

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

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District: Jefferson County Public Schools
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Name of District Contact: Dr. Marco Munoz
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District Name	NCES ID#	Total Awarded
Jefferson	2102990	\$

School Name	NCES ID#	Model
Doss High School	210299000691	Turnaround Model
Fairdale High School	210299000651	Turnaround Model
Seneca High School	210299000667	Turnaround Model
Western High School	210299000677	Turnaround Model
Western Middle School	210200000785	Turnaround Model

District Verification

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

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

The district must assure that it will-

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

Superintendent Signature

Date

Notary Signature

My Commission Expires

Notary seal

District Actions

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

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

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

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

The Priority School Office:

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

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

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

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

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

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

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

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

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

Providing high quality, job-embedded professional development (Turnaround #4): Priority Schools has established a schedule that provides teachers with job embedded professional development aligned with the instructional program. Teachers have release time during the school day for extended planning and learning time for PLCs.

The district's content specialists are available to consult with school leaders to help Goal Clarity Coaches and/or department heads create effective professional development to support student learning. More recently, a Goal Clarity Coach community was established to build capacity across all priority schools.

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

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

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

for collaborative learning along with extensive summer professional development opportunities.

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

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

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

Implement a new governance structure to allow for enhanced collaboration and clear oversight of work (Turnaround #8): Seneca High School does not operate under the governance of an SBDM Council .

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.

Seneca's principal convenes an Instructional Leadership Team (ILT) comprised of department chairs, and elicits input from Principal/Student Dialogue teams, the PTSA, and the school's leadership team comprised of representatives from all role groups including instructional support staff. The ILT shapes and monitors turnaround activities by analyzing quarterly data.

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

Seneca expects to see increases in attendance and student engagement with instruction and decreases in behavior incidents and retention

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

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

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

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

District Budget Narrative

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

Not applicable.

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

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

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

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

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

the state funding knowing that the difference made was monumental.

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

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

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

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

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

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

planning, etc.

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

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
 School: Seneca High School

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

Commitment To Serve

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

For school year 2013-2014, Seneca’s percentage Proficient/Distinguished (P/D) in Reading was 36.4 and in Math was 37.1. Data for the following Gap Groups is identified: African American (AA), Hispanic, English Language Learners (ELL), Low SES (Free/Reduced), and Exceptional Child Education (Disability). The table below lists P/D percentages in Reading and Math for all GAP groups from 2014-2015 and 2015-2016.

% Proficient/Distinguished				
	2014-2015		2015-2016	
	Reading	Math	Reading	Math
White (Non-Hispanic)	53.2	31.9	55.2	41.4
GAP Group				
AA	23.0	19.0	21.2	27.7
Hispanic	38.8	34.6	29.9	45.2
English Learners	12.0	45.7	9.5	55.6
F/R	35.0	25.5	33.4	37.4
Disability	18.0	7.8	8.8	36.4
Non-Dup GAP	35.0	25.6	33.1	37.1
Novice Reduction Met?	N/A		NO	YES

% NOVICE				
	2014-2015		2015-2016	
	Reading	Math	Reading	Math
White (Non-Hispanic)	35.9	33.1	37.6	16.4
GAP Group				
AA	69.1	39.9	68.6	28.7
Hispanic	47.1	26.9	55.2	16.7
English Learners	84.0	22.9	90.5	22.2
F/R	54.4	32.8	56.3	22.2
Disability	81.9	51.8	73.4	36.4
Non-Dup GAP	55.3	33.4	49.7	21.9
Novice Reduction Met?	N/A		NO	YES

WHAT THE DATA REVEALS

SRC data by subgroup indicates that African American and Free and Reduced students make up the largest GAP groups at Seneca. In 15-16 and 16-17, African-American students comprised 43% of the student population, White students comprised 38% and 35% of the student population and Hispanic students 13% and 14%. In 2016-2017, 48% of students qualifying for Free and Reduced lunch status were African-American, 34% were White, and 17% percent were Hispanic.

Reading: For SY2014-2015, 86% of students tested fell into one or more GAP groups. For SY2015-2016, 89% of students tested fell into one or more GAP groups. All GAP groups show a decline in %P/D in Reading whereas, %P/D for White students increased. The two-year trend data listed indicates that 30+% more African American students score novice in reading than white students.

Math: For SY2014-2015, 87% of students tested fell into one or more GAP groups. For SY2015-2016, 85% of students tested fell into one or more GAP groups. All GAP groups show an increase in %P/D in Math with Hispanic and English Learners outperforming White students. Non-duplicative GAP numbers indicate a marginal difference (<5%) in GAP/White students proficiency in Math; however, AA %P/D show the largest gap in Math (13.7%) of all GAP groups. The two-year trend data listed indicates that although novice reduction is more evident among all subgroups in math, White students are improving at a greater rate than African American students, in SY14-15, the gap between the two subgroups in novice was 6.8%; whereas in SY15-16, the gap between the two subgroups in novice widened to 12.3%.

African-American students constitute the largest student population at Seneca and exhibit higher novice rates and lower SES status overall among subgroups.

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

Truancy Rate by Demographic			
	AA	White	Hispanic
% of School Population Habitually Truant	22	18	8

Attendance Rates

Number of Absences	AA		White		Hispanic	
	15-16	16-17*	15-16	16-17*	15-16	16-17*
0 Unexcused	69	77	74	65	26	12
Less than 6 Unexcused	270	302	353	250	87	100
6 -10 Unexcused	106	111	91	106	45	53
11-15 Unexcused	74	74	56	56	22	31
16 – 20 Unexcused	46	34	40	31	11	12

Number of Suspension Days Received by Race and Gender*

	AA		White	
	Male	Female	Male	Female
Less than 3 Days	9	4	8	3
3 – 5 Days	29	29	20	12
6 – 9 Days	17	23	8	1
10+ Days	16	5	4	1
Total Instructional Days Missed	784		242	

*YTD – 4/26/17

Suspensions and Habitual Truancy (HT)*

	AA		White	
	Male	Female	Male	Female
HT Students with SSP3s	71	61	40	17
TOTAL HT	63	53	36	16
Number with Truancy Status Change – SSP3s	11	12	1	5

2016-17

In-School Removal	Out of School Suspension	Restraint	Seclusion	Other	Grand Total
2821	562	4		10050	13437

WHAT THE DATA REVEALS

Among subgroups, African American students exhibit higher rates of absenteeism and African American students make up a greater number of students at Seneca who are categorized as chronically or habitually truant. A greater number of instructional days are missed by African American students due to higher rates of suspensions, among males and females. The Suspensions and Habitual Truancy chart indicates that 25% of African American students become categorized as habitually truant because of the number of days they were suspended; suspensions are unexcused absences. High rates of absenteeism and

behavior infractions among African American students equate to missed instructional opportunities which in part contributes to the high rate of novices among African American students in reading and math.

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

Although Ramp Up courses and double block English are provided for students in 9th and 10th grades based on 8th grade KPREP and ACT Explore scores, reading scores still show a decline. Although staff has been adequately trained and consistently monitored in the Professional Learning (PLC) process, including provisional funding for Data Days to measure individual student growth and subsequently adjust instruction, training in Tier 1 instruction is recommended based on learning walk and assessment data. Additional intentional reading intervention is needed during 9th and 10th grade.

Behavior and attendance data indicate significant losses of instructional time for students due to absenteeism and behavior infractions that contribute to low achievement. African American (AA) students specifically miss more instructional time due to absenteeism and suspensions and exhibit lower performance in reading than other GAP groups. Effective instructional supplements, including technology, and acquisition of a behavior intervention specialist is recommended.

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

The most recent Diagnostic Review from December, 2016, staff interviews, artifacts, classroom observation and student survey results indicate need for Assistant Principals to become more effective instructional leaders in order to provide teachers with meaningful feedback to improve professional practices. Classroom observation and interview data confirmed that all students were not engaged in the learning process. The report also stated that classroom observations revealed that students rarely use digital tools to conduct research, solve problems and gather information for learning. The Diagnostic Review Team identified the following as improvement priorities to increase student success and achievement:

Implement with fidelity the established instructional process. Ensure this process includes the routine use of exemplars to guide student learning. Administer frequent, formative assessments aligned to content standards and use results to identify and address (i.e., design or modify instruction) the individual needs of students.

Implement and monitor an ongoing, systematic and collaborative process to collect and analyze formative assessment data and use findings to adjust instruction to meet the needs of all students. Align and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment and to guarantee student academic needs are addressed.

Implement, communicate and monitor the use of instructional strategies that require student collaboration, self-reflection, differentiation and development of critical thinking skills in support of student learning needs.

With regard to resources, an overall emphasis must be placed on Tier 1 instruction. To achieve this end, a focus must be maintained on differentiating classroom instruction, effectively using formative assessment, content literacy, and establishing clear vertical alignment within content areas.

Professional development and consistent instructional leadership must be provided to teachers to support this work. Assistant principals, who will serve as lead principals in their communities under the Talent

Development Model to be implemented during 2017-2018 to provide expertise and support for this improvement work. Technology resources, which support effective classroom instruction, must be purchased, including necessary training for teachers.

A behavior interventionist is needed to support a system of behavior interventions, including monitoring and analyzing emergent data and intervening with students as necessary and appropriate. We want to support students and increase instructional time for those students most at-risk for suspensions and provide support assistant principals to in turn increase instructional capacity among teachers. This will also be a key position in supporting, training and coaching with the training and support provided by the district's new established Behavior Support Systems Office.

Our goal over the next three years is with the additional training and support provided by the district for behavior support systems to increase our capacity and eliminate the need for this position by the end of the 2019-20 school year.

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

Resilient Principals in Challenging Schools: The Courage and Costs of Conviction (Day, 2014), states that "[t]he efforts to influence student learning, which teachers who are teaching to their best must make daily, are considerable, and in order for them to grow and sustain their passion, expertise and success, they themselves will need support" (p. 642). Currently, as of 4/28/17, assistant principals and behavior support staff process 73 behavior referrals per day. "Although many school officials view [sic] discipline as a way of teaching valuable social skills, it appear[s] instead to reinforce race, class, and gender stereotypes and ha[s] the potential to alienate many students from schooling" (Morris, 2005).

According to a study reported in Sociological Perspectives entitled "Tuck in that Shirt!" Race, Class, Gender, and Discipline in an Urban School, "Schools employing disciplinary regimes steeped in race, class, and gender assumptions (however well intentioned) risk pushing many students away and, ironically, reproducing the very inequalities they are attempting to change" (Morris, 2005). Although the intent of Seneca is current disciplinary policies are to support classroom instruction, based on the data, assistant principals spend more time dealing with behavior infractions than providing instructional leadership through coaching and leading professional development opportunities.

Additionally, discipline data indicates the students who are most in need of academic support are most in need of behavioral support, compounding lack of instructional opportunities. A behavior interventionist can triage behavior supports (in a manner similar to academic RTI) for students who exhibit patterns of behavior that require strategic and targeted interventions in order to increase academic instructional opportunities long term.

Seneca's instructional framework includes the instructional process and instructional expectations established by the Instructional Leadership team. Each lesson follows the Classroom Instructional Framework (CIF) which is: an opener/bell ringer; review of standards and learning targets; interactive instruction; assessment & closure.

Expectations for instruction during each lesson (within the framework) are coined the

“Seneca Six” and are 1) Bell to Bell Instruction, 2) Formative assessment (twice each class period), 3) Positive relationships, 4) Scholar-centered strategies, 5) well- managed classroom, and 6) posted and referred to CIF poster.

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

Seneca expects to see increases in attendance and student engagement with instruction and decreases in behavior incidents and retention

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

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

Beginning in the 2016-17 school year, to support the transition to the TDA model and improve instruction and learning, Seneca began working with the Buck Institute as one of several high schools in the district completing training and support in Project Based Learning (PBL). This work will continue over the next three years as Seneca transitions to more PBL instruction:

- 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.

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.

Per KDE's most recent leadership assessment of Seneca (conducted in November of 2016), the principal will not be replaced. Leadership determination indicated that Kimberly Morales, current principal, was capable of leading the turnaround efforts. Ms. Morales was hired on April 21, 2014. Documentation attached.

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 can submit a special budget request to the district for 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. A recent example of these is Seneca's request for funding under the Talent Development Academy. This funding will support additional career pathways, increasing from seven to nine for the school restructure the school into smaller learning communities called academies, and provide additional professional development and instructional support to deepen instruction and increase student engagement with academics. Career pathways include Cyber Engineering, EMT, ROTC, Education, Prelaw, Business and Agricultural Science.

The district, through the Area Assistant Superintendent (AS) in charge of the region, will seek resources for immediate school needs. The school's AS will also serve as a liaison between the principal and district directors to promote flexibility in securing services and resources. The principal will have additional flexibility to hire staff, to develop a calendar for securing the needed 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 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, Grade degree completion, continuing education tuition reimbursement, and/or paid professional development opportunities that pertain to challenge within Priority Schools. The Parties agree that pursuant to state law, the provision 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)

Schools will not restaff. This model is no longer applicable due to SB 1.

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 Jefferson County Teachers Association (JCTA) agree to work in cooperation to provide incentives that could possibly include but are not limited to, National Board Certification, Graduate degree completion, continuing education tuition reimbursement, and/or paid professional development opportunities that pertain to challenges within Priority Schools.

Teachers are rewarded through multiple opportunities within the building. The staff has had the opportunity to work in the after school program during the current school year. Not only were staff pleased to have the additional time to meet individual students' learning needs, they were also paid to work this additional time. There are also multiple opportunities for staff to be leaders in the school and in the district. Priority schools have been provided additional, ongoing learning opportunities (i.e. systems training, frequent priority school meetings, etc.) to enhance practice and create a network promoting communication and shared resources/strategies/systems. As a result, many of the priority schools are on the cutting edge of new strategies and are willing and able to share their knowledge with others. The superintendent and Human Resources Department work closely with priority schools to move administrative staff members that are deemed barriers to student achievement. In many cases, teachers who are not meeting the needs of students are also helped to find more appropriate placements.

Human Resources Department works closely with priority schools to provide them high- quality, experienced, teaching staff when there is a vacancy. These schools are exempted from the rules of the JCTA contract around hiring from 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. When new teachers are hired, the academic department conducts a New Teacher Institute for all teachers in the district but added two days designed specifically for priority school teachers.

Seneca works to retain high-quality teachers by connecting all teachers new to Seneca with a "buddy" who will help shepherd them through the work at Seneca. The administration works to ensure that like-content areas teachers are in classrooms in close proximity with each other to foster collaboration, collegiality, and continued support. The implementation of Professional Learning Communities (PLCs) has also fostered new levels of collaboration among teachers. Finally, the administration and Instructional Support Team (IST) work with department chairs to provide targeted support to teachers in various areas of instructional practice (as deemed necessary from the administration's focused learning walks).

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.

For 2017-18, Seneca will focus PD planning and monitoring to increase the implementation of the PD ideas into instruction. Because of our move to the Talent Development Academy model, our district PD will concern topics related to the reorganization, problem based learning, interdisciplinary instruction and planning, and TDA leadership.

PLCs and district cohorts serve as key supports. PLCs are grade/content specific and have common planning.

PLCs meet weekly during which teachers examine diagnostic and proficiency data and answer data questions to determine instructional next steps. Currently the Goal Clarity Coach leads professional development bimonthly for PLC leaders to increase intentional PLC capacity. The principal and administrative staff monitor the implementation of standards and assessment through learning walks, attendance at PLC meetings, and monthly PLC presentations to the Instructional

Leadership team comprised of department's chairs and administrations, TPGES, and informal classroom visits are also key strategies. During "Redhawk Rounds," teachers plan and implement mini-professional development sessions focused on effective instructional strategies. Sessions support CSIP plan goals and professional development needs identified through focused learning walks by the Leadership Team.

Qualitative feedback is collected from staff at each Redhawk Rounds and used to inform subsequent sessions. Quantitative data is obtained through exit slips; learning walks, and follow-ups with individual teachers. (Redhawk Rounds are conducted after school on a designated Tuesday). Several "Focus Teams" (similar to SBDM ad-hoc committees) collaborate during the school year. These Focus Teams focus on: attendance, behavior (PBIS), graduation rate, school culture, and technology. The teams are comprised of teachers, support staff, and administrators. The collaborative approach increases the development and implementation of effective ideas to forward Seneca's turnaround work.

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.

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.

Seneca's principal convenes an Instructional Leadership Team (ILT) comprised of department chairs, and elicits input from Principal/Student Dialogue teams, the PTSA, and the school's leadership team comprised of representatives from all role groups including instructional support staff. The ILT shapes and monitors turnaround activities by analyzing quarterly data.

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.

According to a recent study done by Amendum and Fitzgerald (2013) and reported in the Journal of Literacy Research, "For high-poverty, low-performing schools, policy makers might consider encouraging low-structure

reading content delivery along with investing in the highest-level support for teachers to learn about reading instruction."

Seneca has added the iLit program, including classroom sets of iPads, storage carts and requisite training for 9th and 10th grade classrooms. iLit is a mid- to low-structure program as its primary focus is use of technology for reading instruction at the secondary level using five premises: active engagement and motivation, explicit modeling, vocabulary instruction, authentic reading and writing experiences, and differentiated instruction.

The Kentucky Core Academic Standards (KCAS), however, require that literacy be addressed across content areas. The Diagnostic Review team as an area for improvement, specifically professional development, modeling, and instructional feedback also identified content literacy. A small team of content teachers and members of the leadership team are meeting to align content literacy curriculum vertically and horizontally in the summer of 2017, then subsequently provide professional development to staff through PLCs and embedded professional development opportunities during 2017-2018. Educational consultants provide expert support for increasing capacity and sustainability of content literacy instructional efforts.

In his empirical research published under the title "Matching Math Interventions to Students' Skill Deficits: A Preliminary Investigation of a Conceptual and Procedural Heuristic", Burns (2011) stressed the need to match math interventions with students based upon their specific skill deficit: either conceptual or procedural. Seneca offers targeted, small group intervention through the Extended School Day program -- for up to 4 hours a week -- after school with content area teachers. In this setting, teachers can focus on math conceptual and procedural needs to students. A program is offered to rising juniors, called Algebra II Boost camp, to strengthen the algebraic foundation of those students most at-risk to fail Algebra II and not pass the connected End-of-Course exam. The math department has adopted textbooks to be used during the 2016-2017 school year. The selected texts are aligned with the Kentucky Core Academic Standards (KCAS). These texts come with companion, supplementary workbooks that can be utilized with students for guided practice and extended practice on challenging math concepts.

Seneca's implementation of the aforementioned interventions for literacy and math has evidenced small gains in achievement, particularly in math. However, non-cognitive and anecdotal data indicate that some students need social/emotional supports in order to increase and maximize instructional opportunities and evidence more significant gains.

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. Each grading period, PLCs administer common course assessments that are aligned with KCAS, EPAS, and recommended district curriculum maps. Teachers use a web-based data collection system, Classroom Assessment System and Community Access Dashboard for Education, (CASCADE) to disaggregate scores, identify learning gaps, and track individual and school growth. Each grading period, progress is communicated to and feedback sought from the school's ILT and faculty.

As evidenced in the most recent Diagnostic Review, teachers need additional training in the use of congruent,

effective formative assessment in order to more effectively provide interventions strategically and with intentionality prior to the end of a grading period. Assistant principals, as talent academy leads, provide expert support for increasing capacity and sustainability of formative assessment implementation. A behavior interventionist can disaggregate and disseminate data relevant to Tier 1 and Tier 2 behavior interventions to facilitate use of real-time data for PLCs in supporting students.

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).

There are currently three strategies implemented at Seneca to provide increased learning time including Extended School Day (ESD), 9th grade math and English lab classes, and Seneca 101 period for freshman.

The Extended School Plan provides the opportunity for two additional hours of instruction in all content courses, two days a week. Teachers are paid their hourly rate for participation and students are provided with an additional meal and transportation.

In 9th grade, all freshman who scored novice in English and math are scheduled into math and English lab classes. Math and English lab classes are offered on all three Freshman Community teams. Lab classes include numeracy curriculum in addition to the core 9th grade curriculum that is delivered during a portion of a 100-minute block of instruction build into the master schedule.

Additionally, Freshman Community students all take Seneca 101, a course designed to provide instruction in soft skills needed for college and career opportunities. During Seneca 101, each day of the week is assigned a content area and class flexibility allows for students to attend additional core instructional time on those days, based on teacher analysis of formative and summative assessment data, to increase proficiency.

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

The Red Hawk Readiness period is scheduled to provide a monthly advisory period. The schedule is adjusted once or twice a month to include an extra period during which teachers provide academic counseling, support, guidance and/or intensive, skill-based instruction in literacy, math, or science in preparation for meeting ACT benchmarks. The Red Hawk Readiness curriculum is differentiated by grade level.

The Freshman Community is designed to provide guidance that is more personal, attention and supervision as students make their transition from middle to high school. Through this personal approach, the community provides coherent support systems to foster student connectedness and successful progression throughout high school.

The Freshman Community organizes students in teams taught by a core group of faculty. The freshman faculty have common team planning time so they can collaborate with freshman leadership as teams to ensure students are succeeding, including early intervention to address students' learning needs. Freshman faculty and leadership are focused on improving attendance, promoting self-discipline and responsibility, reducing retentions, enhancing social and emotional skills, and providing college and career exploration.

Other supports include:

Full-time mental health counselor.

- Provides Suicide Intervention PD for staff and counsels students individually and in groups.
- Recruits and coordinates group leads for based on social-emotional needs of the student population.

Extended Year (Summer School)

- Provides time for credit recovery to any student who has failed required coursework.
- Program is individualized through Edgenuity, so students only recover standards which caused their deficit.
- Teachers provide the personalized coaching and instruction to supplement the online work, so students who are not proficient in online learning are still successful.

Louisville Education and Employment Partnership (LEEP)

- Will target for individual support about 20 students per grade level who meet LEEP criteria: underperforming academically, high absentee rate, parents with no college experience, and on free and reduced lunch.
- Program supports include community networking, career and college exploration, individualized counseling and monitoring, and training in workplace skills.

Kentuckiana Works/ Educational Talent Search

- Program for ALL students that provides career exploration and counseling.
- Assists students with preparation for and selection of college and training programs.

Youth Resource Center

- Functions as the student central access point for all community support services: mental health counseling, financial and charitable support, and medical services, among others.
- Will target additional students for anger, stress, or anxiety management training, social skills training, and peer mentoring

Home to School Coordinator

- Works with all students who are chronically absent (>30% days absent) to help them remove the barriers to attending school.
- Provides instruction to significant adults of chronically absent students on truancy laws, how to navigate the court system, and community resources to help remove barriers to their students' attendance.

Seneca has also collaborated with Greater Louisville to enhance the career themes implementation. The SLC coordinator is assigned to develop a connection between the curriculum and Seneca's Career Pathways. Through this partnership, students work with mentors and visit sites to enhance classroom learning and instructors are better able to link the curriculum to real work applications.

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

N/A

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

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

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

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

We are completely redesigning Seneca into a Talent Development Academy aligned with professional careers in Cyber Engineering, EMT, ROTC, Education, Prelaw, Business and Agricultural Science. Our programs will teach critical skills to prepare our students as members of a viable, high-performing workforce. Students will take courses in psychology; law, justice, and enforcement; civics; and ecology. Students will also learn technical skills required for success in college and the workforce. Students will get real world, hands-on experiences by completing internships with our business partners and have the opportunity to participate in Worldfest, Global Markets, and study abroad. TDAs are as organized as follows:

Organize all incoming ninth graders into a FRESHMAN ACADEMY in order to provide career exploration along with academic and social support. Teachers within the “freshman academy” plan and communicate together in a small learning community to help ensure that students achieve by name and by need. All students will choose a state approved career pathway at the conclusion of the 9th year.

Upperclassman TALENT DEVELOPMENT ACADEMIES group pathways “thematically” and are cohort scheduled into cross-curricular teams according to guidelines in the National Standards of Practice with 80% purity based on the student schedule. All students will be scheduled into a four –course state approved sequence, which culminates into an industry certification or other credential.

One of our goals is to increase the number of students receiving industry certification in partnership with state university enhanced learning opportunities through Advanced Placement courses, on-campus learning opportunities, and dual-credit college courses. The driving goal of our efforts it to enhance student learning so they are college and career ready.

To prepare the building, content and career theme teachers' classrooms will be moved to allow for improved collaboration; colors will be used to allow students and visitors to understand the elements of the career themes, and building walls and relevant forums for display will be used to display student work. Increased technological capacity in the form of equipment and training will be needed to increase digital capacity for

students and connections to relevant enterprises.

All courses will include more hands-on activities, critical thinking experiences, and problem-based 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:

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

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.

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

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

Currently the district monitors Seneca High School's progress in the following ways:

- Regular meetings and work with our KDE team of recovery specialists where data are analyzed and the results used for instructional planning.
- Monthly review of student progress on academic and non-academic measures through the District Dashboard.
- Review of the school is Quarterly Report to the Kentucky Department of Education.
- Discussion of student progress data at the quarterly Principal's PLC with the Area Superintendent. During this time, our principal must explain the data, highlight any new strategies or activities being used to address challenges, and then justify the decisions to use those strategies or activities.
- Periodic walkthrough visits by the Area Superintendent. These visits happen roughly every 4 to 6 weeks.
- Annual systems reviews conducted by the Area Superintendent where a school team must demonstrate and explain all school systems and discuss the outcome data.

Through this year, the District has required school participation in district quarterly proficiency tests that measure school student growth versus that of other schools in the district. These data are then analyzed and discussed at various principal, GCC, and department chair meetings.

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

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.
- at Seneca High School limited English proficient students (LEP) enrolled in the English as a Second Language (ESL) program receive English language development instruction daily in a separate class, taught by a teacher with ESL certification. These ESL classes focus on teaching LEP students' academic English and literacy in the language of the content areas: English Language Arts, Math, Science, and Social Studies as well as the social instructional language necessary to communicate effectively within the school setting.

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

The comprehensive track for core subjects was eliminated at Seneca in 2011. All students enroll in Honors, Advanced or Advanced Placement courses. The Goal Clarity Coaches and leadership team members work with teachers to maintain high expectations for students. Counselors recruit students to enroll in Dual-Credit courses. Additionally, Seneca focuses on increasing AP enrollment through vertical teaming and increased training. Research demonstrates that the TDA model increases the enrollment in dual-credit and advanced placement classes.

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

The Freshman Community was designed to provide guidance that is more personal, attention and supervision as students make their transition from middle to high school. The Community provides a solid foundation through coherent support systems to foster student connectedness and successful progression throughout high school. The Freshman Community organizes students into teams taught by a core group of faculty. Freshman Content PLCs and Teams have common planning time so they can collaborate to ensure students are succeeding and to intervene early to address student problems and learning needs. Freshman community students attend a daily course called Seneca 101 specifically designed as a proactive measure to improve attendance, promote self-discipline and responsibility, reduce retentions, enhance social and emotional skills and provide college and career exploration.

Freshman community teachers and leadership have researched and purchased specific materials and curriculum focused on social skills, organizational skills, and college and career exploration to increase the effectiveness of Seneca 101 while also strategically scheduling students and recruiting freshman teachers to teach specific groups for continuity and to more effectively measure outcome. Each summer, all freshmen are invited to a camp at Seneca led by freshman teachers. During the camp, students participate in team building; learn about school procedures and expectations as a project-based experience that involves literacy, math and technology skills; and make initial connections with faculty.

Identify the strategies in place to increase graduation rates.

Seneca will implement the Talent Development Academy model in 2017-2018 in order to increase graduation rates. This structure creates context and coherence for post-secondary pathways. The Talent Development

Academies organize students in grades ten through twelve according to their interests, aspirations, career goals, and selected career pathways. Each Academy aligns with the overarching career theme and connects students to their cohort of peers and teachers, creating a school within a school. Academies centralized around career themes provide relevance to core classes and a clear pathway to success by providing a contextual foundation upon which teachers can foster relevance of classroom instruction. An assistant principal and a counselor oversee each Academy to ensure necessary supports are provided to support classroom instruction, student achievement, and student behavior. All freshmen are enrolled in the Freshman Community (a smaller learning community already in existence at Seneca). Upon progression to the sophomore year, students will identify with careers connected to their post-secondary pathways and become part of the relevant academy.

We have systems in place to increase graduation rates, support at risk students, and increase student engagement:

- All students will be placed in a career pathway based on their interests and career preferences. Since students will take coursework based on their placement, they should find their academics more interesting which should increase engagement with school.
- Prior to placement in a career pathway, all students will participate in a career exploration activities which will include career interest inventories, career research, values clarification activities, and virtual job shadowing. This should help ensure students make appropriate selections for their career pathways.
- Place all students with the advisor of their choice, so they are more likely to maximize their learning and participation in Advisory.
- Increase use of problem-based learning and other hands on instructional activities to increase the amount of student choice during instruction.
- Focus all instruction on the identified essential concepts and skills in each course. Measure student progress toward proficiency on these essentials, and name and claim students who have failed to achieve proficiency on the essentials for immediate intervention.
- College Access Resource Teacher (CART) facilitates Seneca's participation in Close the Deal - Helping High School Seniors Close the Deal. This program brings together local businesses, schools, and support personnel to help students overcome barriers to beginning college the fall after senior year.

Increase efforts to address attendance and behavior concerns:

- Continue to identify students with attendance concerns and develop plans to remove barriers to their school attendance through the activities of the Home to School Coordinator, Academy Counselors, and other resources.
- Behavior response team- This team of PBIS trained specialists meet with concerned stakeholders to develop behavior improvement plans specific to an individual student. The team then provides training to all affected teachers particular to the plan, coaches and monitors the student, and provides additional refinement to the plan if needed.
- Student Support PLC—This PLC is comprised of representatives from all support agencies and school programs. They meet monthly to share student needs information, analyze data, and align services to all at risk students.
- Seneca supports students at-risk for dropout using credit recovery. The Jefferson County High School, one of the district's alternative high school options, enrolls 15 students and is located on Seneca's campus to allow for minimal obstacles that hamper potential success.

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

Through the school's Youth Service Program, partnerships have been established with the PTA; Louisville Metro Government departments; the YMCA; area universities and their student organizations; volunteer agencies; and faith-based organizations. These partnerships are designed to link students with caring adult mentors as well as programs and services designed to meet students' social-emotional needs. Seneca has the following on-site support: Family Resource Center, a full-time School Resource Officer, a School Community Liaison, a Louisville Education Employment Partnership (LEEP) coordinator, and a full-time Mental Health Counselor. In addition, Seneca is seeking to partner with Safe and Civil Schools to ensure effective school-wide implementation of PBIS with the goal of transforming classroom management and student behavior.

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

Decreasing suspension rates with a Freshman Community and its explicit instruction in behavioral and social skills, mentoring programs; and Response to Intervention (RtI) for behavior is essential. A school-wide focus is needed to teach students and staff members expectations for student behavior. Professional development must be provided for staff members to utilize data for the purpose of consistent systematic implementation and evidence-based proactive decision-making.

In addition to the district resources provided for Positive Behavior Intervention Systems (PBIS) training and the SRT, Seneca has a team comprised of teachers, staff and leadership trained in Cultural Competency. All of the aforementioned proactive approaches include developing relationships with students, setting high expectations, and applying intervention strategies consistently, will ensure that students are provided with a positive, safe and orderly environment.

- Frequent reminder of the school's goal and expectations.
- Clear, consistent school-wide behavior expectations and consequences
- Use of a research-based instructional framework, to support common instruction and classroom expectations
- Development of a virtual academy for students who are significantly behind on credits.
- Increase student engagement with academics through more hands-on, critical thinking problems and activities
- Developed Advisory program to support students and to help them with career exploration and planning
- Regular celebrations of student successes and not just the big ones
- Clear 3-tiered behavior intervention system

As we have years of hard evidence to support, we know if we can get students in class and keep them in class daily, they will learn and do so typically at rates higher than before they started with us. Therefore, safety, security, and authentic relationships with students are priorities at SENECA in order to create a climate where students are successful and rigorous learning can occur. Our efforts to improve school climate and improve discipline have had a positive impact on student attitude as seen in our most recent student voice survey.

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

N/A

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

In addition to funds provided by the SEEK formula and Title I, the district uses the Section 7 funding to specifically provide schools funding based on student needs. The following description is from the JCBOE School Allocation Standards (FY2015-16)

The Board approved a CDI plan that included an imminent change in how Section 7 was to be distributed to schools. ... Section 7, item C of the regulation allows the remainder of the funds available to councils to be distributed in a very intentional manner, where such funds are available for distribution. Specifically, Section 7, item C states that additional amounts may be *distributed* "For specific instructional purposes based on student needs identified by the Board from disaggregated student achievement data. Money provided under this paragraph shall be used by the council to address only the identified needs."

District provided funding

- Mental Health Counselor to work with students with identified mental health conditions
- Home to School Coordinator to work with and monitor students who are chronically absent (monitors greater than 15% absent. Intervenes regularly with those with greater than 30% absent.)
- Family and Youth Services Center Coordinator provides assistance in removing non-academic barriers to school attendance and academic success. Functions as liaison between student, family, and community services.
- College Access Resource Teacher works with all Early College program students to provide support and monitoring during their on-campus experience.

For 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.

Seneca has completed the following pre-implementation activities:

- Principal discussions with PTSA members, the Instructional Leadership Team, class officers, the Principal-Student Dialogue team, Seneca Alumni, faculty and leadership team members to elicit input
- Research on behavior intervention strategies and models
- Academic and behavior data compilation and analysis

The following pre-implementation activities will take place following the end of the 2015-2016 school year but prior to the start of the 2017-2018 school year:

- Determine technology priorities and needs based on feedback from ILT (and inherently PLCS) and Academy Principals and Counselors
- Create needs assessment to determine technology priorities
- Create system for technology oversight
- Draft Job Description for Behavior Interventionist
- Create RTI model and flow chart for targeted interventions and supports based on current needs at Seneca using behavioral data
- Design systems for monitoring implementation and effectiveness of technology implementation and behavior interventionist model
- Present model and flow chart to Leadership Team and ILT for feedback and revision
- Hire interventionist, upon approval
- Coordinate with interventionist to present model at Faculty Retreat

Actions

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

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

The Priority School office will work collaboratively with Achievement Area Assistant Superintendents, district content specialists, and KDE Educational Recovery Staff to monitor changes in the instructional practice because of job-embedded professional development.

Assistant Superintendents and Evaluation Transition Coordinators conduct walk-throughs to observe instructional practice as well as convene meetings and Principal PLCs to analyze data (i.e. behavioral, CASCADE, walk-throughs, etc.) The goal of the Principal PLCs is to recognize trends, determine what is working, and detect issues impeding implementation. All Priority Schools complete the KDE Quarterly Report. This tool is useful for school self-monitoring, district monitoring, and state monitoring. The quarterly report provides data on formative assessments, summative assessments, academic interventions, behavioral interventions, and other cognitive and non-cognitive data.

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

The district will work collaboratively with the KDE Educational Recovery Staff to monitor changes in the instructional practice because of job-embedded professional development. The assistant superintendents and evaluation transition coordinators will work closely with school leadership to monitor instructional practice as well, using the following process:

- PLCs will collect and analyze student growth data from common assessments and develop 30-day action plans based on their findings. PLC will submit all findings and plans to the Principal.
- Principal with the Admin Team will review all PLC findings and plans to determine effectiveness of PLCs, to monitor student growth, and to identify common school-wide trends that need to be addressed.
- Principal and Admin Team will develop school-wide plans to address common needs and will provide support to PLCs as indicated by growth data. Should the Admin Team think additional planning or support is needed, it notifies the PLC and makes the necessary adjustments to plans.
- District officials—area superintendent, KDE recovery leaders, priority school managers regularly monitor school progress on targets through use of CASCADE and the district Dashboard.
- Principal reports all school planning and growth to the district during Principal PLCs, systems review, or monitoring visits with the area superintendent.
- School provides updates to KDE and the district regularly through the Quarterly Report (QR). Current school QR reports progress on the following areas: English, Math, Science, Social Studies, College readiness, Career readiness, Attendance, Behavior, and Student Success by grade.
- Principal meets with KDE recovery staff and area superintendent to discuss data and planning reported in the Quarterly Report. Results of these meetings are relayed to the Admin Team and respective PLCs for refinement of planning.

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

The sole focus for the 2017-2018 school year will be increasing student engagement through increased instructional efficacy. The master schedule, finished the first week of June 2017, provides two planning periods for teachers each day. In the past, embedded professional development has been nearly impossible as union reqs require that JCPS teachers planning and after school time is minimally directed by school leadership. By increasing planning minutes, leadership has more flexibility for how that time will be used. The leadership team met twice, as of June 4, 2017, to plan the use of the embedded PD period, including outcome measures. During the 2017-2018 school year with the implementation of the Nashville Talent Development Academy (TDA) model, each assistant principal will serve as Academy principal for the teachers and students in his/her academy. Additionally, successful TDA implementation relies on increased student-centered instruction, primarily Project-Based Learning (PBL). Seneca's Embedded PD team decided to rotate the Embedded PD weekly each month, including coaching and peer observation. Embedded PD will be scheduled Tuesday, Wednesday, or Thursday each week with the first week reserved for Academy designated PD, the second week is PBL school wide, the third week is coaching based on learning walk data, and the fourth week is peer observation and reflection of PD implementation.

Outcome measures include increased student engagement as measured by learning walk data, improved TELL survey data, increased student achievement as measured by state assessments, increased course passing rates, and decreased behavior incidents. The team will be working over the summer to develop an effective learning walk tool. A draft of the reflective tool, including peer observation debrief, was developed on June 1, 2017, at the most recent Embedded PD Team meeting.

The PD model and learning walk tool will be presented to staff at the Seneca staff retreat on August 7 and 8. Academy leadership will plan the Academy Day PD; the principal and GCC will plan the PBL PD; evaluating administrators and academy counselors will provide instructional coaching; and reflective tools will be turned in

each month to evaluating administrators.

Please note: No teacher will be overstaffed for this school reorganization unless funding for the position is lost. To fill any vacancy, Seneca will follow all JCPS contractual requirements. Seneca will actively retain teacher who possess the capacity to carry out the school's improvements goals. These teachers will subsequently provide professional support and mentoring to newly hired staff. Seneca also will provide on-going formal and informal, embedded professional development to continually develop capacity in the school's staff.

Under the Talent Development Academy model, all teachers will be retained and assigned to their respective academies based on teacher preferences in courses, grade levels, and teammates; administrative assessment of their instructional strengths; and teaching certification. The Administrative Team for each academy will work to balance the staff to ensure the likelihood of student success.

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

SIG funds will be used to staff a behavior interventionist who in turn will address students at the Tier 3 behavior intervention to reduce suspensions and loss of instructional time due to suspensions. Also, SIG funds will be used to support embedded professional development opportunities, purchase new technology and train staff on its uses, support embedded data day work, purchase professional materials, and contract with outside consultants to support school-wide work.

Title I funds have been shifted to provide additional Positive Behavior Intervention Systems support by purchasing a Dean, to free up time for assistant principals in the Talent Development Academy model to provide more instructional coaching to classroom teachers, and a behavior coach, who will focus on interventions for classroom teachers and coaching in behavior management, to increase the impact of instructional opportunities.

Talent Development Academy Grant - The greatest change will be seen in the training and support given to staff as a result of reallocation of funds allowing for increased instructional time for students most in need and for more job-embedded professional development led by Academy lead principals to improve the school culture and increase efficacy of classroom instruction. Additionally, TDA funds will purchase an academy coach who works with CTE program teachers to increase business partnerships with outside stakeholders and provides embedded professional development in Project Based Learning.

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

Families and community partners play an integral role in implementing and evaluating the intervention model. There will be a focus on increased communication to involve more parents in the decision making process relative to social and emotional supports needed to increase student achievement in literacy and math. The behavior interventionist will create a work plan focused on increasing family and community participation and input.

- Seneca continues to work to build our partnership with our parents, but with our limited success in revitalizing our PTA and devising successful parent participation activities, we also look to other stakeholder groups for input on our planning.
- Parent input through our stakeholder survey. Seneca reviews survey data and adjusts planning to reflect common trends, particularly in perception. We will use the stakeholder survey to monitor our success in informing our stakeholders of our goals and purposes for the TDA reorganization.
- Academies Coach—Will continue to work to improve parent involvement with the school. Will act as liaison with all community partners.
- TDA Advisory Board—Will review all program and pathway development planning and make recommendations for refinement, adjustment, or development. Will monitor pathways for alignment with current industry expectations and local workforce needs.
- Individual Community pathway partners —Participate in the development of pathway programming. Make recommendations for pathway development. Monitor alignment between pathway coursework and industry certification and workforce needs.

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

The JCPS Board of Education engaged in a thorough review process of all district policies. The Curriculum and Instruction policies were revised and approved by the Board on January 13, 2014. The revised policies were drafted to ensure there are no barriers to prevent full implementation of School Improvement Models. Some of the new policies are strongly aligned with the Turnaround Model.

For instance, Policy 8.111 Professional Learning Communities states the district will support appropriate infrastructure and systems to support the PLC process, so teachers work collaboratively to ensure academic achievement for every student. The district provides sample SBDM policies to schools for use in developing school specific SBDM policies. A process is in place to ensure that all sample policies are aligned with BOE policies, applicable laws and administrative procedures. Procedures to screen model/sample policies include the following:

- SBDM Specialist determines the applicable laws, BOE policies and administrative procedures that relate to the sample policy being developed.
- SBDM Specialist contacts the appropriate content expert (for example, Assistant Superintendent for Diversity, Equity and Poverty Programs will be asked to review the sample Equity and Diversity policy) for
- assistance in drafting the SBDM sample policy.
- Once drafted, a copy of the sample policy is forwarded to all cabinet members for final review and approval. The SBDM Specialist and content expert will be available to meet with the cabinet if necessary.
- Once approved, the policy and information about applicable laws, BOE policies and administrative procedures will be emailed to all SBDM Principals.
- Additionally, the new sample policy will be highlighted in the SBDM Connections newsletter and posted on the SBDM website.
- Procedures to screen actual school policies include the following:

- SBDM Specialist develops rubrics for each sample policy based on applicable laws, BOE policies and administrative procedures to ensure clarity and quality as well as legal compliance.
- All Council-approved SBDM policies will be forwarded to the SBDM Specialist for review against the rubric. The SBDM Specialist will provide feedback to the Council, if necessary.
- Implementation of this review process will begin once SBDM sample policies are forwarded to the SBDM Principals.

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

Seneca was able to create an instructional process and instructional expectations for all classrooms based on feedback from the KDE Diagnostic Reviews and student achievement data. The master schedule supports targeted interventions for students not meeting benchmarks or who are in need of additional time and instruction in reading and math.

District level policies and practices

- PD for principals, assistant principals, Goals Clarity Coaches, and other specialists charges with guiding school improvement. PD is designed to support aspects of the work to improve student achievement (i.e. training in RTI, Positive Behavior Improvement, using data to support and monitor improvement, etc.).
- Continual monitoring of school progress on all accountability goals through CASCADE and district Dashboard.

School-level policies and practices

- Alignment of all school-wide behavior and academic expectations to common definitions and description. Full implementation of refined behavior code.
- Full implementation of the school's Advisory program to include all seven areas of instruction recommendation by the KY CTE office. All students will be assigned to advisors of their choice within their academies (Current placement may not reflect new academy structure.). Advisors will have independence to select lessons at the point of interest for their advisees.
- Reorganization of the school into three smaller learning communities—freshman, Business, and Services. All students will be placed into these academies based on personal interest or individual need.
- Full implementation of the Design in five system for instructional development.
- System will standardize instructional planning to ensure it is completed with deeper thought and based on student need.
- Implementation of Problem-based Learning—Instructional activity will likely increase student engagement and promote deeper learning with critical, real-world questions for research and experiment.
- Implementation of Fundamental 5—System will standardize instructional delivery to support students with common, predictable steps to follow. System will encourage teachers and students to engage more with the content through increased interaction and activity.
- Implementation of expanded career-exploration activities and senior mastery projects. System will provide students with opportunities to experience career related work in a guided and monitored

manner. Senior mastery projects will help students prepare to work in their areas independently.

- All core teachers will participate in regular targeted PD with their content Resource

Teacher to continually build their capacity to provide deep and appropriate instruction. All other teachers will participate in PD with the content Resource Teachers on skills, which cross all disciplines (i.e. reading, writing, computation, data analysis, primary source interpretation, etc.)

- Full implementation of student-choice driven scheduling based on career pathways and academy placement. Full development of the virtual pathway to accommodate all students who need credit recovery in order to graduate on time.
- Implementation of a school-wide data analysis and student monitoring system, used by all stakeholders to ensure continual school progress.
- Development and implementation of student and teacher induction programs. These programs will be designed to provide support as people new to the building make transitions to SENECA expectations. Programs will provide direct instruction in expectations, practices, systems, and processes related specifically to the individual.

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.

University of Louisville College of Education and Human Development. Seneca is a clinical model site and works collaboratively towards mutually beneficial goals. Goals of the program include increasing support and preparedness of pre-service teachers and continual professional learning of in-service teachers.

- Big Brothers Big Sisters School to Work – pairs students with mentors in the workplace.
- Positive Behavior Intervention System Team— District team trained in PBIS techniques provides PD to school-based team. The PBIS team also provides support for the school when faced with challenging students who do not respond to school management systems.
- Edgenuity—Credit recovery system and support program.
- Kentuckiana Works and Louisville Education and Employment Partnership— Both provide support for at-risk students in career planning, academics, and goal setting.
- Nashville Talent Development Academies—Nashville teams led PD and worked with school leadership on two separate occasions comprising three days of PD at the end of SY2016-2017. During June 2017, Freshman Academy leadership and 85% of instructional staff attended two days of Highly Effective Team training with a trainer from Nashville. The Global Leadership Academy and Arts and Sciences Academy leadership teams and staff will attend training in Highly Effective Teaming during SY 2017-2018.
- Business Partners—As part of the Talent Development Academy model, the upperclass communities will be partnered with relevant business/industry from the Louisville community. A new staff position was created and funded by the district, Academy Coach, to liaise between Academy leadership, the school principal, and staff in order to improve the CTE programs and create a more stream-lined and real world career path, including opportunities for multiple student internships and teacher externships for instructional planning.

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.

Budget includes a major one-time purchase of technology to support student-centered, individualized instructional strategies, including interventions and enrichments derived from formative assessments. Each PLC Team will share an iPad cart to increase teacher and student access and use. (The KDE Diagnostic Review team recommended increased access and use during instruction.)

The budget also includes a behavior interventionist for a three-year period only. This position will not continue after the grant is no longer available. It is designed to be a short-term strategy that enables school leaders to more clearly and aggressively support and monitor instructional expectations to change the current instructional trends at Seneca. (The Diagnostic Team report also included that while expectations are in place, impact/implementation is low.) This position will create an early warning system for repeated mild and moderate behaviors and he/she will work collaboratively with our behavior coach to address behaviors before they become suspend-able offenses (due to progressive discipline). Increasing behavior support will afford assistant principals time to dedicate to intentional and strategic instructional coaching during the daily, embedded PD period provided to each teacher.

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. Over the next three years, this behavior interventionist will work with the Behavior Support Resource Teachers out of this department to build the capacity and systems at Seneca.

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

School leaders and staff will use student learning and behavioral data during PLCs on a weekly basis to review and adjust improvement initiatives to align practice with strategies that demonstrate the greatest impact on student achievement. JCPS will frequently monitor student data through the school's KDE required quarterly report, CASCADE, and the district's dashboard system to ensure that continuous school improvement is occurring

Seneca's Instructional Leadership Team will guide faculty in building their long-term capacity to carry out the school's improvement goals, especially goals pertaining to effective PLCs, more rigorous and engaging classroom practice, and PBIS.

While the level of funding from SIG funds cannot be maintained, the systems for curriculum alignment, deeper learning, formative and summative assessments, multiple interventions, and data analysis should become the new norm and establish a lasting culture of high expectations for students and collaborative professional learning for staff. The school will provide extensive professional development to seed teacher expertise in providing effective instruction, developing quality formative assessments, and using the results of

assessments to adjust instruction to meet the needs of all students. Once the SIG funds are no longer available, in house staff, such as the Goal Clarity Coach and the Teachers, one per grade level, who will participate in the Thoughtful Education instructional coaching, can provide the PD. The intent is for these Teachers to become building Leaders that mentor and coach developing teachers.

Timeline

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

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

Year 1

Activity/Personnel Request	Measure of Impact	Monitoring Frequency	Data/Assessment	Leadership Activities
Provide iPad Cart for each PLC Team	Increased teacher and student use of technology Increased use of differentiated instruction Increased use of formative assessment	Monthly	ELEOT and school walkthrough data (eWalk tool)	Principal Order/Receive & collaborate with Tech Coordinator, AP, and Goal Clarity Coach; set desired outcomes/goals Technology Coordinator Conduct inventory & set-up; Plan embedded iPad PD for teachers

				Assistant Principal & Goal Clarity Coach Plan embedded PD & follow up plan for content specific PD on differentiated instruction and formative assessment, supported by technology
Behavior Interventionist	Decreased out of school suspensions Increased instructional coaching and in-class time by APs	Monthly	SSP3 data Learning Walk data	Principal Hire & collaborate with APs, Behavior Coach, and Behavior Interventionist; set desired outcomes/goals & develop systems approach AP, Behavior Coach, Behavior Interventionist Develop plan for addressing mild and moderate student behaviors Create tracking and reporting system for early warning signs and intervention

Year 2				
Activity/Personnel Request	Student Achievement Impact	Monitoring Frequency	Data/Assessment	Leadership Activities
(Continued support and use of iPads)	Increased literacy and content proficiency	Grading Periods (8 weeks)	CASCADE Proficiency Data	Principal -Ensure implementation fidelity of PD plan
		Annually	EOC English II EOC Algebra II ACT Reading & English ACT Math	
	Increased instructional capacity	Grading Periods (8 weeks)	Classroom observations Course passing and proficiency data	Principal -Review instructional coaching plans and provide feedback to APs APs and Counselors -Observe all community classrooms per grading period -Complete monitoring document for subsequent analysis
Year 3				
Activity/Personnel Request	Student Achievement Impact	Monitoring Frequency	Data/Assessment	Leadership Activities
Replace iPads, including covers, if needed	N/A	N/A	N/A	PLC Leaders Collect and assess quality and condition of technology and supplies

				Principal Order, as needed
Behavior Interventionist transition plan	Decreased time out of class for behavioral infractions	Every grading period (8 weeks)	Infinite Campus Behavior Report	APs & Behavior Coach Develop sustainability plan Principal Provide feedback and resources to support

Annual Goals

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

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

The following charts in Reading and Math indicate SMART goals for each school year listed in the entitled subject area based on CASCADE proficiency and summative assessment data gathered by the PLC.

READING

9th Grade

According to the most recent District Proficiency Assessment for English 1, 8.90% of 9th graders scored Proficient/Distinguished and 79.50% scored Novice.

English 1 Goals for Next Three Years of SIG Funding		
	P/D %	Novice %
2017-2018	37%	28%
2018-2019	40%	26%
2019-2020	45%	25%

10th Grade

According to the most recent District Proficiency Assessment for English 2, 32.00% of 10 th graders scored Proficient/Distinguished and 29.00% scored Novice. English 2 Goals for Next Three Years of SIG Funding
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	P/D %	Novice %
2017-2018	50%	23%
2018-2019	55%	21%
2019-2020	60%	19%

11th Grade

According to the most recent District Proficiency Assessment for English 3, 10.60% of 11th graders scored Proficient/Distinguished and 87.20% scored Novice.

English 3 Goals for Next Three Years of SIG Funding		
	P/D %	Novice %
2017-2018	65%	17%
2018-2019	70%	15%
2019-2020	75%	10%

Seneca's overall CSIP Goal for Reading is Goal 5: Increase the percentage of scholars scoring Proficient/Distinguished in Reading from 38.1% (2015) to 69.3% (2019) as measured by state accountability measures.

MATH

9th Grade

According to the most recent District Proficiency Assessment for Algebra 1, 39.10% of 9th graders scored Proficient/Distinguished and 33.00% scored Novice.

Algebra 1 Goals for Next Three Years of SIG Funding		
	P/D %	Novice %
2017-2018	45%	30%
2018-2019	47%	27%
2019-2020	49%	25%

According to the most recent District Proficiency Assessment for Geometry, 15.70% of 10th graders scored Proficient/Distinguished and 43.70% scored Novice.

Geometry Goals for Next Three Years of SIG Funding		
	P/D %	Novice %
2017-2018	51%	23%
2018-2019	53%	21%
2019-2020	55%	19%

According to the most recent District Proficiency Assessment for Algebra 2, 30.10% of 11th graders scored Proficient/Distinguished and 21.90% scored Novice.

Algebra 2 Goals for Next Three Years of SIG Funding		
	P/D %	Novice %
2017-2018	57%	17%
2018-2019	60%	15%
2019-2020	65%	12%

Seneca's overall CSIP Goal for Math is Goal 6: Increase the percentage of scholars scoring Proficient/Distinguished in Math from 26.0% (2015) to 65% (2019) as measured by state accountability measures.

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.

10th Grade on-demand writing	Novice Baseline 15-16	P/D Baseline 15-16	Novice Reduction 2017-18	P/D 2017-18	Novice Reduction 2018-19	P/D 2018-19	Novice Reduction 2019-20	P/D 2019-20
Q1			15.0	19.5	12.0	22.5	9.0	23.5
Q2			14.5	20.5	11.5	23.5	8.5	24.5
Q3			13.0	21.5	10.0	24.5	7.0	25.5
Goals	15.9%	19.0%	12.9%	22.0%	9.9%	25.0%	6.9%	30.0%

11th Grade on-demand writing	Novice Baseline 15-16	P/D Baseline 15-16	Novice Reduction 2017-18	P/D 2017-18	Novice Reduction 2018-19	P/D 2018-19	Novice Reduction 2019-20	P/D 2019-20
Q1			46.5	56.8	42.5	58.8	40.3	61.8
Q2			45.5	57.8	41.5	59.8	38.3	62.8
Q3			44.0	58.0	41.0	60.5	36.0	63.8
Goals	46.8%	55.3%	43.8%	58.3%	40.8%	61.3%	35.8%	64.3%

Algebra II	Novice Baseline 15-16	P/D Baseline 15-16	Novice Reduction 2017-18	P/D 2017-18	Novice Reduction 2018-19	P/D 2018-19	Novice Reduction 2019-20	P/D 2019-20
Q1			21.4	39.6	18.4	48.6	15.4	58.6
Q2			20.4	41.6	17.4	51.6	14.4	61.6
Q3			19.4	43.6	16.4	53.6	13.4	63.6
Goals	21.9%	37.6%	18.9%	45.6%	15.9%	55.6%	12.9%	65.0%

English II	Novice Baseline 15-16	P/D Baseline 15-16	Novice Reduction 2017-18	P/D 2017-18	Novice Reduction 2018-19	P/D 2018-19	Novice Reduction 2019-20	P/D 2019-20
Q1			53.4	32.9	42.0	44.9	34.0	58.9

Q2			50.4	35.9	39.0	48.9	32.0	62.9
Q3			47.4	38.9	36.0	51.9	31.0	66.9
Goals	56.4%	28.9%	45.0%	40.9%	35.0%	55.9%	30.0%	69.0%

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

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 leadership 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.

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 and school-based staff developed the intervention model described in the SIG application for Seneca High School. This team considered suggestions from the JCPS Chief Academic officer with input from the Area Assistant Superintendent, the JCPS Career and Technical Education Coordinator, and the Priority Schools Manager. Financial Planning and Management staff reviewed the budget and Curriculum and Instruction reviewed the plan.

Student progress will be measured using the district proficiency assessments for each content area. Progress will be monitored by the Instructional Leadership Team which includes the principal, assistant principals in charge of academies, counselors, goals clarity coach, and content resource teachers. Adjustments will be made to the planning based on the findings of the data analysis from the Quarterly Report and other data sources. All results will be shared with the area superintendent, Jefferson County Board of Education, the Priority Schools manager, and the larger school community on a regular basis.

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.

According to the most recent Diagnostic Review from December 2016, staff interviews, artifacts, classroom observation and student survey results indicate need for assistant principals to become more effective instructional leaders in order to provide teachers with meaningful feedback to improve professional practices. Classroom observation and interview data confirmed that not all students were engaged in the learning process. The report also stated that classroom observations revealed that students rarely use digital tools to conduct research, solve problems and gather information for learning. The Diagnostic Review Team identified the following as improvement priorities to increase student success and achievement:

Implement with fidelity the established instructional process. Ensure this process includes the routine use of exemplars to guide student learning. Administer frequent, formative assessments aligned to content standards and use results to identify and address (i.e., design or modify instruction) the individual needs of students.

Implement and monitor an ongoing, systematic and collaborative process to collect and analyze formative assessment data and use findings to adjust instruction to meet the needs of all students. Align and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment and to guarantee student academic needs are addressed.

Implement, communicate and monitor the use of instructional strategies that require student collaboration, self-reflection, differentiation and development of critical thinking skills in support of student learning needs.

To accomplish the expectations above, teachers need additional training in the use of congruent, effective formative assessment in order to more effectively provide interventions strategically and with intentionality prior to the end of a grading period.

We will use grant funds to ensure that each PLC team has ready access to an iPad card. This additional technology will support the instructional process through more individualized and engaging instructional opportunities; opportunities to generate formative assessment data; and opportunities to increase the use of digital tools by students. The greatest change will be seen in the master schedule revision that allows an embedded PD period for each teacher. This on-the-clock training and support will allow for increased professional development and coaching led by Academy lead principals to improve the school culture and increase efficacy of classroom instruction.

A behavior interventionist position will serve as a temporary intervention that will allow Academy principals (APs) to more systematically and frequently coach, monitor, and provide feedback on the instructional expectations of the school. Assistant principals, as talent academy leads, provide expert support for increasing capacity and sustainability of formative assessment implementation. A behavior interventionist can then disaggregate and disseminate data relevant to Tier 1 and Tier 2 behavior interventions to facilitate use of real-time data for PLCs in supporting students.

Salary is based on average salary for a high school teacher for 2017-18. Three extended day pay at the daily rate is also requested per the current teacher contract. This includes two days for parent teacher conferences and one day prior the start of school.

In order for the behavior interventionist to work coaching, supporting and training all day, every day, and this position will do their planning period after school. Per the teacher's contract, position is paid extended time for this planning period every day @ 1 hour @ 48.8159 per hour @ 187 days.

Year 2 funds will continue to support additional behavior interventions so that intensive support can be invested simultaneously into instruction. No additional technology will be added. Salary and extended time pay includes a 3% increase for 2018-19.

In year 1 we are requesting to use \$541 for resource materials for the Behavior Interventionist.

Year 3 funds will provide time for transitioning away from the behavior interventionist position – reallocating duties and implementing newly formed early warning systems into other appropriate staff members' roles. (Level of instruction, student engagement, and appropriate use of technology should be higher by year three, thereby decreasing need for additional tier one behavior support.)

We anticipate the behavior interventionist will allow us to build sufficient capacity with the staff and school leadership to fully eliminate the position by 2020-21. By 2019-20, we anticipate having data to show significant impact of the position on student behavior, suspension and attendance and will submit a budget request through the district budget request process to fully support the position using only a small portion of SIG funds.

We may also have the option of redirecting school funds to support the salary and benefits of the position by 2019-20.

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.)

Seneca High School leadership makes intentional decisions to invest in staff and student capacity for increased learning and supports.

Title 1 funds are used to staff math and English teachers so that daily interventions for students can be embedded in the master schedule.

Professional development funds are used to support PLC work (best practice research/inquiry, deconstruction of standards, collaborative planning, scoring calibration, etc.), substitutes for Data Days (where student assessment results are disaggregated and analyzed to inform interventions and enrichments), and stipends for professional learning opportunities. At-Risk,

Section seven, funds are used to staff a Positive Action Center instructor, a Behavior Coach, and a positive behavior rewards system. All funds are aligned at increasing academic achievement through effective instruction, a positive school culture, and data informed decisions.

ECE Consulting Teacher- The district has provided this position for the past 4 years. The ECE consulting teacher works with staff to promote more effective differentiated instruction, appropriate placement for ECE students, and immediate response to ECE challenges, and reviews all IEPs and other ECE documents for

completion and adherence to state and federal guidelines. Youth Services Center Coordinator- The district has provided this position for the past 10 years. The coordinator will work with staff to promote family involvement in attendance, participation in conferences, and remove barriers to school attendance and academic success

Year 1 School Budget

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

District: Jefferson County Public Schools
School: Seneca High School

NIS Code	Description of Activity	Amount Requested
110	Certified Teacher – Behavior Interventionist – 187 days	\$63,900
111	Certified Extended Time – Planning period every day @ 1 hour @ 48.8159 per hour @ 187 days	\$9,129
111	Certified Extended Time – 3 days @ \$341.72 per day; 2 PTC days & one day prior to school start date	\$1,025
211	Life Insurance	\$54
213	Liability Insurance	\$44
215	Long Term Disability	\$192
222	Employer Medicare Contribution	\$927
231	Ky. Teacher Retirement Systems (KTRS)	\$10,291
253	Unemployment Insurance	\$60
260	Worker’s Compensation Insurance	\$185
294	Federal Health Insurance	\$7,200
295	Federal State Life Insurance	\$12
296	Federal State Administrative Fee	\$96
222	Certified – Extended Time Planning Period – Employer Medicare Contribution	\$132
231	Certified – Extended Time Planning Period – Ky. Teacher Retirement Systems	\$1,470
253	Certified – Extended Time Planning Period Unemployment Insurance	\$91
260	Certified – Extended Time Planning Period Workers Compensation Insurance	\$48
222	Certified – 3 Extended days – Employer Medicare Contribution	\$15
231	Certified – 3 Extended days – Ky. Teacher Retirement Systems (KTRS)	\$165
253	Certified – 3 Extended days – Unemployment Insurance	\$10
260	Certified – 3 Extended days – Workmen’s Compensation Insurance	\$3
0610	Materials and Supplies for Behavior Interventionist	\$541
	Total Amount Requested	\$95,590

Year 2 School Budget

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

District: Jefferson County Public Schools

School: Seneca High School

MUNIS Code	Description of Activity	Amount Requested
110	Certified Teacher – Behavior Interventionist – 187 days	\$65,817
111	Certified Extended Time – Planning period every day @ 1 hour @ 48.8159 per hour @ 187 days	\$9,402
111	Certified Extended Time – 3 days @ \$341.72 per day; 2 PTC days & one day prior to school start date	\$1,056
211	Life Insurance	\$54
213	Liability Insurance	\$44
215	Long Term Disability	\$197
222	Employer Medicare Contribution	\$954
231	Ky. Teacher Retirement Systems (KTRS)	\$10,600
253	Unemployment Insurance	\$60
260	Worker's Compensation Insurance	\$191
294	Federal Health Insurance	\$7,200
295	Federal State Life Insurance	\$12
296	Federal State Administrative Fee	\$96
222	Certified – Extended Time Planning Period – Employer Medicare Contribution	\$136
231	Certified – Extended Time Planning Period – Ky. Teacher Retirement Systems	\$1,514
253	Certified – Extended Time Planning Period Unemployment Insurance	\$94
260	Certified – Extended Time Planning Period Workers Compensation Insurance	\$50
222	Certified – 3 Extended days – Employer Medicare Contribution	\$15
231	Certified – 3 Extended days – Ky. Teacher Retirement Systems (KTRS)	\$170
253	Certified – 3 Extended days – Unemployment Insurance	\$11
260	Certified – 3 Extended days – Workmen's Compensation Insurance	\$3
	Total Amount Requested	\$97,676

Year 3 School Budget

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

District: Jefferson County Public Schools

School: Seneca High School

MUNIS Code	Description of Activity	Amount Requested
110	Certified Teacher – Behavior Interventionist – 187 days	\$7,457
211	Life Insurance	\$6
213	Liability Insurance	\$5
215	Long Term Disability	\$22
222	Employer Medicare Contribution	\$108
231	Ky. Teacher Retirement Systems (KTRS)	\$1,201
253	Unemployment Insurance	\$7
260	Worker's Compensation Insurance	\$22
294	Federal Health Insurance	\$792
295	Federal State Life Insurance	\$1
296	Federal State Administrative Fee	\$11
	Total Amount Requested	\$9,632.00