scheduled to course recovery. Grades earned in course recovery are a replacement grade for the previously failed course. This process has resulted in few retentions in the last two years. This ensures students are on track to complete middle school and be promoted to high school with their class.

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

Our Family Resource Youth Services Center (FRYSC) Coordinator works with outside agencies to provide quality community based programs and identify students who would benefit from participation in these programs. The coordinator ensures the programs will address the needs of the students and are tailored to assist Knight in reaching the goals of the CSIP for student success. The following agencies and programs help promote student engagement and the social and emotional needs of students, reducing the risks of suspension, improving attendance rates, and reducing various barriers to learning:

- Seven Counties
- Junior Achievement
- Jefferson Memorial Forest
- Louisville Public Library
- Louisville Metro Police
- Blue Lick Elementary Partnership
- AmeriCorps Program
- Fund for the Arts

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

Knight Middle also utilizes the PAC (Positive Action Center) program where students are assigned when their behaviors are disruptive to the educational environment. In PAC students receive instruction on replacement behaviors with the goal being a reduction in the targeted behaviors and time spent out of the classroom as a result of the targeted behavior. District participation in the implementation of PBIS reinforces existing practices at Knight and offers opportunities for a refinement of current systems.

Knight Middle has developed a corrective action plan process to support academic achievement and identify students needing continued support through Behavior Support Team/committee meetings focused on behavioral interventions. Knight's Behavior Team meets weekly to review student data and develop behavior plans as needed to address students or school-wide issues. Interdisciplinary grade-level teams meet weekly with the Behavior Support coach or administrator to gather data. Knight Middle has multiple adult responders for each Behavior Support call better addressing students' needs.

Continuous collaboration with the district's ECE consulting teacher (assigned to Knight) ensuring an individualized approach when developing interventions/action plans to support students frequently demonstrating inappropriate behaviors. In 2017-18 Knight will serve as the district model for Restorative Practices.

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

Knight serves students in grades 6-8 and does not have a preschool or kindergarten program.

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

In JCPS, Section 7 funds 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.

Knight Middle School will participate in all activities sponsored by the Kentucky Department of Education related to Priority School work. Additionally, the district will provide professional development and/or information sessions to the school leadership team and to the Advisory Council as to appropriate and allowable activities and expenses. There are no pre-implementation activities that require SIG funding.

Over the course of the last 3 years, we have reviewed and revised every SBDM policy to reflect the work we are doing. We will continue this process as we continue to evolve on our journey of school improvement. SBDM policies are viewed much as the CSIP progress notes – continuous updating to reflect the current reality. These are living documents, not static documents to be put on a shelf.

At the beginning of the 2015-16 school year, Knight embarked on a fact finding mission to engage with our parents on how to better serve them as we implement the turnaround model. We held town hall-style meetings and listened to our parents describe their wants and needs from the school. We have since made the following changes:

- Parents need to feel invited and welcomed into our building. Our response was to utilize our social media more with at least one positive and one informational item on Facebook and Twitter daily. For the 2017-18 school year, we are taking this one step further. We are “branding” our school with the #KnightLife logo. Both FB and Twitter will be flooded daily with the great news about KMS and all the ways parents can be a part of the school.
- Parents wanted the school to host more events showcasing their students (i.e., hold more parent night activities at our school). Last year we held two related arts exhibitions in which students performed in choir, orchestra and band and students demonstrated projects in STEAM, PE and Health. We will continue with this model in 2017-18, as we had huge attendance and response. We are going to include drama this year with a goal to showcase a production in the fall and spring.
- Parents wanted classes designed for them in which we could show them how to best help their students at home. Last year, during our two math nights and two literacy nights, we taught parents our instructional strategies to help them help their student. We will continue with these evenings. However in 2017-18 the focus will change to where we will be doing exhibitions of student projects from our project-based learning, MakerSpace, STEAM or GeniusHour model.
- We redesigned our Open House as a workshop model in which parents could choose what sessions they wanted to attend based on information we gathered from them about their wants and needs. We designed workshop model classes around such things as “goal-setting with your student,” “how to

read the KPREP report,” “PBIS at Knight Middle School,” “Activities and athletics available to my student and how to get involved” and “Afterschool academic support BLAST for my student.” This year we will be incorporating classes on “student-led conferencing,” “restorative practices at KMS” and “PBL, MakerSpace and GeniusHour”.

- Knight has hired an Instructor for the 2017-18 school year to act as a facilitator between home, school and community. This person will be working with our teachers on their PBL, GeniusHour and STEAM projects helping to find community and home resources to bring authenticity to everything we do at KMS.
- Knight will be using our social media platforms to share data specific to KMS with regards to student achievement and climate and culture with our families weekly.

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.

District assistant superintendents and evaluation transition coordinators will work closely with the school leadership teams to monitor the instructional practice. Analyzing data (i.e. behavioral, CASCADE, walk-through, etc.) and determining next steps is a key component to the turnaround work. The Education Recovery (ER) staff will be available for consult.

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

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

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

Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, all existing staff was overstaffed. A screening and selection process, using the Kentucky Teacher Standards adopted by the local board, was utilized for interviewing and selecting teachers currently in the building who wanted to remain, as well as candidates new to Knight. In 2010, no more than 50% of current staff was rehired to work at Knight. Schools are afforded the opportunity, after the initial restaffing, to select staff that will best fit the culture and dispositions at their school. Because the District wants to support the work in the priority schools, the schools are provided access to teacher lists before other schools and are not required to take teachers who are on the transfer list as other schools in the district are required to do as agreed upon in the agreement with the teachers' union.

When the selection committee determined which teachers would remain in the school, those not selected had the opportunity to request transfers.

The school-based selection committee is comprised of two Jefferson County Teachers' Association (JCTA) representatives and two administration representatives.

The administrative team reviewed 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 assigned teachers to the appropriate courses and grade-levels to maximize the achievement of the school's improvement goals in accordance with JCTA/JCBOE agreement.

Knight Middle School continues to actively work to retain teachers who possess the capacity to carry out the school's improvement goals. These teachers subsequently provide professional support and leadership to newly hired staff to build their capacity to effectively carry out the school's improvement goals.

Knight has assigned teachers intentionally to match strengths with student needs and to increase collaboration potential within their PLC and interdisciplinary teams.

Finally, Knight provides 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.

Knight Middle School will use all allocated staff positions and retain/hire qualified teachers to support teachers in effectively carrying out the school's overall school improvement plan. The district-funded goal clarity coach and resource teacher, and prior SIG-funded math coach positions will assist in ensuring capacity building and ongoing mentoring support as new teachers improve practice to meet the differentiated needs of all students. The Title I budget supports a .5 teacher for double blocking ELA and a STEAM math teacher is supported by Title I and prior SIG funding. General Fund provides the continued implementation of iLit and Title I allows for Tier III math intervention. This intervention supports struggling students to engage in math and literacy skills and provides professional development opportunities for teachers to engage in collaborative learning. SIG funds will allow the school to provide more intervention support with the inclusion of another math intervention teacher and Instructor III. The Section 7 budget provides for the Behavior support for the school.

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

The SIG has allowed the school to build capacity on the front end to set a foundation for the school to turnaround. Recently, the district approved an additional budget request for two additional ELA teachers who were previously funded through SIG. We are now able to sustain our ELA initiatives through General Fund for three years with an option to reapply for continuation. Funding provided by the SIG will allow the school to

provide Tier III intervention support for math. The district has provided a goal clarity coach and a special education resource teacher to support school improvement efforts. Funds for these positions have come from various sources including general fund, Title I, etc. Additionally, the principal at Knight Middle will be given 20 extra work days in an extended calendar. These days are used to support improved student achievement. The principal will submit a calendar, which is approved by the assistant superintendent. Data will be collected, analyzed, and monitored related to instructional effectiveness. Improvement of instruction will be a focus with systems created to review planning documents, assessment data, and student work on a regular and routine basis.

The school will continue to embed professional development opportunities developing teachers to enhance practice and develop strategies aligned to Knight's coaching efforts. Once the SIG funds are no longer available, the professional development support will be provided by in-house staff, as well as the goal clarity coach. In addition, professional development opportunities will be identified and facilitated based on the feedback from staff, alignment to growth plans/PGES, student data, and a continuation of current coaching systems. There will also be a continued use of allocated PD, Extended School Services (ESS), and textbook funds to reinforce the school's CSIP implementation.

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.

Parents serve on the school's Advisory Council and will take part in the review, development, and feedback process pertaining to the school's improvement goals. Community school partners such as Junior Achievement, Americorps, and Fund for the Arts, will work with the FRYSC coordinator and school leadership to provide quality after/in-school school programs based on the goals of the school improvement plan and the Kentucky Common Core Curriculum. The aforementioned programs provide community engagement, academic and interpersonal skills that will help students as they navigate through middle school.

Parents provide valuable feedback and input through the AdvancED surveys (ASSIST - "Missing Piece") and the district's Comprehensive School Surveys. The school's administrators, SBDM Advisory Council, and staff review this feedback to engage all stakeholders.

In addition, there will be a continued focus on strategies to engage parents, communicate the schools' vision, and promote PTSA involvement.

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

Over the past several years, the JCPS Board of Education has been engaged in a thorough review process of all district policies. The Curriculum and Instruction policies were revised and approved by the board on January 13, 2014. The revised policies ensure that there are no barriers to prevent full implementation of the intervention model. Some of the new policies are strongly aligned with the model. For instance, Policy 8.111 Professional Learning Communities states that the district will support appropriate infrastructure and systems

to support the PLC process of teachers working collaboratively to ensure academic achievement for each student. The district also provides sample SBDM policies to schools for use in developing school specific SBDM policies. A process is in place to ensure all sample policies are aligned with board policies, applicable laws and administrative procedures.

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

- SBDM specialist will determine the applicable laws, JCBOE policies and administrative procedures that relate to the sample policy to be developed.
- SBDM specialist will contact the appropriate content specialist (for example, Assistant Superintendent for Diversity, Equity and Poverty Programs will be asked to review the sample Equity and Diversity policy) for assistance in drafting the SBDM sample policy.
- Once drafted, a copy of the sample policy will be forwarded to all cabinet members for final review and approval. SBDM specialist and content specialist will be available to meet with cabinet if necessary.
- Once approved, the policy and information about applicable laws, JCBOE policies and administrative procedures will be emailed to all SBDM principals.
- Additionally, the new sample policy will be highlighted in SBDM Connections and posted on the SBDM website.

Procedures to screen actual school policies include the following steps:

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

Given that the council at Knight Middle School was placed in advisory capacity based on the findings from the original school leadership assessment, all advisory council actions are merely recommendations to the superintendent or designee. The district SBDM Specialist completed a review of the school's advisory SBDM council record keeping on February 4, 2015 and provided feedback to the Advisory Council. Any school level policies are reviewed by the advisory council and approved by the principal and the Achievement Area Assistant Superintendent.

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

Within the past two years The Board of Education has approved policies and practices that support turnaround efforts at Knight Middle School. Key actions include the following items:

Acceptance of the 2016-17 Certified Evaluation Plan: on May 26, 2016, the board approved the Certified Evaluation Plan, which features full implementation of the professional growth and effectiveness system 2013-18 Agreement between the Jefferson County Board of Education and the Jefferson County Teacher Association: this agreement provided special provisions and exemptions for priority schools that aid in the recruiting and retaining of effective teachers.

Approved a Professional Services Contract with Solution Tree: during the summer and school year of 2015-16, Solution Tree trained principals, assistant principals, and goal clarity coaches on assessment literacy and professional learning communities.

Approval of the 2016-17 Working Budget: this budget included an add-on for priority schools to extend learning time.

The assistant superintendents offer professional development for all of the assistant principals who serve in priority schools. This PD is tailored to the needs of priority school assistant principals and is designed to move the work of the school forward. APs are offered the opportunity to share ideas, strategies and resources as well

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

The district has also provided support around the TPGES implementation. District evaluation transition coordinators have provided group training sessions and individual support to principals and teams to implement the system. As the schools learn the system, more and more common language is being used and more conversations are held that focus directly on improving the teaching in classrooms. There is also support for schools from the Computer Education Support Department for technical help. JCPS has granted the school principal autonomy to adjust the school's master schedule, provide specific professional development aligned to the school's improvement goals, and flexibility to align budgets to the school's improvement goals. JCPS has also allowed the CSIP to take precedence as the school's governing document granting the school the authority to avoid possible conflicts with the teachers' union in the best interest of meeting the school's improvement goals. School leadership also has the autonomy to determine teacher and administrative roles and responsibilities in response to the CSIP.

As a result of district support, Knight will implement a master schedule that embeds a PLC/Professional Development period for teachers to collaborate and adjust instructional practices to meet student learning needs based on student learning data collected from multiple assessments. Teachers will be required to attend professional development activities and conduct PLCs during this planning time. Resource teachers will actively coach teachers to effectively implement the PLC process and provide specific professional development aligned with the school's improvement goals. The administrative team will alter their daily schedules as well to ensure regular attendance and monitoring of teacher PLCs and the consistent collection of data related to instructional practices as a means to regularly provide teachers with individualized feedback and professional development. Every six weeks the principal will meet with individual teachers and their coaches to discuss student progress through the standards and intervention plans being utilized. These "standards" meetings are integral to the ensuring a targeted "name and claim" approach to our intervention approach. This reinforces the ongoing analysis of student data to promote fluid, meaningful intervention/enrichment opportunities.

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.

Knight partners with KDE staff primarily supporting the work around instruction, analyzing data, and other individualized school needs. The frequent evaluation of the school's CSIP, instructional data and student learning data will serve to guide the most effective use of the team's role in supporting the achievement of the school's improvement goals

The administrative team will frequently monitor the improvement of instructional practices as a result of the implementation of PLCs. Regular review of student assessment data will also play an important role in evaluating the effectiveness of PLCs and their effect on student learning.

Knight Middle School has been designated as a Restorative Practices Model for the district beginning in 2017-18. The Restorative Practices training is through IIRP. The District is partnering with the University of Louisville to study the effectiveness of Restorative Practices as it relates to affirmative language used with students. Knight also partners with Indiana University Southeast, Bellarmine, Spalding and the University of Louisville for the placement of pre-service teachers for observation hours. Knight hosts between 25-30 pre-service teachers a year for a total of between 500-600 hours of observations. Our teachers avail themselves to the pre-service teachers to meet with them, answer questions, read reflections and participate in evaluating the pre-service teacher's experience at Knight. Knight's principal sits on the University of Louisville's School of Education Steering committee for Teacher Ed Program. This committee meets three times per year to evaluate programming and make suggestions for next steps. All this helps with school improvement as it ensures quality candidates for Priority Schools as well as gives our teachers more opportunities to reflect on their own craft while working with a pre-service teacher.

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

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

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

The achievement area assistant superintendent and the evaluation transition coordinator will work regularly with the identified schools to ensure a sustainable plan is being created that will positively affect student achievement. As the assistant superintendents and school leadership teams work together, it will be incumbent upon them to work and re-work plans as new data is examined. Working as a team will enhance the work and will ensure there are multiple voices heard and many people are a part of improving the policies, procedures and systems. The work will be captured in the Quarterly Reports as well as 30-60- 90 or other similar planning documents. Because these documents are federal requirements, there will be a record of the work. The district staff and the ER staff will work together to monitor the plans and ensure school teams are working together to provide effective strategies to improve student achievement.

Timeline

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

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

Year 1: 2017-18

Task	Sponsor	Due Date
Principal, Goal Clarity Coach, and Resource Teacher will participate in NISL (National Institute for School Leadership) training.	Principal	Spring 2017 and on-going
Whole school training on Restorative Practices.	Principal	May 2017
Teachers will be assigned to collaborative teams/interdisciplinary teams and will be provided time for collaboration on a weekly basis during the regular contractual day.	Principal/ Administrative Team/Coaches	Summer 2017 and on-going
Principal and Goal Clarity Coach will attend Leadership Training by the Buck Institute to support implementation of project-based learning.	Principal	June 2017
Selected teachers will attend a variety of conferences this summer including Creating Innovators with Design Thinking and Makerspaces Conference in Boston, Murray State College Career Summit, Tech-Teach-Learn Conference at Kentucky Country Day, JCPS Deeper Learning Conference, and Project Lead the Way.	Principal	Summer 2017
Grade level content and interdisciplinary team PLC leaders will be chosen to help lead the collaborative process	Principal/ Administrative Team/Coaches	Summer 2017
A team of four (Principal, Goal Clarity Coach, Math Lead, ELA Lead) will participate in the Deeper Learning Cohort through the UK Next Generation Academy.	Principal	Summer 2017 through Summer 2018

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

Task	Sponsor	Due Date
A one-day Leadership Retreat for the purpose of reviewing our Mission, Vision and setting the course for the new school year.	Leadership Team	August 2017
Kagan Collaborative training for whole school.	Principal	August 2017
Training for new teachers on Knight Middle School culture.	Principal/ Behavior Coach	August 2017
Whole school training on project-based learning presented by the Buck Institute with follow-up training during the school year.	Principal	August 2017 and ongoing
Content vertical alignment and integration of project-based learning PD session.	Principal	August 2017
A one-day Knight Middle School Retreat for the purpose of collaboratively reviewing and revising the mission and vision for Knight. Staff members will engage in a process to articulate and endorse collective commitments that will advance the school toward its vision.	Principal/School Staff	August 2017
Guidelines, protocols, and processes will be reviewed and revised to ensure PLCs use collaborative time to focus on topics that will have a positive impact on student achievement.	Coaches/ Department Chairs/ PLCs	August 2017 and monthly
Specific events will be designed for parents to encourage involvement in their child's education. These include Literacy Night, Math Night, and training regarding Student Goal Setting Conferences with an invitation to participate in their child's conferences.	Parent Involvement Coordinator	Fall 2017 and ongoing
A school-wide PD plan and calendar will be maintained and published monthly that aligns with PLC work, Professional Growth Plans, and the CSIP.	Principal/ Coaches/ Administrative Team	On-going
PLC's/Interdisciplinary Teams will be monitored to ensure support is provided when a team or team member struggles.	Administrative Team/ Coaches	On-going
Resources, including time, money, materials, and staff, will be allocated to support PLC's.	Administrative Team	On-going
All PLC teams will establish annual SMART goals and report on progress in attaining goals.	PLCs/Teams	August 2017
SMART goals will be monitored as a component of the 30-60-90 Quarterly Report process.	Principal/Knight Staff	On-going
District Proficiency Assessments will be administered to students three times yearly based on the district curriculum timeline.	PLCs/Coaches	On-going
MAP (Measures of Academic Progress) will be administered in Fall, Winter, and Spring and used as benchmark testing to determine student progress and placement in interventions.	Goal Clarity Coach	On-going
Student Goal Setting Conferences will be held three times yearly. Students meet one-on-one with a teacher or staff member to review and record their current data (KPREP, Proficiency Assessments, MAP) and set goals for the immediate future.	Goal Clarity Coach	On-going

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

Task	Sponsor	Due Date
Content area PLCs will identify three to four key standards for mastery for each of the proficiency cycles.	PLCs/Coaches	On-going
Content area PLCs will work to clarify essential learning for each unit following the district-established pacing guides.	PLCs/Coaches	On-going
Content Area PLCs will create and administer common formative assessments and analyze the results together.	PLCs/Coaches	On-going
PLCs will use and participate in updating the common online tracking system for assessment data.	PLCs/Coaches	On-going
Teachers will work in PLCs to develop common rubric criteria and apply that criteria to student work.	PLCs/Coaches	On-going
Teachers will present data, analysis, and progress of Essential Standards with the Principal and PLC.	Teachers/Coaches/ Principal	Every cycle
The school will provide students with additional time and support through extended learning opportunities when they experience difficulty. This additional time will occur during and after the school day.	Principal/PLCs/ Teachers/Coaches	On-going
Students will complete KPREP assessment	Goal Clarity Coach	May 2018

Year 2: 2018-19

Task	Sponsor	Due Date
Teachers will be assigned to collaborative teams/interdisciplinary teams and will be provided time for collaboration on a weekly basis during the regular contractual day.	Principal/ Administrative Team/Coaches	Summer 2018 and on-going
Grade level content and interdisciplinary team PLC leaders will be chosen to help lead the collaborative process	Principal/ Administrative Team/Coaches	Summer 2018
A one-day Leadership Retreat for the purpose of reviewing our mission, vision and setting the course for the new school year.	Leadership Team	August 2018
Training for new teachers on Knight Middle School culture.	Principal/ Behavior Coach	August 2018
Content vertical alignment and integration of project-based learning PD session.	Principal	August 2018
A one-day Knight Middle School Retreat for the purpose of collaboratively reviewing and revising the mission and vision for Knight. Staff members will engage in a process to articulate and endorse collective commitments that will advance the school toward its vision.	Stakeholders	August 2018
Guidelines, protocols, and processes will be reviewed and revised to ensure PLCs use collaborative time to focus on topics that will have a positive impact on student achievement.	Coaches/ Department Chairs/ PLCs	August 2018 and monthly
Specific events will be designed for parents to encourage involvement in their child's education.	Parent Involvement Coordinator	Fall 2018 and ongoing

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

Task	Sponsor	Due Date
A school-wide PD plan and calendar will be maintained and published monthly that aligns with PLC work, Professional Growth Plans, and the CSIP.	Principal/ Coaches/ Administrative Team	On-going
PLC's/Interdisciplinary Teams will be monitored to ensure support is provided when a team or team member struggles.	Administrative Team/ Coaches	On-going
Resources, including time, money, materials, and staff, will be allocated to support PLC's.	Administrative Team	On-going
All PLC teams will establish annual SMART goals and report on progress in attaining goals.	PLCs/Teams	August 2018
SMART goals will be monitored as a component of the 30-60-90 Quarterly Report process.	Principal/Knight Staff	On-going
District Proficiency Assessments will be administered to students three times yearly based on the district curriculum timeline.	PLCs/Coaches	On-going
MAP (Measures of Academic Progress) will be administered in Fall, Winter, and Spring and used as benchmark testing to determine student progress and placement in interventions.	Goal Clarity Coach	On-going
Student Goal Setting Conferences will be held three times yearly. Students meet one-on-one with a teacher or staff member to review and record their current data (KPREP, Proficiency Assessments, MAP) and set goals for the immediate future.	Goal Clarity Coach	On-going
Content area PLCs will identify three to four key standards for mastery for each of the proficiency cycles.	PLCs/Coaches	On-going
Content area PLCs will work to clarify essential learning for each unit following the district-established pacing guides.	PLCs/Coaches	On-going
Content Area PLCs will create and administer common formative assessments and analyze the results together.	PLCs/Coaches	On-going
PLCs will use and participate in updating the common online tracking system for assessment data.	PLCs/Coaches	On-going
Teachers will work in PLCs to develop common rubric criteria and apply that criteria to student work.	PLCs/Coaches	On-going
Teachers will present data, analysis, and progress of Essential Standards with the Principal and PLC.	Teachers/Coaches/ Principal	Every cycle
The school will provide students with additional time and support through extended learning opportunities when they experience difficulty. This additional time will occur during and after the school day.	Principal/PLCs/ Teachers/Coaches	On-going
Students will complete KPREP assessment	Goal Clarity Coach	May 2019

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

Year 3: 2019-20

Task	Sponsor	Due Date
Teachers will be assigned to collaborative teams/interdisciplinary teams and will be provided time for collaboration on a weekly basis during the regular contractual day.	Principal/ Administrative Team/Coaches	Summer 2019 and on-going
Grade level content and interdisciplinary team PLC leaders will be chosen to help lead the collaborative process	Principal/ Administrative Team/Coaches	Summer 2019
A one-day Leadership Retreat for the purpose of reviewing our mission, vision and setting the course for the new school year.	Leadership Team	August 2019
Training for new teachers on Knight Middle School culture.	Principal/ Behavior Coach	August 2019
Content vertical alignment and integration of project-based learning PD session.	Principal	August 2019
A one-day Knight Middle School Retreat for the purpose of collaboratively reviewing and revising the mission and vision for Knight. Staff members will engage in a process to articulate and endorse collective commitments that will advance the school toward its vision.	Stakeholders	August 2019
Guidelines, protocols, and processes will be reviewed and revised to ensure PLCs use collaborative time to focus on topics that will have a positive impact on student achievement.	Coaches/ Department Chairs/ PLCs	August 2019 and monthly
Specific events will be designed for parents to encourage involvement in their child's education.	Parent Involvement Coordinator	Fall 2019 and ongoing
A school-wide PD plan and calendar will be maintained and published monthly that aligns with PLC work, Professional Growth Plans, and the CSIP.	Principal/ Coaches/ Administrative Team	On-going
PLC's/Interdisciplinary Teams will be monitored to ensure support is provided when a team or team member struggles.	Administrative Team/ Coaches	On-going
Resources, including time, money, materials, and staff, will be allocated to support PLC's.	Administrative Team	On-going
All PLC teams will establish annual SMART goals and report on progress in attaining goals.	PLCs/Teams	August 2019
SMART goals will be monitored as a component of the 30-60-90 Quarterly Report process.	Principal/Knight Staff	On-going
District Proficiency Assessments will be administered to students three times yearly based on the district curriculum timeline.	PLCs/Coaches	On-going
MAP (Measures of Academic Progress) will be administered in Fall, Winter, and Spring and used as benchmark testing to determine student progress and placement in interventions.	Goal Clarity Coach	On-going
Student Goal Setting Conferences will be held three times yearly. Students meet one-on-one with a teacher or staff member to review and record their current data (KPREP, Proficiency Assessments, MAP) and set goals for the immediate future.	Goal Clarity Coach	On-going
Content area PLCs will identify three to four key standards for mastery for each of the proficiency cycles.	PLCs/Coaches	On-going
Content area PLCs will work to clarify essential learning for each unit following the district-established pacing guides.	PLCs/Coaches	On-going

Task	Sponsor	Due Date
Content Area PLCs will create and administer common formative assessments and analyze the results together.	PLCs/Coaches	On-going
PLCs will use and participate in updating the common online tracking system for assessment data.	PLCs/Coaches	On-going
Teachers will work in PLCs to develop common rubric criteria and apply that criteria to student work.	PLCs/Coaches	On-going
Teachers will present data, analysis, and progress of Essential Standards with the Principal and PLC.	Teachers/Coaches/ Principal	Every cycle
The school will provide students with additional time and support through extended learning opportunities when they experience difficulty. This additional time will occur during and after the school day.	Principal/PLCs/ Teachers/Coaches	On-going
Students will complete KPREP assessment	Goal Clarity Coach	May 2020

Annual Goals

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

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

ANNUAL GOALS

Prior School Level Delivery Targets and Actual School Scores The table below is based on data from School Report Card for All Students

Content		2013-14	2014-15	2015-16 (Baseline)	2016-17
Math	Delivery Target	32.7	41.1	49.5	58.0
	Actual (%P/D)	19.5	17.0	22.0	
Reading	Delivery Target	38.5	46.2	53.9	61.6
	Actual (%P/D)	27.5	28.7	33.1	

School Level Delivery Targets

Delivery Targets in the table below were determined based on 2015-16 KPREP scores to project out to 2021. The delivery targets are based on the state's accountability formula of $[100 - (\%P/D\ 2016)] / 10 + (\%P/D\ 2016)$ for 2017. The constant $[100 - (\%P/D\ 2016)] / 10$ is then added to each year's determined Delivery Target to calculate the following year. Data represents All Students.

Content		2015-16 (Baseline)	2016-17	2017-18	2018-19	2019-20	2020-21
Math	Delivery Target		30.0	37.8	45.6	53.4	61.2
	Actual (%P/D)	22.2					
Reading	Delivery Target		39.8	46.5	53.2	59.9	66.6
	Actual (%P/D)	33.1					

Grade Level Delivery Targets

Delivery Targets in the following table were calculated as described above based on 2015-16 KPREP

scores. Data represents grade levels.

Content		2015-16 (Baseline)	2016-17	2017-18	2018-19	2019-20	2020-21
Math 6	Delivery Target		31.8	39.4	47.0	54.6	62.2
	Actual (%P/D)	24.2					
Math 7	Delivery Target		27.7	35.7	43.7	51.7	59.7
	Actual (%P/D)	19.7					
Math 8	Delivery Target		30.3	38.0	45.7	53.4	61.1
	Actual (%P/D)	22.6					
Reading 6	Delivery Target		42.7	49.1	55.5	61.9	68.3
	Actual (%P/D)	36.3					
Reading 7	Delivery Target		40.8	47.4	54.0	60.6	67.7
	Actual (%P/D)	34.2					
Reading 8	Delivery Target		36.7	43.7	50.7	57.7	64.7
	Actual (%P/D)	29.7					

GOALS:

Increase the percentage of students at Knight Middle School scoring proficient/distinguished in reading from 33.1% to 59.9% on the reading KPREP assessment by 2020.

Increase the percentage of students at Knight Middle School scoring proficient/distinguished in mathematics from 22.2% to 53.4% by 2020.

Increase the percentage of students at Knight Middle School scoring proficient/distinguished in social studies from 18.5% to 56.5% by 2020.

Increase the percentage of students at Knight Middle School scoring proficient/distinguished in writing from 26.7% to 55.9% by 2020.

Usually we would have goals for Science, Visual and Performing Arts, and Practical Living/Career Studies, but with recent changes in assessment (for Science) and Senate Bill 1 (Program Reviews), we must wait until more specific direction is given from the Kentucky Department of Education.

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.

Delivery Target for Each Quarter for Math and Reading – All Students (As measured by MAP and District Proficiencies)

Knight Middle	Year	Q1	Q2	Q3	Q4
Math	2016-17(Baseline)				30
	2017-18	31.95	33.9	35.85	37.8
	2018-19	39.75	41.7	43.65	45.6
	2019-20	47.55	49.5	51.45	53.4
Reading	2016-17 (Baseline)				39.8
	2017-18	41.48	43.16	44.84	46.5
	2018-19	48.18	49.86	51.54	53.2
	2019-20	54.88	56.56	58.24	59.9

Delivery Target for Each Quarter for Math and Reading by Grade Level (As measured by MAP and District Proficiencies)

Knight Middle School	Grade	Year	Q1	Q2	Q3	Q4		
Math	6th	2016-17 (Baseline)					31.8	
		2017-18	33.7	35.6	37.5	39.4		
		2018-19	41.3	43.2	45.1	47		
		2019-20	48.9	50.8	52.7	54.6		
	7th	2016-17 (Baseline)					27.7	
		2017-18	29.7	31.7	33.7	35.7		
		2018-19	37.7	39.7	41.7	43.7		
		2019-20	45.7	47.7	49.7	51.7		
	8th	2016-17 (Baseline)					30.3	
		2017-18	32.23	34.16	36.09	38		
		2018-19	39.93	41.86	43.79	45.7		
		2019-20	47.63	49.56	51.49	53.4		
	Reading	6th	2016-17 (Baseline)					42.7
			2017-18	44.3	45.9	47.5	49.1	
			2018-19	50.7	52.3	53.9	55.5	
			2019-20	57.1	58.7	60.3	61.9	
7th		2016-17 (Baseline)					40.8	
		2017-18	42.45	44.1	45.75	47.4		
		2018-19	49.05	50.7	52.35	54		
		2019-20	55.65	57.3	58.95	60.6		
8th		2016-17 (Baseline)					36.7	
		2017-18	38.45	40.2	41.95	43.7		
		2018-19	45.45	47.2	48.95	50.7		
		2019-20	52.45	54.2	55.95	57.7		

Goal: Increase the percentage of students scoring proficient/distinguished in each content area each quarter based on the Delivery Target chart above.

Proficiency Assessment data and MAP data will be used to determine if goals are met by school and by grade level.

PLC's will provide time for assessment selection, data review, and planning for intervention on a regular basis in reading and math.

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

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 district and KDE will analyze student performance data to determine next steps. Typically, the area superintendent will access the district's dashboard to review progress data then consult with the school's Instructional Leadership Team, Director of Priority Schools, ETC, and Education Recovery Leader about next steps for improvement. This analysis is informed by the current teacher performance standards and the Danielson's Framework for teaching under the PGES. Depending on the results of the analysis at the individual school, the district will make plans to take proactive steps toward improvement. Should there be any concerns, the area superintendent will complete walk-throughs of the building, meet with members of the instructional leadership team, and ensure the team has developed and will implement a clear next steps plan to correct the concern. Changes will be incorporated into the school's 30/60/90 plan. Changes to school improvement plans will be incorporated into the CSIP annually.

Consultation

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

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

A team of district, state, and school-based staff developed the intervention model described in the School Improvement Grant for Knight Middle School. This team considered suggestions from the JCPS Chief Academic Officer with input from the Evaluation and Transition Coordinator for JCPS Academic Achievement Area 3, staff at the JCPS Data Management, Planning, and Program Evaluation office and school-based resource staff and administrators. The plan was reviewed several times by team members for content and budget checks.

The comprehensive reform initiative outlined in the School Improvement Grant will be monitored on a quarterly basis each year through a "Quarterly Report", which is submitted to the Kentucky Department of Education. Student progress will be measured using the district diagnostic and proficiency assessments for each content area, and Measures of Academic Progress (MAP) assessments. Student data will be examined

and next steps for instruction will be developed through the development of a comprehensive PLC schedule that follows each round of district proficiencies as outlined above. Progress will be monitored by the faculty who analyze and respond to all data in the Quarterly Report prior to submission. Adjustments will be made to the intervention strategies through the quarterly reporting data analysis and reflection process. Quarterly Report results will be shared with the members of the SBDM Advisory Council (which includes teachers and parents), the Assistant Superintendent for Academic Achievement Area 3, and the larger school community.

In addition, Knight using parent survey data (i.e. Missing Pieces, Comprehensive School Survey, etc.) and will focus on additional strategies to effectively communicate with and engage families in their child's education.

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.

Math Intervention Teacher (2017-18, 2018-19 and 2019-20)

Our current Math data using both MAP and District Proficiency Assessments shows that we are far away from reaching both our Proficiency Goals and our Novice Reduction Goals for this school year.

At Knight Middle School many students enter below grade level and are lacking in a knowledge of basic skills which makes our pyramid of interventions upside down. This means we have a disproportionate number of students in need of Tier III interventions as compared to other schools. At the beginning of the 2016-17 school year, Knight Middle School used the MAP test to assess the readiness of our students for grade-level work and to make intervention placements in Reading and Math. For Math 72.1% of the 6th grade class, 71.4% of the 7th grade class, and 72.1% of the 8th grade class scored below grade level.

When more than 50% of the students need Tier III interventions in Math, resources are taxed to the maximum. We seek funding to bolster this process.

By hiring a math intervention teacher, will be able to support instruction to address deficit skills in math and personalize learning for each student.

Salaries for the SIG-funded Math Intervention Teacher (calculated at \$49,990 in year one – 187 day contract) are based on district averages for middle schools for 2017-18 with a 3% increase for 2018-19 and 2019-20. Per current negotiated collective bargaining agreement, all teachers are also paid for three extended days at their daily rate, which include two days for parent teacher conferences and one day prior to the start of school to prepare for the upcoming school year (\$802 in year one with 3% increase for 2018- 19 and 2019-20).

2. Instructor III (2017-18, 2018-19)

Knight Middle School has been selected as the model middle school for JCPS in 2017-18 for implementation of Restorative Practices (RP). In May of 2017, 100% of Knight staff, including all certified and classified (custodial and cafeteria staff as well), completed two days of training on Restorative Practices with IIRP, the International Institute for Restorative Practices. Knight Middle School has seen a reduction of over 80% in suspensions in the last three years. Using RP to support not only teachers but students will help Knight continue to be the model in JCPS for suspension reduction. The Instructor III will be utilized to support teachers and students in quickly building capacity incorporating Restorative Practices into our daily practice.

Salary for the Instructor III position was calculated at \$26,900 based on the district's approved salary schedule for the 187-day position.

1. PD stipends (2017-18, 2018-19, 2019-20)

Knight Middle School is unafraid to look at all our programming as we seek continuous improvement. Knight is vigilant in seeking professional learning experiences to support our efforts in school improvement. During the summer of 2017, staff will be engaged in professional learning experiences in the following areas: Restorative Practices (whole school), Buck Institute Project Based Learning (Whole School), Project Lead the Way (3 teachers taking a total of 6 different courses), JCPS Deeper Learning Conference, KCD Tech-Teach-Learn Conference, National Institute for School Leadership, MDC/LDC Conference, Kagan Structures – Cooperative Learning workshop (whole school), University of Kentucky Next Generation Academy Cohort #2 – School Administration and Teacher Leadership in Deeper Learning, and Creating Innovators with Design Thinking and Makerspaces Conference. All of these professional learning experiences will take place prior to our coming together at the 2017-18 Faculty Retreat to rededicate ourselves to our Core Values and Mission. To support teacher learning and to sustain the work we are doing, for teachers who have acquired their PD credit for the year, we would offer a PD stipend for their participation. Knight Middle School is always striving to improve our craft so we can provide our students with a quality education that will change the trajectory of lives. Knight Middle School remains steadfast in our quest to be a wonderful place of learning for students and adults alike.

PD stipends were calculated at \$21.60 per hour based on the district's approved salary schedule. The budget would support 3.09 hours of PD per teacher in year one and 6.75 hours of PD per teacher in years two and three.

Mandatory fringe benefits for the math intervention teacher, Instructor III and PD stipends in year one (2017-18) include employer Medicare contribution (\$1,156), Ky. Teacher Retirement System (KTRS) (\$12,834), KSBA unemployment insurance (\$148), and workmen's compensation insurance (\$231). Other mandatory fringes for the math interventionist and Instructor III positions only include life insurance (\$83), liability insurance (\$88), long-term disability (\$231), federally-funded health care benefits (\$14,400), federally funded life insurance benefits (\$24), and federally-funded state administration fee (\$192).

In year two (2018-19), fringe costs increase due to a 3% increase in salaries for the math intervention teacher and Instructor III and an increase in PD hours per teacher. Fringes for the math intervention teachers, Instructor III and PD stipends include employer Medicare contribution benefits (\$1,224), Ky. Teacher Retirement System benefits (KTRS) (\$13,592), KSBA unemployment insurance benefits (\$172), and workmen's compensation insurance (\$244). Other fringes applied only to the math intervention teacher and Instructor III positions include life insurance (\$84), liability insurance (\$88), long-term disability (\$237),

federally-funded health care benefits (\$14,400), federally-funded life insurance benefits (\$24), and federally-funded state administration fee (\$192).

In year three (2019-2020), the Instructor III position is not included in the budget. Mandatory fringe costs for the math intervention teacher and PD stipends follow the same pattern as years one and two. Rates are slightly higher given the increase in the math intervention teacher's salary.

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.)

Other resources that will be used to support the intervention model will be:

- Textbook funds (state/district) providing resources identified by PLCs to enhance instruction
- A Goal Clarity Coach to work directly with PLCs (district)
- Safe School funds for after school activities/clubs
- ECE Consulting Resource Teacher to support PLCs and collaborative practice (district)
- Transition Center Teacher to provide instruction/support to identified students (district)
- Behavior Support Coach (district)
- Math Instructor II (Title I)
- ELA teachers – double block (.5 Title I, 1.5 General Fund – 1 was previous SIG, General Fund additional budget request was approved in move toward sustainability)
- ELA Interventionist (General Fund, was previous SIG, General Fund additional budget request was approved in move toward sustainability)
- Resource Teacher (General Fund, was previous SIG, General Fund additional budget request was approved in move toward sustainability)
- Youth Service Center Coordinator (state - .5 position – share with an elementary school)

Year 1 School Budget

District: Jefferson County Public Schools
School: Knight Middle School

MUNIS Code	Description of Activity	Amount Requested
110	Certified Services – Math Intervention Teacher (1 FTE position) – 187 days @ \$49,990	\$49,990
111	Extended Days – 3 Days for Math Intervention Teacher (2 parent teacher conference days and 1 for day before 1st day of school preparation) @ \$267.33 per day	\$802
113	Other Certified – Stipends for PD (Calculated at \$21.60 per hour x 30 teachers x 3.09 hours of PD per teacher)	\$2,000
130	Classified Salaries – Instructor III (1 FTE position) – 187 days @ \$26,900	\$26,900
211	Life Insurance benefits for Math Intervention Teacher and Instructor III	\$83
213	Liability Insurance benefits for Math Intervention Teacher and Instructor III	\$88
215	Long Term Disability benefits for Math Intervention Teacher and Instructor III	\$231
222	Employer Medicare Contribution benefits for Math Intervention Teacher, Instructor III and PD stipends	\$1,156
231	Ky. Teacher Retirement Systems (KTRS) benefits for Math Intervention Teacher, Instructor III and PD stipends	\$12,834
253	KSBA Unemployment Insurance benefits for Math Intervention Teacher, Instructor III and PD stipends	\$148
260	Workmen’s Compensation Insurance benefits for Math Intervention Teacher, Instructor III and PD stipends	\$231
294	Federally funded health care benefits for Math Intervention Teacher and Instructor III	\$14,400
295	Federally funded life insurance benefits for Math Intervention Teacher and Instructor III	\$24
296	Federally funded state administration fee for Math Intervention Teacher and Instructor III	\$192
Total Amount Requested		\$109,079

Year 2 School Budget

District: Jefferson County Public Schools
School: Knight Middle School

MUNIS Code	Description of Activity	Amount Requested
110	Certified Services – Math Intervention Teacher (1 FTE position) – 187 days @ \$51,490 (3% increase over 2017-18)	\$51,490
111	Extended Days – 3 Days for Math Intervention Teacher (2 parent teacher conference days and 1 for day before 1st day of school preparation) @ \$275.35 per day	\$826
113	Other Certified – Stipends for PD (Calculated at \$21.60 per hour x 30 teachers x 6.75 hours of PD per teacher)	\$4,376
130	Classified Salaries – Instructor III (1 FTE position) – 187 days @ \$27,707	\$27,707
211	Life Insurance benefits for Math Intervention Teacher and Instructor III	\$84
213	Liability Insurance benefits for Math Intervention Teacher and Instructor III	\$88
215	Long Term Disability benefits for Math Intervention Teacher and Instructor III	\$237
222	Employer Medicare Contribution benefits for Math Intervention Teachers, Instructor III and PD stipends	\$1,224
231	Ky. Teacher Retirement Systems (KTRS) benefits for Math Intervention Teacher, Instructor III and PD stipends	\$13,592
253	KSBA Unemployment Insurance benefits for Math Intervention Teacher, Instructor III and PD stipends	\$172
260	Workmen’s Compensation Insurance benefits for Math Intervention Teacher, Instructor III and PD stipends	\$244
294	Federally funded health care benefits for Math Intervention Teacher and Instructor III	\$14,400
295	Federally funded life insurance benefits for Math Intervention Teacher and Instructor III	\$24
296	Federally funded state administration fee for Math Intervention Teacher and Instructor III	\$192

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

MUNIS Code	Description of Activity	Amount Requested
Total Amount Requested		\$114,656

Year 3 School Budget

District: Jefferson County Public Schools
School: Knight Middle School

Year 2 School Budget

District: Jefferson County Public Schools
School: Knight Middle School

MUNIS Code	Description of Activity	Amount Requested
110	Certified Services – Math Intervention Teacher (1 FTE position) – 187 days @ \$51,490 (3% increase over 2017-18)	\$53,035
111	Extended Days – 3 Days for Math Intervention Teacher (2 parent teacher conference days and 1 for day before 1st day of school preparation) @ \$275.35 per day	\$851
113	Other Certified – Stipends for PD (Calculated at \$21.60 per hour x 30 teachers x 6.75 hours of PD per teacher)	\$4,376
211	Life Insurance benefits for Math Intervention Teacher and Instructor III	\$54
213	Liability Insurance benefits for Math Intervention Teacher and Instructor III	\$44
215	Long Term Disability benefits for Math Intervention Teacher and Instructor III	\$159
222	Employer Medicare Contribution benefits for Math Intervention Teachers, Instructor III and PD stipends	\$845
231	Ky. Teacher Retirement Systems (KTRS) benefits for Math Intervention Teacher, Instructor III and PD stipends	\$9,384
253	KSBA Unemployment Insurance benefits for Math Intervention Teacher, Instructor III and PD stipends	\$113
260	Workmen’s Compensation Insurance benefits for Math Intervention Teacher, Instructor III and PD stipends	\$170
294	Federally funded health care benefits for Math Intervention Teacher and Instructor III	\$7,200
295	Federally funded life insurance benefits for Math Intervention Teacher and	\$12

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

MUNIS Code	Description of Activity	Amount Requested
	Instructor III	
296	Federally funded state administration fee for Math Intervention Teacher and Instructor III	\$96
Total Amount Requested		\$76,339

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