

Kentucky Department of Education

District Application for School Improvement Funds (Section 1003g)

Transformation Model

Cover Page

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

District: Jefferson County Public Schools
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 District City: Louisville
 District ZIP: KY
 District Phone: 502-485-3080
 Name of District Contact: Dr. Marco Munoz
 Position: Priority School Manager
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District Name	NCESID#	Total Awarded
Jefferson	2102990	\$

School Name	NCESID#	Intervention
1 Olmsted Academy North Middle School	210299000781	Transformation Model
2 Stuart Middle School	210299001427	Transformation Model
3 Westport Middle School	210299000670	Transformation Model

District Verification

The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants (SIG) 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.

M. Hill 8/8 /17
Superintendent Signature Date

Sunny C. Fields
Notary Public

01/27/2019
My commission expires

Notary seal

District Actions

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

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

All eligible Priority Schools will be served. These schools were given first priority by the Kentucky Department of Education (KDE) request for School Improvement Grant (SIG) proposals. This includes Stuart Academy, Olmsted North Academy, and Westport Middle School.

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

KDE conducted a District Diagnostic Review in March 2016, which indicated Jefferson County Public Schools has the capacity to manage school improvement efforts. The district has successfully guided two schools out of priority status and has several other schools close to meeting exit criteria.

The district's Diagnostic Review noted the need for a "culture of differentiated support" for JCPS schools, particularly priority schools. To address this concern, the district established a Priority Schools Office to provide additional support to schools.

The Priority School Office:

- Ensures identified priority schools receive special emphasis, support, and attention as the district makes decisions and assigns resources to foster success;
- Responds to the differentiated needs of priority schools, coordinating services provided by district staff with the Assistant Superintendents for each priority school;
- Regularly analyzes and reports priority school data to stakeholders (Superintendent, Assistant Superintendents, Board of Education, and the public);
- Helps schools and district leadership identify trends, inform decisions and design adjustments;
- Assures Principal perspectives inform the work;
- Shares relevant research and maintains the focus on the "big rocks," which are most impactful to school improvement efforts;
- Works closely with KDE Education Recovery staff; and
- Proactively works to prevent additional schools from moving into priority status.
- The Priority School Office concentrates stakeholder attention on priority school concerns. For example, it prepared a Data Report for the Board of Education in February 2016, which noted weak student attendance trends for many priority schools. As a result, the Priority School Office coordinated efforts with principals, Pupil Personnel, and Academic Support Services to deliver interventions to improve attendance. A review of priority school teacher data, in the same report, led to the creation of an institute in the summer of 2016 to address teacher training, attendance, and retention needs. Created by experienced priority teachers for new priority school teachers, the summer institute offered an introduction to priority school settings and cultural proficiency.
- The institute also furnished classroom management, instructional best practices, using formative assessments and data, differentiating instruction and student engagement strategies.

In addition to the coordination provided by the Priority School Office, each priority school is part of a cluster

of schools overseen by an Assistant Superintendent. These Achievement Area Assistant Superintendents and their Evaluation Transition Coordinators (ETC) work closely with KDE Education Recovery staff (particularly the Education Recovery Leader (ERL)) and the Principal to think through key decisions. The Assistant Superintendent and ETC help trouble shoot barriers to implementation, connect priority school leaders and teachers with professional development opportunities, and furnish on-site coaching.

District Budget Narrative

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

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

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

The district will invest general funds, Family Resource/Youth Service Center, Title I, Title II and Title III funds to support the improvement efforts at Stuart Academy, Olmsted North Academy, and Westport Middle School. In addition, US Department of Education funding for a School Climate Transformation grant will provide training, coaching and resources to Restorative Practices/Positive Behaviors Interventions and Support work for all schools. A US Department of Education School Turnaround Grant will provide National Institute for School Leadership (NISL) training to the Principal, Assistant Principals and School Leaders as requested. The district's Data Management and Program Evaluation Department, Curriculum Specialists, Pupil Personnel, Academic Support Services, Professional Development staff, English as a Second Language, Exceptional Child Education and other district programs will likewise support the three priority schools participating in this application as pertains to school improvement work.

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

Stuart Academy, Olmsted North Academy, and Westport Middle School all selected the Transformation model. Each of the Transformation components will be addressed: (1) effective principals, (2) using a rigorous evaluation system, (3) identifying and rewarding staff, (4) providing high quality job-embedded professional development, (5) implementing recruitment strategies, (6) implementing a research-based instructional program, (7) increasing learning time, (8) providing operational flexibility, and (9) establishing a system of data collection. District support for each components is outlined below. Each school plan embedded in this application, will describe district supports unique to the needs of each school.

Effective principals (Transformation #1): Because we know that an effective principal is a key component to turnaround, it is critical to support the principals in these Priority Schools. All principals involved have participated in the National Institute for School Leadership (NISL) initiative, including the supervising Area

Superintendents for each school as well as the Director of Priority Schools. The Achievement Area Assistant Superintendents and ETC will provide ongoing support to the new Principal in collaboration with KDE Education Recovery staff. The principals also participate in district-led Principal Professional Learning Communities (PPLCs) within their respective achievement areas providing support and assistance in a cohort-based setting. Hire dates for all principals are as follows:

Stuart Academy	DALTON, LAURA A.	5/14/2016	7/1/2008
OAN	RODOSKY, RYAN A.	7/16/2014	8/10/2005
Westport Middle	ZELLER, JOSEPH S.	5/4/2015	5/4/2015

Rigorous evaluation system (Transformation #2): All teachers and administrators at the three priority schools comprising this application will participate in the Professional Growth and Effectiveness System (PGES). Each year teachers will establish rigorous student growth goals and professional development will be offered that meets identified teacher needs. The district's Achievement Area ETCs will provide individualized support to each school-based team in implementing PGES.

All three Priority Schools in this application fully implemented the Professional Growth and Effectiveness System for both teachers (TPGES) and school leaders (PPGES) and will follow the district's 2017-18 Certified Evaluation Plan. The vision of this plan is to have every student taught by an effective teacher and every school led by an effective leader. The goal of the plan is to create a fair and equitable system to measure educator and leader effectiveness and act as a catalyst for professional growth.

The district's Certified Evaluation Plan aligns with Kentucky's Framework for Teaching, which assesses teachers on four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Assigned evaluators use multiple sources of evidence to develop a holistic and comprehensive analysis of teachers' practice. Sources of evidence include:

Professional Growth Planning and Self-Reflection
 Observation
 Student Voice
 Student Growth Goals and/or Median Student Growth Percentiles

TPGES observations include three mini-observations (two by the supervisor and one by a peer observer) of approximately 20-30 minutes. A final observation is conducted by a supervisor and focuses on a full class or lesson. Non-tenured teachers participate in this observation cycle each school year to support their growth as early-career educators.

Tenured teachers participate in a three-year cycle with mini-observations occurring each year for formative feedback and the final observation in year three for the purposes of summative evaluation.

Student growth data will factor into every educators' ongoing evaluation. All teachers and other education professionals will establish student growth goals. In collaboration with the school principal, educators identify an interval of instruction (e.g., trimester, semester, year-long) and set goals that are congruent with the Kentucky Core Academic Standards and use common measures or rubrics for their content area and grade level. Student growth goals specify student outcomes, such as an enduring skill, process, understanding, or concept that students are expected to master. These goals must provide all students—including students with disabilities, English language learners, and gifted/talented students—opportunities to demonstrate their knowledge. Through Professional Learning Communities, grade level groups, or academic departments, teams of teachers use a peer review process to ensure each teacher's student growth goals and rubrics are rigorous and comparable.

Based upon the percentage of students meeting growth goals, teachers will receive growth target ratings of low (less than 70% of students met the target), expected (70%-85% of students met the target), or high (more than 85% of students met the target). Formative measures are an approved source of evidence for determining student growth. The certified evaluation plan provides three categories of measures. (1) Pre-/Post-Assessments that are identical or comparable are acceptable if they meet the district assurances for rigor and comparability. (2) Repeated Measures Designs are records of results from short measures, demonstrations, or performances that have been repeated throughout the interval of instruction. (3) Holistic Evaluation involves the use of growth rubrics that compare two or more examples of student work.

Identifying and rewarding staff (Transformation #3): Teachers will be rewarded through multiple means. All three schools in this application provide leadership opportunities for successful teachers within the building in terms of department leadership, team leadership, and school-based leadership. Further, successful teachers are recommended for district-level work in their respective curriculum areas. Successful teachers and staff members are also provided opportunities for enhanced professional development across the state, region, and nation, as appropriate.

Stuart Academy will provide a new SIG-funded incentive for successful teachers in the form of a tuition reimbursement program. For those teachers fully participating in the Stuart Teacher Academy mentoring program, teachers may apply to receive tuition reimbursement for up to one graduate class each semester (fall, spring, and summer) over the life of the grant as these teachers pursue advanced credentials and/or degrees to support their teaching craft. The district will monitor this program for possible funding for all priority schools in the future.

Providing high quality, job-embedded professional development (Transformation #4): District content specialists (math, reading, social studies, science, and the arts) are available to consult with school leaders, Goal Clarity Coaches and/or department heads to create additional, effective professional development that supports teacher practice and advances student learning. The district is providing mathematics professional development in July 2017 for the schools in this grant application to support mathematics instruction through Illustrative Mathematics. Priority Schools are also eligible to participate in the Restorative Practices/PBIS Institute work the district is sponsoring, at no cost to the schools, in August 2017. Goal Clarity Coaches are provided training and support throughout the school year with the expectation they take the work back to their respective buildings in support of their teachers. A new initiative from the division of Administrator Recruitment and Development is designed to provide principals with extended professional development opportunities through the monthly district-led principal meetings as well as through specialized trainings offered monthly at the district training facility, Gheens Academy.

Implementing recruitment strategies (Transformation #5): The Human Resources Department works closely with priority schools to provide them with top-quality teaching staff when there is a vacancy. Priority schools are exempt from the rules of the teacher union contract regarding hiring from the transfer list. Although there are many quality teachers on the list, schools are not required to hire from the list. When new teachers are hired, the Academic Services Department provides a New Teacher Institute and the Priority School Office offers additional training designed specifically for the learning needs of priority school teachers.

Stuart Academy will also employ the SIG funded tuition reimbursement program as a means to attract teachers to the school.

Implementing a research-based instructional program (Transformation #6): The district focuses instructional efforts around the Professional Learning Community model (DuFour, 2004). The purpose is to cultivate a

culture of collaboration, self-reflection, and continuous improvement. The Instructional Leadership Team at each school will provide additional support to PLCs, along with veteran teachers previously trained in the processes, to enhance their effectiveness. District support from content specialists remains available to all priority schools to support programming. Further, district content specialists provide opportunities for priority schools, at no cost, to participate in pilot programs for the district aimed at increasing the internal capacity of the teachers in implementing a research-based instructional program (i.e. ALEKS and Illustrative Mathematics for math personnel).

Increasing learning time (Transformation #7): All priority schools in this application have created an intervention plan for reading and mathematics. Thresholds for students needing additional support have been established using KPREP and Reading Inventory data. Students scoring within identified ranges will receive Tier 2 or Tier 3 Reading interventions as appropriate. Thresholds have likewise been set for mathematics scores. School leadership, through their Site Based Decision Making Councils create plans for additional and/or extended learning time through after-school programming, school break programming, and/or Saturday school programming. Schools have the option to apply for district funds through special budget requests to offset the costs of these initiatives.

The district is piloting a special initiative at Stuart Academy to increase the learning time for teachers by providing an additional five, paid extended days for teachers to participate in professional development activities over and above their contracted days. While optional, this opportunity allows the school to focus on the instructional needs of the staff to benefit the students.

Providing operational flexibility (Transformation #8): Priority schools have the opportunity to submit a special budget to the district requesting funding for programs and activities that support school improvement efforts. These requests are carefully considered by the area superintendents and cabinet and if found to be central to the work, they are funded.

In addition, the priority schools in this application are exempt from any requirements that mandate placement of voluntary or overstaffed employees. Priority schools participate in the district staff transfer process, but are not required to select staff from the transfer list. Priority schools receive transfer lists one week earlier than non-priority schools (section 33 of the JCTA-JCPS agreement).

Establishing a system of data collection (Transformation #9): The district has a well-developed data collection system that supports priority 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 three district proficiencies centered on the core content areas. The results of these proficiencies are used by the school to analyze instruction and make adjustments. Additionally, schools may elect to administer a diagnostic test to provide information of student mastery prior to teaching a specific set of standards.

This diagnostic assessment is provided by the district and schools have the option to use the provided assessment or have PLCs create their own. The results of these assessments are stored in the district's data system, CASCADE. Schools can analyze the results of the district diagnostics and proficiencies in multiple formats, including data dashboards. The Office of Priority Schools and the area superintendents also monitor the proficiency data and provide feedback and support to the priority schools as appropriate.

Transformation Model - Permissible Activities

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

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

The Office of Priority Schools Director 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.

School Application

District: Jefferson County Public Schools
School: Stuart Academy

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.

Stuart was reconfigured for the 2016-2017 school year. The KPREP data, as reported on the school report card, is inaccurate as the grade configurations changed from a sixth through eighth grade school to a seventh and eighth grade school. The data tables below are from the most recent May 2016 state assessments but include only the students currently enrolled as 7th and 8th graders in our building.

2015-2016 assessment results for currently enrolled 7th and 8th graders at Stuart

Scores from their 6th grade assessment	N=		Novice		Apprentice		Proficient		Distinguished	
		N	%	N	%	N	%	N	%	
7 Reading	369	192	0.52	94	0.25	64	0.17	6	0.02	
7 Mathematics	369	152	0.41	151	0.41	51	0.14	2	0.01	
7 Lang Mech	369	239	0.65	67	0.18	32	0.09	3	0.01	
7 Writing	369	165	0.45	138	0.37	46	0.12	0	0.00	

Scores from their 7th grade assessment	N=		Novice		Apprentice		Proficient		Distinguished	
		N	%	N	%	N	%	N	%	
8 Reading	249	127	0.51	62	0.25	51	0.20	4	0.02	
8 Mathematics	249	112	0.45	103	0.41	29	0.12	0	0.00	

The data reveals that the majority of our 7th grade students and our 8th grade students are classified as novice learners for both reading and mathematics. Language mechanics for our 7th grade students seems our greatest challenge with 65% of our students classified as novice for that assessment. For both 7th and 8th grades, more than 50% of our students scored novice in reading and for mathematics, the percentage was 41% for the 7th grade and 45% for the 8th grade.

The highlight of the data table above is the 8th grade reading score with 22% of the students currently enrolled at Stuart classified as Proficient/Distinguished. In 7th grade, 19% of students scored Proficient/Distinguished in reading. In both grade levels, only 12% of students scored Proficient/Distinguished for mathematics.

The following table illustrates the struggle for Stuart over time as evidenced through our state assessment (KPREP) system:

KPREP	2011-12		2012-13		2013-14		2014-15		2015-16	
Reading	% Novice	% P/D								
	54.9	20.3	49.7	25.8	44.7	25.8	46	23.7	51.8	21.5
Mathematics	% Novice	% P/D								
	51.2	12	36	17.1	42.4	16.9	39.3	13.9	47	12.9
Science	% Novice	% P/D								

KPREP	2011-12		2012-13		2013-14		2014-15		2015-16	
	32.6	27.8	26.6	28.9	30.3	28.7	N/A	N/A	N/A	N/A
Social Studies	% Novice	% P/D								
	23.3	25.8	22.3	31.8	32.2	22.0	34.7	18.9	33.8	25.5
Writing	% Novice	% P/D								
	27.3	14.4	24.9	18.8	36.7	13.6	32.2	11.5	49.6	7.2
Language Mechanics	% Novice	% P/D								
	62.3	15.1	61.7	18.4	69.0	10.3	61.8	19.1	68.8	8.7

The table indicates growth in reducing the percentage of novice students in reading and mathematics, but that growth was not sustained through a leadership change. This table includes the sixth through eighth grades as opposed to the newly configured 7th and 8th grade Stuart. While we can see positive reduction in the percentage of students scoring novice from the 2011-2012 school year in reading and in mathematics, these numbers fall short of the state established delivery targets for our school.

The following data table is also a look over time, including the 2015-2016 emphasis on novice reduction numbers for students at Stuart. These numbers reflect the 6th, 7th and 8th grades.

EXPLOR E	ID Year	Year One	Year Two	Year Three	Change since ID year	Novice Reduction		Baseline	Year One	Change
	2011-12	2012-13	2013-14	2014-15				2014-15	2015-16	
	% Meeting Benchmarks per Kentucky Assessment System				ent System	Reading	Points	12.4	Reduction	6.2
English Benchmark 13	37	37	39.7	27.4	-9.6	African American		53.8	60.1	-6.3
	Score	Score	Score	Score		Hispanic		25	45.9	-20.9
	12	11.9	12.1	11.5	-0.5	F/R Lunch Price		46.3	53	-6.7
	% Meeting Benchmarks per Kentucky Assessment System				ent System	Disability with IEP		70.8	66.4	4.4
Math Benchmark 17	10	10	15	7.9	-2.1	Gap Group-non duplicated		46.4	52.8	-6.4
	Score	Score	Score	Score		Math	Points	0	Reduction	0
	13.3	13	13.3	11.3	-2	African American		47	57.5	-10.5
Reading Benchmark 15	% Meeting Benchmarks per Kentucky Assessment System					Hispanic		25	39.3	-14.3
	19	15.5	19.3	11.9	-7.1	F/R Lunch Price		38.8	49.1	-10.3

EXPLOR E	ID Year	Year One	Year Two	Year Three	Change since ID year	Novice Reduction	Baseline	Year One	Change
	2011- 12	2012- 13	2013- 14	2014- 15			2014-15	2015-16	
	Score	Score	Score	Score		Disability with IEP	61.8	68	-6.2
	12.3	12.1	12.3	11.6	-0.7	Gap Group- non duplicated	39.5	49.1	-9.6

Based on this table, students at Stuart habitually scored significantly below the benchmark on the now retired ACT EXPLORE assessment. Instead of improving overall, fewer students met the benchmark over time and the scores fell even lower than the initial administration in 2011-2012.

Looking to the Novice Reduction chart, Stuart failed to reduce the percentage of students scoring novice in every category with the exception of reading for students with disabilities. Stuart saw a reduction in that category from a high of 70.8% novice scorers to 66.4% novice scorers. Every other category saw an increase in the percentage of students scoring novice from the baseline year to the 2015-2016 school year.

The previous novice reduction data table was expanded to create the following data table for the staff to help guide their work during the 2016-2017 school year:

Novice Reduction			Baseline 6-8 Grades	Year One 6-8 Grades	Chang e Over Time	Currently Enrolled	Current Year		
			2014-15	2015-16		2016-17	2016-17	2016-17	2016-17
Reading	Points	12.4					State Goal (10%)		
	Novice Reduction	6.2					Reducti on Target	Percent Goal	# kids
African American n=270			53.8	60.1	-6.3	61.1	6.0	54.1	16.2
Hispanic n=52			25	45.9	-20.9	48.1	4.8	41.1	2.5
F/R Lunch Price n=571			46.3	53	-6.7	54.3	5.4	47.6	30.8
Disability with IEP n=114			70.8	66.4	4.4	66.7	6.6	59.8	7.5
Gap Group-non duplicated n=596			46.4	52.8	-6.4	53.9	5.3	47.5	31.6
Math	Points	0	Baseline 6-8 Grades	Year One 6-8 Grades	Chang e Over Time	Currently Enrolled	State Goal (10%)		
	Novice Reduction	0	2014-15	2015-16		2016-17	Reducti on Target	Percent Goal	# kids
African American n=270			47	57.5	-10.5	54.1	5.4	52.1	14.6
Hispanic n=52			25	39.3	-14.3	32.7	3.3	36.0	1.7
F/R Lunch Price n=571			38.8	49.1	-10.3	45.2	4.5	44.6	25.7

Novice Reduction	Baseline 6-8 Grades	Year One 6-8 Grades	Chang e Over Time	Currently Enrolled	Current Year		
	2014-15	2015-16		2016-17	2016-17		
Disability with IEP n=114	61.8	68	-6.2	65.8	6.6	61.4	7.5
Gap Group-non duplicated n=596	39.5	49.1	-9.6	45.3	4.5	44.6	26. 8
Novice Reduction	7th Grade 2016 KPREP Data for Currently Enrolled				Current Year		
					2016-17		
Reading	Novice		Proficient/Distinguis hed		State Goal (10%)		
	# Scoring	Percent	# Scorin g	Percent	Reducti on Target	Percent Goal	# kids
African American n=142	84	59	23	16	5.9	53.10	8.4
Hispanic n=24	13	54	6	25	5.4	48.60	1.3
F/R Lunch Price n=329	189	57	45	14	5.7	51.30	18. 8
Disability with IEP n=60	42	70	6	10	7.0	63.00	4.2
Gap Group-non duplicated n=357	195	55	65	18	5.5	49.50	32. 8

Novice Reduction	7th Grade 2016 KPREP Data for Currently Enrolled				Current Year		
					2016-17		
Math	Novice		Proficient/Distinguis hed		State Goal (10%)		
	# Scoring	Percent	# Scorin g	Percent	Reducti on Target	Percent Goal	# kids
African American n=152	79	52	17	11	5.2	46.80	7.9
Hispanic n=24	9	36	4	17	3.6	32.40	0.9
F/R Lunch Price n=341	148	43	48	14	4.3	38.70	14. 7
Disability with IEP n=60	43	72	3	5	7.2	64.80	4.3
Gap Group-non duplicated n=357	156	44	51	14	4.4	39.60	15. 7

Novice Reduction	8th Grade 2016 KPREP Data for Currently Enrolled				Current Year		
					2016-17		
Reading	Novice		Proficient/Distinguis hed		State Goal (10%)		
	# Scoring	Percent	# Scorin g	Percent	Reducti on Target	Percent Goal	# kids
African American n=97	69	71	12	12	7.1	63.90	6.9

Novice Reduction	8th Grade 2016 KPREP Data for Currently Enrolled				Current Year		
					2016-17		
Hispanic n=25	11	44	6	24	4.4	39.60	1.1
F/R Lunch Price n=324	119	37	47	15	3.7	33.30	12.0
Disability with IEP n=43	10	23	3	7	2.3	20.70	1.0
Gap Group-non duplicated n=243	126	52	49	20	5.2	46.80	12.6

Novice Reduction	8th Grade 2016 KPREP Data for Currently Enrolled				Current Year		
					2016-17		
Math	Novice		Proficient/Distinguished		State Goal (10%)		
	# Scoring	Percent	# Scoring	Percent	Reduction Target	Percent Goal	# kids
African American n=112	65	58	10	11	5.8	52.20	6.5
Hispanic n=25	7	28	2	8	2.8	25.20	0.7
F/R Lunch Price n=264	108	41	27	10	4.1	36.90	10.8
Disability with IEP n=45	32	71	1	<1	7.1	63.90	3.2
Gap Group-non duplicated n=243	114	47	28	12	4.7	42.30	11.4

We used this data table to focus on our novice reduction work by grade level. The top of the table indicates the data from the KPREP school report card for 2015-2016, which captured what happened at Stuart during the previous school year for grades 6-8. The data tables broken down by 7th grade and 8th grade for reading and mathematics contain the scores and data for the students currently enrolled at Stuart in those two grades, the new Stuart grade configuration. We continue to see our greatest GAP group as our students with disabilities in both grades 7 and 8. Looking to reading, our 7th grade students with disabilities we see 70% of them scoring novice comprising our greatest achievement GAP while in the 8th grade, the greatest GAP group in the 8th grade at 71% novice is our African American students. In mathematics, our greatest achievement GAP group in both grades is our students with disabilities with 72% of the 7th grade scoring novice in mathematics and 71% of the 8th grade scoring novice in mathematics.

Our school data indicates our students are underperforming as compared to both the district and the state in both reading and math as evidenced below from the 2015-2016 KPREP data:

2015-2016 KPREP Reading Results – GAP Groups Stuart Middle School Grades 6-8 Combined

Group	Enrollment			Percent Novice			Percent Apprentice			Percent Proficient			Percent Distinguished		
	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
All Students	766	21,085	149,349	51.8	32.5	21.1	26.6	22.6	23.7	18.6	29.8	37.3	2.9	15.2	17.9
Male	416	10,721	76,705	60.6	37.7	24.9	21.5	22.1	24.7	15.9	27.9	35.8	1.9	12.3	14.6

	Enrollment			Percent Novice			Percent Apprentice			Percent Proficient			Percent Distinguished		
Female	350	10,364	72,631	41.4	27.1	17.1	32.8	23.0	22.6	21.8	31.8	38.9	4.0	18.1	21.4
White (Non-Hispanic)	398	9,828	118,183	46.7	21.5	17.8	29.8	21.1	23.0	19.9	35.1	39.4	3.5	22.3	19.7
African American	273	7,926	15,749	60.3	47.2	42.1	21.7	24.1	26.3	16.5	22.8	25.1	1.5	6.0	6.6
Hispanic	64	1,876	8,233	46.0	34.2	28.7	31.7	26.8	28.4	17.5	28.8	31.9	4.8	10.1	10.9
Free/Reduced-Price Meals	662	14,524	90,230	53.0	41.4	28.2	26.6	24.9	27.2	17.8	25.7	33.8	2.6	8.0	10.8
Disability-With IEP (Total)	127	2,312	17,477	68.5	66.3	50.4	25.2	21.2	25.8	6.3	11.2	18.8	0.0	1.3	4.9
Disability-With IEP (not including Alternate)	98	2,030	15,665	84.7	72.0	53.9	12.2	16.9	23.9	3.1	9.9	17.6	0.0	1.3	4.6
Disability-With Accommodation (not including Alternate)	92	1,738	12,988	85.9	73.6	55.0	12.0	16.5	23.8	2.2	9.0	17.0	0.0	0.9	4.2
Disability-Alternate Only	29	282	1,812	13.8	25.5	20.7	69.0	52.5	42.2	17.2	20.6	29.1	0.0	1.4	7.9
Gap Group (non-duplicated)	697	16,275	97,636	53.0	39.9	28.4	27.0	24.9	27.1	17.5	26.6	33.5	2.6	8.6	10.9

2015-2016 KPREP Mathematics Results – GAP Groups Stuart Middle School Grades 6-8 Combined

	Enrollment			Percent Novice			Percent Apprentice			Percent Proficient			Percent Distinguished		
Grade	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
All Students	766	21,098	149,337	47.0	26.9	16.4	40.2	34.4	36.5	11.8	27.5	33.7	1.0	11.2	13.3
Male	416	10,728	76,695	51.9	30.4	19.0	36.5	32.9	36.0	11.1	25.5	32.0	0.5	11.2	13.1
Female	350	10,370	72,629	41.1	23.4	13.7	44.5	36.0	37.1	12.6	29.6	35.6	1.7	11.1	13.6
White (Non-Hispanic)	398	9,831	118,191	42.4	17.7	13.8	43.9	31.4	35.6	12.4	34.1	36.0	1.3	16.9	14.7
African American	273	7,930	15,754	56.6	40.3	34.7	32.7	37.4	41.4	10.3	19.1	20.5	0.4	3.2	3.4
English Learners	9*	953	2,746		55.5	46.5		36.8	40.5		7.0	11.1		0.6	1.9

	Enrollment			Percent Novice		Percent Apprentice			Percent Proficient		Percent Distinguished				
Gifted/Talented		146	7,479		0.0	0.3		4.8	2.6		39.7	28.5		55.5	68.6
Free/Reduced-Price Meals	662	14,536	90,224	48.9	34.6	22.3	39.4	38.3	42.1	10.9	22.2	28.6	0.8	4.9	7.0
Disability-With IEP (Total)	127	2,310	17,475	68.5	62.0	44.0	27.6	29.6	38.0	3.9	7.7	14.5	0.0	0.7	3.5
Disability-With IEP (not including Alternate)	98	2,028	15,663	78.6	67.2	47.0	21.4	25.8	36.7	0.0	6.5	13.0	0.0	0.5	3.3
Disability-With Accommodation (not including Alternate)	92	1,738	12,988	79.3	69.7	48.3	20.7	24.4	36.5	0.0	5.5	12.0	0.0	0.4	3.1
Disability-Alternate Only	29	282	1,812	34.5	24.8	18.6	48.3	56.4	49.0	17.2	16.7	27.5	0.0	2.1	4.9
Gap Group (non-duplicated)	697	16,284	97,620	48.9	33.5	22.5	39.4	38.2	42.0	11.0	23.0	28.5	0.7	5.3	7.1

As evidenced by the information above, students at Stuart are currently underperforming in reading in every identified GAP group for Stuart as compared to other students in both the district and the state of Kentucky. Overall, our students with disabilities experience the greatest learning gap as evidenced by this most recent KPREP data (2015-2016).

Further examination of the data indicates that both for reading and mathematics, males are outperformed by females, significantly so in reading. White students outperform our African American students in both reading and mathematics. The Free/Reduced Lunch students at Stuart underperform as compared to both the district and the state totals. Our non-duplicated GAP students perform better in reading than in mathematics when considering the Proficient/Distinguished classifications.

To highlight our struggles with our students with disabilities, the Disability with IEP (total) data sums up the disproportionality of our ECE achievement. See the table below:

2015-2016 KPREP Reading Middle School-Grades 6, 7, 8						
	Novice			Proficient/Distinguished		
	School	District	State	School	District	State
All Students	51.8	32.5	21.1	21.5	45	55.2
Disability with IEP	68.5	66.3	50.4	6.3	12.5	23.7

2015-2016 KPREP Reading Middle School-Grades 6, 7, 8						
(Total)						

2015-2016 KPREP Mathematics Middle School-Grades 6, 7, 8						
	Novice			Proficient/Distinguished		
	School	District	State	School	District	State
All Students	47	26.9	16.4	12.9	38.6	47
Disability with IEP (Total)	68.5	62	44	3.9	8.4	18

When comparing our student with disability with an IEP (total count) to all students at Stuart, the data indicates significant learning gaps for our students. Those gaps continue when comparing our achievement numbers for our students with disabilities with an IEP (total count) with our district and with the state. When looking at the Proficient/Distinguished data points, only 6.3% of the students at Stuart with an IEP achieved a Proficient/Distinguished classification for reading as compared to the state percentage of 23. For mathematics, those numbers are 3.9% for Stuart and 18% for the state.

Our final data analysis sees that the greatest work in front of us is supporting our students with disabilities (ECE students) in both reading and mathematics at both grade 7 and grade 8.

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.

Attendance and behavior data from our most recent (April 2016) Quarterly Report:

Attendance						
Percentage of Students Present at School	Baseline-1st Six Weeks	Goal (% Present)	Oct (% Present)	Jan (% Present)	April (% Present)	June (% Present)
Grade: 7	93.5	95	93.5	92.1	91.9	
Grade: 8	94.5	95	94.5	92.3	91.7	
Total of all grades	93.9	95	93.9	92.2	91.8	
Percentage of Teachers Present at School	Baseline-1st Six Weeks	Goal (% Present)	Oct (% Present)	Jan (% Present)	April (% Present)	June (% Present)
	98	98	98	95.3	94.7	

This is an improvement over previous years when we regularly saw attendance in the upper 80% range for both students and teachers. We will continue to monitor the attendance data and look for those students with the highest number of days missed to be included in our expanded mentoring opportunities for the upcoming school year. We do, however, have a group of students whose parents we must reengage at school. We currently have 76 students with 25 or more absences according to our school level data.

16-17 Stuart Middle

	PM 1	PM 2	PM 3	PM 4	PM 5	PM 6	PM 7	PM 8	Grand Total
In-School Removal	139	291	211	149	32	41	25	6	894
7	84	190	143	115	29	41	21	3	626
8	55	101	68	34	3		4	3	268
Out-of-School Suspension	24	49	47	56	65	92	71	74	478
7	15	35	28	26	37	47	28	27	243
8	9	14	19	30	28	45	43	47	235
Restraint			1	1					2
7				1					1
8			1						1
OTHER	192	345	276	286	314	362	368	217	2360
7	136	261	156	171	141	131	129	115	1240
8	56	84	120	115	173	231	239	102	1120
Grand Total	355	685	535	492	411	495	464	297	3734

16-17 Stuart Middle

	PM 1	PM 2	PM 3	PM 4	PM 5	PM 6	PM 7	PM 8	Grand Total
In-School Removal	139	291	211	149	32	41	25	6	894
ISAP FULL DAY	18	37	40	32					127
ISAP PARTIAL DAY	5	9	36	24					74
Office Time Out	80	173	117	76	8	26	18	3	501
Positive Action Center	36	68	12						116
Team Time Out		4	6	17	24	15	7	3	76
Out of School Suspension	24	49	47	56	65	92	71	74	478
SSP3 Out-of-School Suspension	24	49	47	56	65	92	71	74	478
Restraint			1	1					2
Restraint			1	1					2
OTHER	192	345	276	286	314	362	368	217	2360
Behavior Contract/Plan/Reflection	20	40	42	49	27	14	16	41	249
Bus Suspension Full	8	21	30	29	14	15	19	10	146
Bus Suspension One Way				1					1
Detention	83	159	56	26	30	19	3		376
Letter Sent		2							2
Parent/Guardian Conference	16	25	19	10	22	24	42	25	183
Peer Conflict Mediation	4	1					2	2	9
Phone Call	9	27	30	50	44	30	33	19	242
Refer to YSC/FRYSC/Counselor	1	1	2	1	7	2			14
School Restitution				2				4	6
Student Conference	51	69	97	118	170	258	253	110	1126
RESOLUTION NOT ENTERED								6	6
Grand Total	355	685	535	492	411	495	464	297	3734

The data above illustrates the work over the school year in terms of addressing student behavior, including our attempts to create an appropriate learning environment for every student. Due to the in-school suspension option being removed by the staff here at Stuart as a behavior consequence, we have an increase in out-of-school suspensions. We opted to work to include students in class with appropriate supports rather than have them removed from class. We felt our students were struggling academically and to remove them from the learning opportunities in classrooms would be a further detriment to their achievement.

We are following the JCPS guidebook to the letter with discipline issues and alternatives to suspensions. We need to look at our systems to determine other options for consequences for students in lieu of suspending them out of the building. We will continue to do such to keep the building safe and orderly. We have enrolled in the JCPS pilot program for restorative practices and PBIS for the 2017-2018 school year and our training dates are August 10/11. We have also applied as a pilot training site for trauma-informed care and we anticipate being a part of that program, as well.

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

The 2015-2016 KPREP results landed Stuart as the lowest achieving middle school in the Commonwealth of Kentucky and prompted the superintendent and the Board of Education to consider a fundamental redesign of programming for the school. Rather than staffing and funding the school based on the established district funding formula, the proposal approved by the Jefferson County Board of Education included a needs-based funding allocation whereby the district made the decision to fund the needs of the population rather than adhere to their district funding formula. Additional staff was allocated to the school according to the proposal outline and funding was made available to increase access to and use of technology by students. New leadership leading to a philosophy of student-centered decision making has been a welcome change for Stuart.

The leadership diagnostic review highlighted issues of student engagement and tied those issues to a lack of relevant classroom experiences, a lack of a system of appropriate instructional strategies, and the lack of support for teachers, following teacher training through both the district and school. A deeper examination of the issues highlighted in the diagnostic review indicate issues that this SIG proposal is designed to address.

Central to the instructional challenges in the building is the fact that teacher turnover at Stuart can be crippling. The Stuart resides area has the greatest incidence of domestic abuse in the county. Nearly 1/3 of the student population at Stuart lives in a school resides area falling well below the federal poverty level and come from homes where single parents are the norm. Gang issues plague these neighborhoods and those complications find their way to school. Absenteeism for students is also an issue, one which our mentoring program is addressing with positive results, thus far. All of these factors combine to create greater than expected challenges in the classroom. Our behavior data indicates discipline challenges for our students. Couple those challenges with 27 new teachers of 38 on the faculty and one may begin to understand the instructional issues in the building.

Prior to the district approved redesign plan, teachers did not have access to intentional coaching and support of veteran teachers on a daily basis. While plans existed on paper for literacy and numeracy support, the systems were not in place to support the implementation, monitoring, and revisions of these plans. Student discipline and neighborhood issues took time and attention away from the work in classrooms. Management of behavior issues superseded instructional support in nearly every classroom.

Students were not engaged in the work, teachers were not equipped to differentiate instruction, and learning for every student group in the building suffered. Frustrated with the lack of support and the challenges in the classroom, young and inexperienced teachers applied regularly for transfers out of the building, some leaving the profession altogether. This revolving door of new teachers annually negatively impacts any school improvement efforts undertaken by the school. This realization of the need for a more stable teacher population is the reason behind a tuition reimbursement plan to help incentivize the recruitment and retention of teachers to Stuart.

Turning to student issues, while analysis of the data indicates low performance for every student group, one cannot deny the absolutely critical need to support our students with disabilities. Their learning gaps in both reading and mathematics are simply too extreme to go without intentional action. Stuart has launched a comprehensive RTI system (Sparta Course) to address both academic and social-emotional needs of our students. The one group not being served appropriately are the students with disabilities. The master scheduling of students is being altered to allow for more equitable access to experienced teachers for students with disabilities and a reassignment of collaborative teachers to maximize their impact on student performance. We see a demonstrated need for more intentionality for our students with disabilities to close that achievement gap. A full-time interventionist dedicated to supporting our students with disabilities is an enhancement to the redesign plan currently funded by the Board of Education, but one not recognized previous to truly examining student performance data at a deep level.

Couple the achievement data with our referral and suspension data and the picture becomes clear that even more enhanced systems to support student behavior are needed at Stuart. Stuart will take advantage of all opportunities at the district level to participate in training and support for Restorative Practices, PBIS, and Trauma-Informed Care to increase our ability to provide a positive, nurturing, structured, and supportive environment for our students. We will expand our mentoring program begun during the 2016- 2017 school year to allow for greater engagement with students and their families.

Focusing on reading and mathematics, Stuart is taking advantage of district-sponsored programming and training. We will supplement the content-specific training with training in problem-based learning, designed to increase student engagement and provide opportunities for real world application of classroom knowledge. Further, we will take full advantage of our Chrome Book initiative provided by the JCPS Board of Education by providing SIG funded training and support for content-specific, technology-rich classrooms.

We recognize that reading is fundamental to the success in all other content areas. With nearly 52% of all students scoring novice in reading on the last KPREP assessment, it is imperative that our systems support literacy across the curriculum. The use of the Reading Inventory (RI) tool combined with SIG- funded College Equipped Readiness Tool (CERT) will allow us to assess students frequently throughout the school year and adjust our systems of support, in real time, to meet the changing needs of our students. The same will be true of mathematics instruction through the use of school-funded ALEKS mathematics tool and the SIG-funded CERT. Ultimately, we envision using CERT to help our students gauge their readiness for high school (and eventually college/career readiness) while setting personal goals to achieve greater academic success.

The senior leadership team of Stuart will meet over the summer months to revise our protocols to include CERT in our system of continuous school improvement and data review. Additionally, the summer work will include creating new systems of supports for students with disabilities to include new master scheduling, assignment of personnel, and the inclusion of the SIG funded ECE interventionist. Finally, the senior leadership team will design and deploy a summer professional learning institute for the teachers to take advantage of the five additional paid professional learning days provided by the district-funded middle school redesign plan to ensure teachers feel comfortable and confident as they start the school year. In conjunction with the teachers, the senior leadership team will also assist the master teachers in planning

job-embedded, content-specific professional learning for teacher teams through the first semester of the school year. Data analysis will help determine second semester planning as the year progresses.

Work will continue with the Stuart Teacher Academy to ensure ongoing, meaningful support for teachers. Under the guidance and direction of the goal clarity coach, a veteran teacher will work alongside the members of the cohort providing additional support and training, as needed. Teachers fully participating in the Stuart Teacher Academy work will be eligible for tuition reimbursement for one graduate class per semester, including the summer semester, as they pursue advanced degrees and/or certifications.

Finally, Stuart faces tremendous challenges in terms of engagement of families and students. The senior leadership team will work with the project coordinator to examine current systems of supports for students and families leading to enhanced parent engagement, including a parent/teacher organization to support Stuart. Student engagement, both inside the classroom and through extra-curricular offerings and activities, will remain a focus area for Stuart moving forward. Training for staff in trauma-informed care will help support the work around increasing student engagement.

All systems of support aimed at increasing student achievement through a continuous improvement model will be examined at least quarterly and revised appropriately using the 30/60/90 day planning format.

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

The Kentucky Department of Education conducted a leadership diagnostic review from November 8, 2015 through November 11, 2015 onsite at Stuart Middle School. The resulting recommendation from the team from KDE to the Commissioner of Education in December 2015 was to allow the Site Based Decision Making Council (SBDM) to retain their status at Stuart Middle School. Further, the team recommended that the principal did not have the ability to lead the intervention work at Stuart Middle School and should not remain as principal of the school. The Commissioner signed off on the recommendation and the results were shared with the superintendent and principal in December 2015. The principal then accepted an open position as an assistant principal at a different school in the district and an interim was selected to lead Stuart until a permanent replacement was named. The superintendent named a new principal for Stuart in May 2016.

The leadership diagnostic review noted that little to no documented actions and/or processes had been addressed relevant to the previous leadership diagnostic review list of improvement priorities. Further, six new improvement priorities were noted for Stuart Middle School. A summary of these improvement priorities appears below.

Stuart 2015 Improvement Priorities

AdvancEd Standard and Indicator with Leadership Diagnostic Review Recommendations

1.3 The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

Recommendation: Create, implement and monitor for fidelity a clear, continuous, collaborative and goal-oriented school improvement planning process that results in measurable improvement in academic achievement.

2.6 Leadership and staff supervision and evaluation processes result in improved professional practice and student success.

Recommendation: Develop, implement and monitor supervision and evaluation processes to ensure that they are improving professional practice and increasing student achievement.

3.3 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Recommendation: Part A. Coach teachers in and monitor the use of instructional strategies that ensure instruction is effective, student centered, highly engaging and aligned to learning expectations. Engaging instructional strategies would include: 1) student collaboration, 2) self-reflection, 3) development of critical thinking skills, 4) application of content knowledge and skills, 5) integration of content knowledge and skills with other disciplines, 6) use of technology as instructional resources and learning tools.

Part B. Ensure that on-task behavior and appropriate classroom management strategies are used to create a safe learning environment that fosters high levels of student engagement designed to meet individual needs and improve student achievement.

3.9 The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

Recommendation: Further refine policies, practices and conditions that ensure a formal structure (i.e., homeroom, advisory period, etc.) exists which ensures that each student is well known by at least one adult advocate. Further ensure that the structure also focuses on school personnel building positive relationships with students to gain insight into their needs regarding learning, thinking and life skills

3.12 The school provides and coordinates learning support services to meet the unique learning needs of students

Recommendation: Develop, implement and monitor a process to continuously and systematically use data to identify student learning needs and to design instruction to meet those needs that results in improvement in student achievement. Provide ongoing professional development to support the use of data to make instructional and programmatic decisions. Monitor the implementation of professional learning to ensure it translates to effective instructional practices thereby meeting the needs of students.

The technology infrastructure supports the school's teaching, learning, and operational needs.

Recommendation: Ensure the technology infrastructure is fully functional and meets the needs of all stakeholders. Develop and administer a needs assessment to ascertain information about the use of technology by all stakeholders. Develop, implement and monitor a technology plan that helps to make students active participants in their learning and addresses the professional learning needs of teachers.

Summary statements appearing on page 31 of the November 2015 Leadership Diagnostic Review read, "Although Stuart Middle School has received abundant training, resources and support from both the district and the Kentucky Department of Education over a multi-year period, limited evidence exists of systemic continuous improvements. Further, artifacts and documents revealed a lack of parental involvement in decision making and planning. The Diagnostic Review Team's observation data raised concern about the school's climate for learning (e.g., student behavior, student performance). Interviews and survey data also suggested that the school leadership team has not been effective in ensuring the implementation of effective instructional strategies. Moreover, professional development opportunities have been ineffective in improving classroom instruction and have had little to no impact on student academic performance.

“...student performance data do not suggest that current improvement strategies have been effective in increasing student achievement. Stuart Middle School has attempted to improve the classroom learning environment and student performance by adding job- embedded professional development opportunities. The focus of these trainings was to learn to differentiate instruction, create common formative assessments and use professional learning communities to provide a platform to discuss student achievement data, curriculum, instruction and assessment. The Team, however, found little evidence of professional development positively impacting classroom practices or student achievement. As a result of the aforementioned findings, the Team recommends that school leaders and staff implement improvement initiatives focusing on a results-driven process as opposed to the current compliance-driven environment.”

The district was faced with a unique situation in that Stuart Middle School was an underused facility in terms of the building student capacity and, faced with an even more seriously underused facility nearby, opted to undertake a redesign of the Stuart Middle School campus to both maximize resources and create a more appropriately and developmentally student- centered learning environment. The physical layout of the Stuart Middle School campus is such that all sixth graders could be housed in one wing of the building while the seventh and eighth graders could be housed in a separate wing of the building. The district opted to relocate Robert Frost Sixth Grade Academy to the Stuart campus and to close Stuart Middle School as a sixth through eighth grade school on June 30, 2016 and reopen on July 1, 2016 as a seventh and eighth grade academy. Each school would share the campus space but operate independent of each other in terms of resources, leadership, students, and programming.

Following community forums, staff meetings, and the work of a team of district personnel with experience in school reform efforts, a design plan for the campus was presented to the Jefferson County Board of Education and approved in April 2016. The design plan for Stuart was built to address the issues highlighted in the 2015 Leadership Diagnostic Review document, particularly the suggested improvement priorities. The plan included four main components upon which the reform work was designed: Student Support, Teacher Support, Leadership Support, and Systems Work. The Jefferson County Board of Education decided to follow the recommendation of the district design team to resource the schools based on the needs of the student population rather than by district formula. The following was made available to the school as a result of that decision:

Student Support-Academic and Social-Emotional

Behavior Coach to assist in the creation of a school-wide Positive Behavior Interventions and Supports (PBIS) System

Mental Health Counselor to be full-time and on-site daily

Extended and enhanced student academic support including summer programming

Expanded curricular and co-curricular offerings for students

Creation and implementation of a robust student advocacy/advisory program

An assistant principal at each grade level to focus on student needs and issues This component specifically addresses improvement priorities 3.9 (The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience) and 3.12 (The school provides and coordinates learning support services to meet the unique learning needs of students).

Teacher Support

Master teachers at each grade level for English/Language Arts (ELA) and Mathematics

New Teacher Cohort System

Campus-wide PBIS Support

- Access to nationally recognized, research-based practices
- Enhanced access to individualized coaching
- Five extended teacher professional development days
- Extended learning opportunities for students
- Adjustment of the student-teacher ratio to promote additional teacher-student interaction
- An assistant principal at each grade level to focus on supporting the instructional support of teachers

This component specifically addresses improvement priorities 2.6 (Leadership and staff supervision and evaluation processes result in improved professional practice and student success), 3.3 (Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations) and 3.12 (The school provides and coordinates learning support services to meet the unique learning needs of students).

Leadership Support

- National Institute for School Leadership (NISL) participation for school leadership teams
- District-sponsored peer coaching
- Instructional Leadership Team (ILT) training promoting a culturally competent environment
- Building leadership capacity of the ILT
- Increased data management support

This component specifically addresses improvement priorities 1.3 (The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning), 2.6 (Leadership and staff supervision and evaluation processes result in improved professional practice and student success), and 3.12 (The school provides and coordinates learning support services to meet the unique learning needs of students).

High-Functioning Systems

- Establish leadership, teaching, learning, and student support systems
- Develop High-Performing Teams
- Continue Delivery Planning ("Name and Claim:, Plan-Do-Study-Act, Quarterly Reporting)
- Create plans for PBIS, Professional Learning, Parent Engagement and Deeper Learning
- Employ Project Coordinator to facilitate implementation

This component specifically addresses all improvement priorities, including 4.5 (The technology infrastructure supports the school's teaching, learning, and operational needs).

An addition to the above outlined redesign plan, the community meetings brought forth the desire by parents to include a new Chrome Book Initiative for the school leading to an eventual 1:1 student to chrome book ratio. The district approved and supported that suggestion and to date has invested nearly \$250,000.00 at Stuart to realize that goal. The 2015 Leadership Diagnostic Review indicated the lack of technology use by students in 100% of the classrooms observed and that led to Improvement Priority 4.5 5 (The technology infrastructure supports the school's teaching, learning, and operational needs)

The middle school redesign plan was adopted April 2016 by the Jefferson County Board of Education and a new principal was hired to begin work on May 16, 2016. The project coordinator was hired and began work on May 23, 2016. As a result of the adoption of the redesign plan Stuart Middle School as a sixth through eighth grade institution ceased to exist on June 30, 2016. All instructional staff were overstaffed at the school but given the opportunity to reapply for their positions if that was their desire. The new principal conducted over 130 hiring interviews through the summer and began school with 27 new teachers out of the

38 full time teachers on the roster. No less than 18 of those 27 were new to teaching and/or new to Kentucky and were slated for the Kentucky Teacher Internship Program (KTIP), an intensive coaching and mentoring program.

Based on the results of the leadership diagnostic review, we identified the need for shoulder-to- shoulder classroom supports for teachers as they continue to work toward more active, engaging, and relevant instructional practices aimed at addressing the needs of all students. In addition to a grade level assistant principal to focus solely on the development and growth of instructional capacity in the building overall, master teachers were hired to assist in that work for both literacy and mathematics.

The middle school redesign plan focused on specific support for literacy and mathematics in that master teachers were hired with the purpose of providing daily shoulder-to-shoulder coaching and support for every ELA teacher and every mathematics teacher at each grade level. Due to the overabundance of new and inexperienced teachers in these classrooms, this personalized coaching piece is critical. The master teachers also function as department heads and lead our professional learning community work along with our district-provided Goal Clarity Coach due to their content expertise. They are also members of the Instructional Leadership Team (ILT). The ILT meets weekly to discuss and analyze school level data and create systems to support next steps as they relate to the data analysis.

The ILT recognized the need for a universal screener for reading. In January 2017 all students were assessed using Reading Inventory (RI). Stuart is also piloting a mathematics program for the district, ALEKS, which provides an online, individualized, adaptive learning program for our students, tied to the content standards. Each student in the pilot spends 20 minutes per day on the program. We have seen 120% growth in their mastery of skills since beginning the program in November 2016.

The school leadership team, including teachers and members of the ILT, attended the Mike Mattos workshop for Response to Intervention (RTI). After analyzing our school level formative data, the team designed a comprehensive RTI system specifically to address the learning needs of our students with literacy and mathematics at the core of the work. The design work took place between November 2016 and mid-January 2017, and the new RTI program (Sparta Course) launched late January 2017. Every teacher and every student in the building are now engaged in some fashion of an extended/enhanced learning experience four days a week.

Teachers use formative data to select students for literacy and math support every three weeks in their PLC's in a draft-like setting. Students work with these teachers in groups of no more than 15 to recover skills and master standards they are not able to do in their regular classroom settings. Master teachers also provide coaching and support for Sparta Course teachers. The RTI Sparta Course program also provides support for credit recovery for students as well as Tier III supports for those most at need of additional assistance for both literacy and mathematics.

The work is under review and revision in a continuous improvement cycle weekly, monthly, and/or quarterly as dictated by the various components.

The audit indicated a disjointed plan for both literacy and mathematics in the building with protocols on paper, but not apparent in practice. This school year has been spent establishing systems of support for both teachers and students. The master teachers, goal clarity coach, and the two instructional assistant principals have worked with teachers to identify resources, programming, and training necessary to strengthen the literacy and numeracy work in the building. The district has provided support through content specialists to support this work as well. We are now using the Reading Inventory as a universal screener for

literacy and we are using ALEKS for mathematics support and intervention. Moving forward, we have a school-wide writing plan designed and being approved by the Site Based Decision Making Council in May 2017. Training on the writing plan and support for teachers in all subject areas for content writing will be provided throughout the school year by the goal clarity coach and the master teachers. We have approved the purchase of a digital literacy program, Collections, for use by all teachers under the guidance and support of the goal clarity coach and the master teachers. The district has provided Stuart with the opportunity to participate in the Illustrative Mathematics work, as well. All master teachers and content teachers will undergo training specific to their content area over the summer of 2017 with stipends paid by the district. This summer work will then be incorporated into our 30/60/90 Day Planning protocols, including our job-embedded professional development offered through the course of the school year to all teachers.

Describe the process used to select the Transformation Model to meet the improvement needs of the school.

Stuart opted for the Transformation Model designed to support the growth and development of the teachers and instructional teams in support of student achievement. The reconfiguration of the school took place in July 2016 and the 2016-2017 school year is year one of a multi-year plan to build sustainable systems in support of student achievement. The project coordinator and the achievement area assistant superintendent reviewed the model options available with the school principal. The school principal took the recommendation for the Transformation Model to the Site Based Decision Making Council (SBDM) as that is the model that best aligns with the middle school redesign plan adopted by the JCPS Board of Education for Stuart. Following a review of the activities required for this model, the SBDM Council approved moving forward with the grant application for the Transformation Model.

Transformation Model Required Activities

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

Describe the process to replace the principal and select a new one. Documentation must be submitted verifying the hire date for the new principal.

The 2015 Leadership Diagnostic Review recommended the removal of the principal. The principal in place at that time agreed to step down and an interim principal was named until such time as a permanent principal could be named. After reviewing the Leadership Diagnostic and considering additional district facility issues, a middle school redesign plan was developed by district personnel and shared with community stakeholders and the Board of Education in March 2016.

The Jefferson County Board of Education approved the plan in April 2016. The superintendent posted the principal position immediately upon approval of the plan. Interviews were conducted by the superintendent for the newly configured school to open July 2016. The new principal was named by the superintendent in May 2016 and began work immediately so as to have both the opportunity and time to interview and hire the entire instructional staff for the 2016-2017 school year. Documentation is attached to verify the hire date of the new principal.

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

The principal will have additional flexibility to hire staff, to use teacher time, for securing district services, and for developing the budget.

In terms of hiring, language from the teacher contract states:

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

The principal will provide the teachers with the opportunity for up to five additional, paid professional development days. These paid professional development days will be planned by the school leadership teams based on a analysis of school-level formative data, teacher interactions, and recommendations from the master teachers as to the individual needs of the teaching staff.

Priority Schools have the ability to submit additional Section 7 budget requests to the district. Stuart received nearly \$2 million in additional financial support from the district for the 2016-2017 school year.

Describe how Kentucky's professional growth and effectiveness system will be used to offer a rigorous, transparent, and equitable evaluation system, resulting in necessary support structures for teachers and school leaders. Explain how the each of the following components will be used in helping to assess the school's and staff's progress in meeting academic needs and goals: student growth data, multiple observation-based assessments of performance, formative data collection tied to student achievement, and increased high school graduation rates, if applicable.

Stuart fully implemented the Professional Growth and Effectiveness System for both teachers (TPGES) and school leaders (PPGES) and follows the district's 2016-17 Certified Evaluation Plan. The vision of this plan is to have every student taught by an effective teacher and every school led by an effective leader. The goal of the plan is to create a fair and equitable system to measure educator and leader effectiveness and act as a catalyst for professional growth.

The district's Certified Evaluation Plan aligns with Kentucky's Framework for Teaching, which assesses teachers on four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Assigned evaluators use multiple sources of evidence to develop a holistic and comprehensive analysis of teachers' practice. Sources of evidence include:

Professional Growth Planning and Self-Reflection
Observation
Student Voice
Student Growth Goals and/or Median Student Growth Percentiles

TPGES observations include three mini-observations (two by the supervisor and one by a peer observer) of approximately 20-30 minutes. A final observation is conducted by a supervisor and focuses on a full class or lesson. Non-tenured teachers participate in this observation cycle each school year to support their growth as early-career educators. Tenured teachers participate in a three-year cycle with mini-observations occurring each year for formative feedback and the final observation in year three for the purposes of

summative evaluation.

Student growth data will factor into every educators' ongoing evaluation. All teachers and other education professionals will establish student growth goals. In collaboration with the school principal, educators identify an interval of instruction (e.g., trimester, semester, year-long), set goals that are congruent with the Kentucky Core Academic Standards, and use common measures or rubrics for their content area and grade level. Student growth goals specify student outcomes, such as an enduring skill, process, understanding, or concept that students are expected to master. These goals must provide all students—including students with disabilities, English language learners, and gifted/talented students—opportunities to demonstrate their knowledge. Through Professional Learning Communities, grade level groups, or academic departments, teams of teachers use a peer review process to ensure each teacher's student growth goals and rubrics are rigorous and comparable.

Based upon the percentage of students meeting growth goals, teachers will receive growth target ratings of low (less than 70% of students met the target), expected (70%-85% of students met the target), or high (more than 85% of students met the target). Formative measures are an approved source of evidence for determining student growth. The certified evaluation plan provides three categories of measures. (1) Pre-/Post-Assessments that are identical or comparable are acceptable if they meet the district assurances for rigor and comparability. (2) Repeated Measures Designs are records of results from short measures, demonstrations, or performances that have been repeated throughout the interval of instruction. (3) Holistic Evaluation involves the use of growth rubrics that compare two or more examples of student work.

Explain the process the school will use to identify and reward school leaders, teachers and other staff who have increased student achievement and high school graduation rates. How does this align with Kentucky's professional growth and effectiveness system?

Stuart will use every means necessary and available to incentivize staff to strive for attainment of our goals and objectives. Administrators have the opportunity to lead individual grade levels, collaborate on large external partnerships and grants, and be immersed in the various aspects of the middle school redesign initiative. Administrative team members will be encouraged to take part in the National Institute for School Leadership (NISL) cohorts. Currently the principal, area superintendent, and project coordinators have completed NISL. Two assistant principal are slated to complete NISL by September 2017 and the remaining two assistant principals will enroll in future NISL cohorts as they become available. Professional development will be available to our administrators centered on their individual growth plans and the priority needs of the school.

The administrators are also eligible for five additional, paid, professional learning days. Stuart will use PPGES to determine and design individual growth plans for administrators. The administrative team will have the opportunity to attend state level conferences on best practices, including: the Continuous Improvement Summit, and all available locally provided conference and meeting opportunities, as well.

Stuart will provide leadership opportunities for educators who achieve accomplished and exemplary ratings on the professional growth and effectiveness system. Leadership roles include facilitating meetings of content group PLCs, leading vertical curriculum groups, and leading committees related to the middle school redesign work such as RTI/Sparta Course, revision of scheduling, and technology.

The School Improvement Grant will provide additional opportunities to reward our effective educators. A new ECE interventionist position will be an attractive advancement opportunity because it involves small group instruction and the role is a resource teacher, which often prepares teachers for administrative

positions. Our SIG fund for tuition reimbursement will be available for exemplary teachers actively participating in our Stuart Teacher Academy work and who are pursuing continuing education, which could lead to additional endorsements (e.g., ESL) or certifications (e.g., teacher leadership, school leadership). The addition of SIG provided tuition reimbursement will also help us both recruit and retain teachers at Stuart.

Explain the procedures the school will use to remove school leaders, teachers and other staff who, after ample opportunities, as evidenced through Kentucky's professional growth and effectiveness system, have been provided for them to improve, have not done so.

Stuart follows the Jefferson County Teachers Association (JCTA) agreement with the Board of Education (BOE) for all issues related to teacher performance. The JCTA/BOE contract agreement outlines the following steps for removal of teachers:

Discipline, Supports, and Removal of Ineffective Teachers.

Disciplinary action:

Disciplinary action for an Ineffective teacher based on the teacher's professional performance, including his or her removal, shall occur only after the teacher has received support and ample opportunities to improve professional practice.

Finding of significant deficiency. The significant deficiency process provided for in the Agreement may be initiated at any point during the school year based on a judgment reached by the principal that takes into account a teacher's formative and summative evaluation(s). In addition, the significant deficiency process shall be initiated if a teacher is determined to be Ineffective in his or her summative evaluation.

Supports for Ineffective teachers. A teacher that has been determined to be Ineffective by a summative evaluation shall receive assistance and supports which shall include, but not be limited to:

Individual Professional Growth Plan

Five (5) formative observations with immediate feedback to be provided no later than five (5) working days after each evaluation; Immediate implementation of Individualized supports to address weaknesses or deficiencies; Funding to attend professional development; At a minimum, one (1) weekly scheduled planning session with a master teacher. If a scheduled planning session is missed due to an absence, it shall be rescheduled as soon as practicable.

Common planning time

New teacher cohort support program;

Participation in after-school professional learning communities; and

Job embedded professional development

If a teacher, having received assistance and multiple opportunities for improvement, has not demonstrated sufficient professional success, the school district may seek the teacher's removal from the school by making an alternative assignment to a non-PLA school, or through the significant deficiency process.

When significant deficiencies in work performance have been observed:

They shall be noted in writing and discussed with the employee in a conference. The evaluator shall observe the employee's work performance a minimum of four (4) 30-minute periods within a twelve-week period (60 worked days) beginning with notification. For the employee not assigned to a classroom, the evaluator must observe the work performance of the employee for four (4) 30-minute periods when the

employee is fulfilling the employee's job responsibilities. Each observation shall be followed by an evaluator/evaluate conference within the first five (5) days the employee is at work following the observation. The evaluator shall identify professional staff services and/or materials that the employee may use to help correct the identified deficiencies.

There shall be identified at least one (1) professional staff person who will not evaluate the employee, but who will be available to assist/help a teacher on deficiency correct the identified deficiency areas.

Once the Employer has identified the professional staff person to be assigned, the employee on deficiency will have the option of waiving any contractual right to assistance from the non-evaluative professional staff person assigned.

The employee, the Association and the Employer will confirm in writing via a mutually agreeable form that the required assistance has been offered and/or the employee has waived their right to the assistance. This will occur within the first ten (10) days after the notice of significant deficiency is issued. Should the employee refuse to confirm the offer in writing, the Employer will confirm the refusal in writing and provide the Association a copy.

The Association and the Employer agree that the non-evaluative professional staff person assigned to provide assistance will not provide any testimony or evidence, before any arbitrator, concerning the teacher on deficiency. However, the Employer may provide evidence of dates, times, and description of assistance provided. The Evaluator shall summarize the observations and conferences in writing and provide a copy to the employee.

In addition, the superintendent has also worked closely with the Principals of priority schools. At times, this is necessary to assist in bringing about staff outcomes to improve the school's instructional quality.

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

Stuart teachers have undertaken a redesign of the master schedule to allow for the opportunity for job-embedded professional development on a more frequent basis. These daily and/or weekly opportunities will serve to support topics and information shared during summer institutes. The district is funding five additional days for all instructional staff for the purpose of professional learning. Teachers and the leadership team will collaborate on a schedule for those days. The district is promoting a Deeper Learning Symposium in June 2017. A team of 10 from Stuart, including teachers, will attend that training and then spend time in July planning a training for all teachers in August. Stuart is hosting a three-day conference in June 2017 aimed at increasing the student-centered use of technology in all classrooms (as relates to our Improvement Priorities).

Stuart teachers have also expressed the desire for professional learning on the following topics: Problem-based learning; standards-based grading; technology-rich classrooms. SIG funding will provide access experts in each of these areas over the course of the grant period allowing Stuart to increase the internal capacity of the teaching staff.

Included in the professional learning component of the SIG funding is support for literacy staff for the new literacy program, Collections. All ELA teachers will be trained in the digital program and additional support will be provided through the job-embedded professional learning time throughout the year by the master teachers and lead teachers for literacy.

Math teachers will have access to training in the ALEKS mathematics program Stuart piloted for the district during the 2016-2017 school year. Those teachers experienced with the program components will mentor

those new to the program, thereby making use of our resident experts and successful practitioners. District support for ALEKS will be available on an as needed basis. The district is also providing access and support for all math teachers at Stuart in Illustrative Math, building an online community of educators and resources aimed at enhancing mathematics education across the district. Stuart was invited to participate in this initiative by the secondary mathematics consultant. There will be no cost to Stuart for participation in this initiative.

A team of teachers has been identified to attend the MDC and LDC (math and literacy collaboratives) and to bring that learning back to the rest of the faculty.

Stuart will also participate in Restorative Practice/PBIS training on August 10-11, 2017. Mathematics teachers will participate in a three day institute from July 24 through July 26, 2017 on Illustrative Math, sponsored by the district.

All summer trainings will have follow-up through the school year to support teacher growth and development with regard to each training. Further, master teachers will help personalize the learning through their shoulder-to-shoulder coaching during the school year.

SIG Implication: Problem-based learning; standards-based grading; technology-rich classrooms.

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

Teachers will have the opportunity to participate in five additional professional learning days paid by the district as a part of the middle school redesign.

Teachers will receive shoulder-to-shoulder coaching in literacy and mathematics classrooms providing for meaningful professional development based on personalized collaborations with Master Teachers. Science and Social Studies, along with our related arts teachers will be provided supports from the two grade level instructionally focused assistant principals.

SIG funding for an additional ECE interventionist to assist with the unique learning needs of the ECE students is an important support for teachers to address obstacles to their learning.

SIG funding will also allow an incentive for teachers to apply to Stuart and stay at Stuart through the tuition reimbursement program. The budget allows for up to twelve (12) teachers per semester to apply for tuition reimbursement based on their active and positive participation in professional learning at Stuart including the requirement to participate in the Stuart Teacher Academy work.

In terms of advancement, teachers may become Team Leaders or Department Heads. Staff will celebrate accomplishments, and teachers will be recognized for their efforts during faculty, team, and PLC meetings.

The master schedule is being redesigned by teachers, as their request, to include two periods per day of non-student contact time for core content teachers. One is reserved as their personal planning period as outlined in the JCTA contract. The other, at the request of the teachers, will be used for job-embedded professional development. Further, the schedule is being built so as to allow for complete core content teams to have their job-embedded planning period at the same time to allow for content planning, including vertical alignment planning.

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

SIG Implication: Funding for tuition reimbursement for up to 12 teachers each semester (fall, spring, summer) to offset the cost of one graduate class in each year of the SIG funding. Optimally, a single teacher could take advantage of tuition reimbursement for up to nine graduate classes.

Describe the research based literacy and math programs to be implemented. Describe how they are vertically aligned by grade level and state academic standards to address the previously identified causes and contributing factors to low student achievement.

Stuart will continue to use RI (Reading Inventory) as a universal screener for reading for every student in grades 7 and 8 as provided by the district literacy team. SIG funding would support the use of CERT for every 7th and 8th grade student. Administered three times a year, this would provide the teachers with additional relevant data charting student growth. Given the middle school setting, we see this tool as marker for our students toward high school readiness with an emphasis on reading and mathematics. Each administration of CERT would require a student goal setting and a personalized learning plan aimed at meeting the goals set by the student in consultation with their teacher. CERT is the College Equipped Readiness Tool, an online assessment and support system that allows for adaptive progression toward college readiness for students. As evidenced on their website, "CERT provides remedial instruction to students through researched-based, instructional video lessons. Lessons can be accessed via:

An online Exam Room that provides each student performance feedback and video answer explanations for each and every test question

An online Study Hall that recommends subject-matter and strategy video lessons based on each individual student's performance

CERT quickly gained statewide popularity in Kentucky upon its release as an interim assessment tool, and it has continued to attract new users throughout the United States." <https://certforschools.com/about#about>

This data will be one data set used to determine necessary student intervention support, scheduling requirements, as well as more personalized learning experiences for those students needing Tier III support.

Stuart is participating in the district-sponsored math program, Illustrative Math, with other middle schools in the district. There is no SIG allocation for this program, as it is being provided by the district. Training is slated for July 24-26, 2017.

School textbook funds will provide the digital literacy program, Collections, for all students in grades 7 and 8. Produced by Houghton Mifflin Harcourt, Collections is a 6-12 comprehensive English/Language Arts program. The digital collection provides a multi-faceted approach to literacy appealing to students. The program is a standards-based, comprehensive approach to literacy complete with a digital dashboard for teachers allowing them to customize lessons for entire classes or an individual student. Every student will have access to the digital collection through Chrome Books in their English classes. The content is also

available on personal devices for use outside of the school day. SIG funding will also provide teacher training to allow for exposure to the many facets of the digital program. Collections will allow our teachers to promote inquiry and active learning in real time, and include writing, speaking and listening aspects of the curriculum in a more personalized learning environment for our students. The print version is a widely accepted and widely acclaimed tool in classrooms. Stuart is opting for the digital version so as to capitalize on our Chrome Book initiative.

Careful attention from our master teachers and instructional assistant principals, along with the support of our district content specialists will ensure alignment to the content standards. Departments will have common planning time in the master schedule, which will allow for job-embedded professional learning opportunities as well as the opportunity to collaborate with colleagues vertically to ensure a seamless transition for our students from grade seven to grade eight. District content specialist support is available to Stuart for both Illustrative Math and Collections. The teachers themselves have redesigned the master schedule to allow for vertical alignment of literacy and mathematics with all content area teachers available for planning and job-embedded professional learning as a team.

Describe the plan/process to continuously use student data (i.e., formative, interim, and summative assessments) to inform and differentiate instruction and how it will be integrated with the implementation of school wide response to intervention.

Stuart is developing a comprehensive system for the analysis of student data. The Instructional Leadership Team (ILT) meets weekly to discuss instructional issues, review data, review and revise the 30/60/90 Day Plans, update the quarterly report and the school improvement plan.

Members of the ILT include the principal, instructional assistant principals, counselors, ECE consulting teacher, the PBIS Coach, Goal Clarity Coach, four master teachers, project coordinator, and the area superintendent and evaluation transition coordinator for the region.

Another team, the Multi-Tiered Student Support Team meets monthly to review non-cognitive data and to work to address issues that may be barriers to student learning. The PBIS coach, student support assistant principals, the mental health counselor, school counselors, and the FRYSC director comprise the membership on that team. The team also operates a highly successful mentoring program for our students in need of additional adult contact.

Teachers meet weekly in Professional Learning Communities (PLCs) with the express purpose of reviewing student data, creating common formative assessments, reviewing student work samples, engaging in professional learning experiences and creating appropriate student interventions as deemed necessary by the data they are reviewing.

The teacher and school leadership have designed a comprehensive student intervention system based on the work of Mike Mattos. The system is known as Sparta Course and addresses the following: Skill Courses for ELA and math; Will Courses to help develop healthy habits for success in school; Credit Recovery Courses to help alleviate failures and retention in middle school; Open Courses, allowing for self-selected exploratory courses for those students not selected by teachers for intervention work; and Tier III Courses for students needing additional supports. Each round of Sparta Courses runs for three weeks. Students are selected by teachers and our behavior and mental health counselors for all but the Open Courses. There is a high degree of collaboration between and amongst the staff to ensure the best match occurs for our students each three weeks based on their needs as evidenced through the data.

Common formative assessments, non-cognitive data points (absenteeism, behavior referrals, etc.), district

proficiency data, and Reading Inventory data points all contribute to the identification of students for the various intervention options. Moving forward, we will add CERT to the data collection, funded through SIG.

As an example, the following data table shows the performance of our students with disabilities (we refer to them on our data tables as ECE students) on each of the district formative assessments and the trend data does not indicate our current resources are appropriately and positively impacting achievement for these students.

Grade	Content	Proficiency #1					Proficiency #2					Proficiency #3				
		N	A	P	D	Total # of Students	N	A	P	D	Total # of Students	N	A	P	D	Total # of Students
7	SS	27	15	2	3	51	29	10	8	0	51	26	11	2	3	51
7	SC	29	14	2	2	51	26	14	5	2	51	20	11	4	0	51
7	Math	44	4	1	0	51	40	5	2	0	51	25	3	1	0	51
7	ELA	40	5	2	1	51	38	6	3	1	51	41	5	3	0	51
8	SS	28	6	3	1	41	25	4	2	1	41	19	3	2	0	41
8	SC	27	9	2	0	41	22	8	5	2	41	20	5	2	2	41
8	Math	34	5	0	0	41	27	10	1	0	41	28	5	4	0	41
8	ELA	27	8	2	0	41	29	8	1	1	41	31	5	1	0	41
Total # of ECE Students						92					92					92

Grade	Content	Proficiency #1				Proficiency #2				Proficiency #3						
		N	A	P	D	N	A	P	D	N	A	P	D			
7	SS	52.94%	29.41%	3.92%	5.88%	56.86%	19.61%	15.69%	0.00%	50.98%	21.57%	3.92%	5.88%			
7	SC	56.86%	27.45%	3.92%	3.92%	50.98%	27.45%	9.80%	3.92%	39.22%	21.57%	7.84%	0.00%			
7	Math	86.27%	7.84%	1.96%	0.00%	78.43%	9.80%	3.92%	0.00%	49.02%	5.88%	1.96%	0.00%			
7	ELA	78.43%	9.80%	3.92%	1.96%	74.51%	11.76%	5.88%	1.96%	80.39%	9.80%	5.88%	0.00%			
8	SS	68.29%	14.63%	7.32%	2.44%	60.98%	9.76%	4.88%	2.44%	46.34%	7.32%	4.88%	0.00%			
8	SC	65.85%	21.95%	4.88%	0.00%	53.66%	19.51%	12.20%	4.88%	48.78%	12.20%	4.88%	4.88%			

		Proficiency #1				Proficiency #2				Proficiency #3						
		%	%			%	%	%		%	%					
8	Math	82.93%	12.20%	0.00%	0.00%	65.85%	24.39%	2.44%	0.00%	68.29%	12.20%	9.76%	0.00%			
8	ELA	65.85%	19.51%	4.88%	0.00%	70.73%	19.51%	2.44%	2.44%	75.61%	12.20%	2.44%	0.00%			

The data indicates we are not successfully moving students out of the novice category consistently. There is a demonstrated need for additional support for students when reviewing this data, thus the SIG funding request for an interventionist specifically supporting our ECE students. These data sets will be shared at every ILT and available to every PLC next year as yet another layer of school-wide achievement data for use in crafting intervention and additional student supports.

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

The master schedule has been redesigned by a team of teachers to allow for greater flexibility for students and more collaborative time for teachers. Each day students will begin with our Breakfast in the Classroom program and will immediately then begin their first period class.

Following first period, the entire school will engage in our comprehensive RTI program known as Sparta Course four days per week and an advisory program one day per week. Students will then proceed through their instructional day with 50 minute classes in all core subject areas and two related arts classes. At the discretion of the teacher teams, and driven by an analysis of student data points, some students may be assigned to a second block of math or ELA during their second related arts period. The adjustment to the schedule to include two related arts periods ensures that at all students will have access to a related arts experience even when necessary for them to have a second exposure to ELA or mathematics.

The schedule also allows for teachers to have a dedicated personal planning time each day as well as a collaborative planning time each day for PLC work and job-embedded professional learning. Master teachers will work shoulder-to-shoulder with our literacy and mathematics teachers, per the district school redesign plan, providing coaching, mentoring, and support individualized for each teacher. The two instructional assistant principals will work with the social studies and science teachers providing support as needed.

The instructional day is arranged in 50 minute instructional periods and a 40 minute intervention/advisory period.

Teachers will also have access to interventionists and collaborative ECE teachers through the course of the day allowing for additional individualized learning opportunities for struggling students.

Stuart will make use of district provided resources in terms of extended days and access to transportation services to make summer learning opportunities and/or winter and spring break opportunities available to students with intentionality for reading and mathematics support as an extension of the regular school programming. Additionally, Stuart plans to expand their mentoring program to include neighborhood partners able to assist students in the evenings, school breaks, and on weekends when school staff is unavailable to them.

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

Primary responsibility for the SIG work and the school improvement plan overall lies with the principal, the ILT, and the SBDM Council. Parent members on the SBDM Council will be essential partners in the helping to communicate the work of the school toward continuous improvement to parent and community stakeholders. Every parent meeting and workshop will feature highlights from the SIG plan as well as the school improvement plan. Parent communication, including the daily email from the principal, will embed strategies, plans, and updates to the parent community. As the plan unfolds, we will endeavor to seek input from parents as the effectiveness of the various components and solicit their input on revisions to the plan to realize the improvement goals and objectives.

The lack of parent engagement has long plagued Stuart. Currently, Stuart does not have a parent organization and plans for the project coordinator include the design and operationalization of a viable parent/teacher organization for Stuart beginning with the 2017-2018 school year. Once operational, this group will collaborate with the Youth Service Center Board of Directors at Stuart to offer programming and support to parents, guardians, and families to assist in the progress of each child at Stuart. This parent group will also be available to provide critical feedback in both process and planning related to the various components of the SIG initiative at Stuart.

Identify the intensive technical assistance and support provided to the school by the district.

The district's Priority School Office will ensure identified priority schools receive special emphasis, support, and attention as the district makes decisions and assigns resources. The Priority School Office will respond to the differentiated needs of priority schools by coordinating services provided by district staff with the Assistant Superintendents for each priority school.

The district's Priority School Office established a summer institute for teachers new to priority school settings beginning in the summer of 2016. The new teacher institute will continue for the next three summers. The Priority School Office and Achievement Area Assistant Superintendents collaborate with KDE Recovery staff to organize school improvement work and communicate effectively. For example, the recent effort to organize and assure priority school participation in KDE's Novice Reduction training occurring in October and November 2016.

The district's Data Management Division will support the use of data for continuous improvement by priority schools. Beginning in October, Data Management will send monthly data reports to principals to provide a current snapshot of key areas such as attendance, behavior and interventions. The data reports will include links to data dashboards with more detailed current information to help priority schools in the early identification of trends and patterns.

Each priority school's Assistant Superintendent and ETC directly support Principals by helping to think through key decisions, trouble shooting barriers to implementation, and supplying on-site coaching. Assistant Superintendents or ETCs will conduct weekly walk-throughs of the school and consult with the Principal regarding their observations.

District content Specialist will provide support to Goal Clarity Coaches and Department Heads in the effective use of curriculum maps, standards aligned assessments, and provide additional content resources and opportunities for staff to participate in relevant and timely district-provided trainings and workshops.

The Priority School Director and Achievement Area Assistant Superintendent will routinely review school data with the Principal at least monthly to support continuous school improvement.

In addition, the Priority School Office, Achievement Area 3, and Education Recovery staff will collaborate to perform an interim diagnostic review using the AdvancED standards in the spring of each year to provide feedback toward improvement priorities as well as highlight new areas for growth. This plan will provide the school with valuable information to assess our efforts at continuous school improvement.

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 Transformation Model. This modification must meet the intent of the originally required element. If the school elects to take advantage of this flexibility, describe the following. Note: This flexibility only applies to schools in districts receiving REAP funds and it is not required to address this question. (1) What is the element to be modified? (2) How will the element be modified? (3) How does this modification continue to meet the intent of the originally required element?

Not Applicable

Schools are not required to address “permissible activities”. However, if a school does include permissible activities it may do so in the spaces below.

Transformation Model - Permissible Activities

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

Describe the new governance structure (i.e., hire turnaround leader, contract with a management company, SBDM Council loses authority) and why it was selected.

The KDE Diagnostic Review indicated that the SBDM continues to have the ability to continue its roles and responsibilities. A new principal was named in May 2016 following the reassignment of the previous principal in December 2015. A Project Coordinator was placed at Stuart, having priority school background, to assist the new principal through the JCPS Board of Education approved middle school redesign process. Further, the administrative team has been redesigned and a new Instructional Leadership Team has been formed to include all instructional leadership personnel (Master Teachers, Goal Clarity Coach, Instructional Assistant Principals, Principal, ECE Consulting Teacher, Project Coordinator, Area Assistant Superintendent). The governance structure aligns with legal requirements as well as the approved middle school redesign plan approved by the Board of Education.

Describe the district plan to ensure the school is not required to accept a teacher without the mutual consent of the teacher and principal.

Stuart Middle School is identified as a Priority School, so it is exempt from any requirements that mandate placement of voluntary or overstaffed employees until it is no longer identified as low achieving.

Stuart will participate in the staff transfer process, but it will not be required to select any staff from the transfer list. Since Stuart Middle School is identified as a Priority School, it will receive its transfer list one week earlier than other schools.

Describe the district plan to conduct periodic reviews to ensure the curriculum is implemented with

fidelity and modified if ineffective.

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

Achievement Area Assistant Superintendents and Evaluation Transition Coordinators conduct weekly walk-throughs to observe instruction and discuss their observations with school leaders. The Stuart principal is a member of a district Principal Professional Learning Community (PPLC) and regularly participates in meetings and walkthroughs at Stuart as well as other middle schools in the region. Discussions allow for opportunity for sharing successes and problem-solving common issues. Stuart's Instructional Leadership Team members are in classrooms on a daily basis and regularly conducts classroom walk-throughs and utilizes the results to inform coaching conversations.

All Priority Schools, and Stuart is no exception, 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 and other cognitive data. Each section of the Quarterly Report has a reflection section that is completed by the school's Principal 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, Stuart completes and updates a 30-60-90 plan which details academic benchmarks. These 30/60/90 plans are used to track implementation and make refinements as necessary and are updated each quarter. This is a living document for the ILT at Stuart and truly guides the school improvement work in the building.

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

Through the middle school redesign initiative, Stuart teachers receive up to five additional paid days for the purpose of professional learning. They may attend school created or district provided professional learning experiences, or a combination of both. The district provides an ECE consulting teacher to Stuart to assist with teacher development of skills related to better meeting the needs of those students. Training and support is provided by the district through workshops and learning opportunities around differentiation. The English Language Learners (ELL) population is extremely small at Stuart currently, less than 15 students, but with the growing population in the county, Stuart will participate in professional learning opportunities provided by the district on a regular basis to better meet the needs of what will be a growing ELL population for the school.

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.

Not applicable. Stuart is a middle school.

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

Jefferson County Public Schools allows for application to magnet and options programming at the high school level and as such there is not a dedicated "feeder school pattern" for our students.

Stuart will provide counseling for students and programming for parents to ensure all students have equitable access to information so that each family is able to make the best decision for high school for their students. Through our advisory program Stuart students will have exposure to the various options and magnet programs and staff will be available to answer questions and seek information on behalf of the students and families. Stuart will collaborate with the local schools which seem to enroll a majority of the 8th graders to ensure a smooth transition. Students, counselors, teachers, and administrators from those high schools (currently two) allow for interaction between current Stuart students and their eventual high school staffs. Further, students and parents will be encouraged to participate in all summer programming activities offered by the receiving high school.

Describe strategies to increase graduation rates.

Not Applicable, though a middle school and not tied directly to graduation rates, we feel the interventions and instructional programs at Stuart will enable our students to have a more successful transition to high school, thus increasing the likelihood of their persistence to graduation.

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

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

Boys and Girls Club – Free program offered Monday through Thursday to all students and those who live in the community as an after school program to engage students in social, emotional, behavioral and academic activities and mentoring.

Judo – After School program offered to all students to help increase personal resiliency, confidence, and self-esteem.

Valley High School – collaborate to offer freshman level classes to advanced students in math, ELA, Science and Social Studies, Marching Band, Jr. ROTC, Community service projects/mentoring

Men of Quality Mentoring – African American male teachers meet daily with male students to support students, discuss issues and personal goal setting.

Youth Service Center - "To improve the overall health and well-being of students and increase their ability to succeed in school by addressing the coordinated school health components*, safety and oral health, thereby promoting a lifetime of personal wellness. *Coordinated school health components include:

- Physical Education
- Health Services
- Nutrition
- Counseling/Psychological Services
- Social Services
- Health Promotion for Staff

Family/Community Involvement
Family and student's first parent and student workshop
Safe place cards
Agency referral Clinic and Health exams
Family Newsletter
Back to school event
Stranger Danger
Meet and Greet
Junior Achievement
Babysitting Workshop
Learning for Life-pilot program
Red Ribbon Week
Just between Teens
Social Group and Grief Group

Layne Elementary Mentors - Students offer academic support to local Elementary students every other day on site. These students assume leadership roles in the school they have been assigned. Stuart Academy has formed a partnership with the Layne Elementary's students and staff for the 2016- 17 school year. Students involved in this program serve as tutors and mentors to specific students at Layne. Students also work with the teacher as classroom assistants performing duties that encourage them to build upon their leadership skills. Students gain a sense of responsibility and learn to serve others with compassion, respect and integrity. This partnership supports Stuart's school-wide belief that our relationships with others/our neighbors are of great importance. Students are supervised, supported and receive classroom instruction from our Positive Behavior Center Coach.

OLOP - All students and parents/caregivers will have access to mental health and well-being seminars upon request and as recommended through Our Lady of Peace Center.

KYOne Health – Provide immediate medical and psychological assistance for substance abuse in teens.

Breakfast In the Classroom - Students are provided a healthy and nutritious breakfast each morning they are in the school building.

Mayor's Give a Day - Students will provide service to various community organizations and give back to the community through this service learning opportunity. This reinforces our sense of community and the service aspect of our work with our students.

The district works in partnership with the Louisville Metro Police Department (LMPD), which alerts school and district officials when unsafe conditions exist near schools. A range of district programs are in place to help prevent bullying, violence, and substance abuse based on children's ages. The JCPS Bullying Prevention LibGuide provides information on high-quality bullying prevention and intervention materials customized to meet the needs of individual students. Resources were selected based on their potential to help empower the target, mobilize the bystander, and rehabilitate the bully. Students, family members and school personnel can also use the JCPS tip line (online or by calling a toll free number) to anonymously report bullying incidents. The district also provides Positive Behavior Interventions and Supports (PBIS) resources and training to support a positive and safe culture and climate at schools.

Describe the strategies implemented to improve school climate and discipline.

Stuart Academy follows a school wide Positive Behavior Intervention and Support System (PBIS). The system that warehouses our data and makes communication seamless to our stakeholders, is called HERO. Both HERO and PBIS are researched and proven systems to proactively improve our school climate. Our goal is to recognize positive behavior, leading to decreased negative incidents and more motivation and productivity in the classroom. Our program is a merit-based point system, with a token economy that focuses on acknowledging specific positive social and academic student behaviors.

Using the schoolwide PBIS ensures all our classrooms are working toward the same, big-picture behavior goals. All students can receive recognition for good behavior—in every classroom and anywhere on campus. This helps the climate change extend beyond the classroom and ripple across our entire campus.

The program aligns well with existing school-based PBIS initiatives and offers a more efficient analysis of outcomes. HERO is designed to reinforce desired learning behaviors and improve the overall quality of the learning experience where:

Students are provided opportunities for immediate reinforcement of desired behaviors both in the classroom and in common areas to encourage their positive behaviors and mitigate their not-so-good habits.

Instructional staff is given the tools they need to enhance their partnership in the immediate reinforcement of positive behaviors for all students.

Administrators are given the tools to identify and support differentiated strategies for top- performing students and those who may need additional intervention.

The HERO program also promotes parent engagement and communication by promoting and communicating positive behaviors to parents.

The MTSS Behavior Committee Meet weekly - Regular meetings to review student data, trends, teacher trends.

Safety - Leadership covers all aspects of building at all times when students are present to ensure safety of all. The School wide PBIS plan supports both teacher and student expectations. All staff and students are on the same page and know the expectations for every setting and transition.

The following token economy is our guide for our HERO/PBIS program. Points are earned daily for demonstrating and supporting our School wide Vision, Mission or Beliefs:

STUART VISION

“Straight Outta’ Novice”

STUART MISSION

“If it doesn’t challenge you, it will never change you!” – Fred DeVito

STUART BELIEFS

We believe in our Self and our School We believe in our Teachers

We believe in Relationships We believe in Others

We believe in our Neighbors and our Nation We believe in our Goals and Giving

WE ARE STUART S.T.R.O.N.G.!

As students earn points for positive behaviors and can reach milestones that earn Brag Tags. Students who

have collected a certain amount of Spartan HERO points for positive behavior, can turn them in for Brag Tags at the end of the week for a reward. The brag tags represent higher levels of positive behavior and rewards at the Spartan Store. Students are rewarded for achieving a platinum level of behavior.

There are brag tags for all students to earn and there are brag tags specific to each grade level. Each teacher will receive the brag tags specific to his or her class, and general brag tags are delivered to teachers as their students earn them.

Student's brag tags are displayed in the classroom. Students receive their brag tags to take home with them at the end of the year.

The HERO program will keep track of points awarded to students and determine the brag tag given.

Perfect attendance – every grading period

Happy Birthday – celebrated in the morning meeting at the end of every month

Beautiful Bus Behavior – bus drivers pick one male and one female every Friday.

Spartan of the Week – every week, every grade

A Honor Roll – after each grading period (six times per year)

A/B Honor Roll – after each grading period (six times per year)

Growth (after every proficiency)

Proficient on assessments

Distinguished on assessments

Bronze (50 points)

Silver (100 points)

Gold (150 points)

Platinum (200 points - Participation in Academic Assembly six times per year)

Character

Red Ribbon Week

Bullying Prevention

Reading

Writing

And many more as the need arises (teachers can create their own)

At the end of the year, student's names will be placed in drawing for bigger prizes (the more brag tags, the more chances to win).

Students who show growth, score proficient or distinguished on district summative assessments, honor roll and perfect attendance will participate in a grill out celebration of learning and academic assembly six times per year.

Banners, posters, charts, etc. of students' recognition as it pertains to academics, sports, behavior, etc. are displayed throughout the school.

Each grade level team will choose a "Spartan of the Week" each week. These students are recognized over the announcements, receive a Texas Roadhouse certificate, Spartan (HERO points) and will have pictures posted on the "Student of the Week bulletin board. We TWEET and Instagram all positive recognition.

Students who scored proficient or distinguished on 2015-16 K-PREP will receive an official yard sign

delivered to their home by Stuart staff members.

Stuart Academy Reward System

Emulating the Stuart Vision, Mission and Beliefs	Students who emulate the Stuart Vision, Mission and Beliefs throughout the school day, during transition, in class, etc.
Reward	Spartan Points (25 = Bronze, 50 = Silver, 75 = Gold, 100 = Platinum) Bronze, Silver, Gold, Platinum Brag Tags (Once a student earns a platinum brag tag, he/she qualifies to participate in grading period Cookout)

Proficient/Distinguished on KPREP	Students who have earned proficient or distinguished on 2016 KPREP
Reward	Group Picture taken and displayed on front of school for the school year Yard Sign Dairy Queen Coupon for free treat Brag Tag

Proficient/Distinguished Proficiency Score	Students who have earned proficient or distinguished on their district assessment.
Reward	Name displayed on Poster outside of Cafeteria Dress Down Stuart Academy Cookout after every grading period Dairy Queen Coupon for free treat Brag Tag

Growth	Students who have grown out of novice from the district diagnostic to the related proficiency.
Reward	Dress Down Stuart Academy Cookout after every grading period Dairy Queen Coupon for free treat Brag Tag

Good Faith Effort	Students who show a Good Faith Effort during a district proficiency.
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Reward	Slushies or Shape Ups
Course Recovery	Students who recover their grade(s) for a course during Course Recovery
Reward	Dress Down Day

A or AB Honor Roll	Students who have earned a grade of an A or B for the six weeks in all courses and a satisfactory in behavior.
Reward	Name displayed on Poster outside of Cafeteria Dress Down Stuart Academy Cookout after every grading period Dairy Queen Coupon for free treat Brag Tag

Perfect Attendance	Students who have not missed any days or been late to class.
Reward	Name displayed on Poster outside of Cafeteria Dress Down Stuart Academy Cookout after every grading period Dairy Queen Coupon for free treat Brag Tag

In addition to our HERO program, we are part of the Restorative Practices Pilot and Trauma Informed Care Pilot for the 2017-2018 School year.

The goal of the Restorative Practices Model is to help school staff create a positive school culture and climate that improves teaching, and increases learning; therefore, increasing student achievement in our building. This goal aligns with Strategy 2.1.3 Improve culture and climate, and Strategy 2.2.4 Develop leaders, of the JCPS Vision 2020. There are three integrated elements: data for decision-making, practices that outline appropriate behavior and support students who need interventions, and systems that hold staff accountable for implementing the practices to achieve measurable outcomes.

HERO, Restorative Practices, and Trauma informed Care align with the PBIS systems framework, as well as the TPGES Danielson framework.

As a trauma-sensitive school, we understand that trauma can impact learning, behavior, and relationships. Our school's comprehensive systems will allow for a holistic approach to helping students feel safe physically, socially, emotionally, and academically.

Trauma Informed Practices support will include training in trauma informed practices using the

“Trauma Modules” from the Center on Trauma and Children as well as on-going coaching in supporting students that have been trauma exposed.

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

Not Applicable-Stuart is a Middle School

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

The Jefferson County Public Schools allow for Section 7 funds to be 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.

Over and above the district funding formula for schools, the JCPS Board of Education approved the middle school redesign plan for Stuart in April 2016 allowing for five additional teaching staff at the school which exceeds formula funding. Additionally, the district has approved five budget requests for Stuart for additional supports such as technology and non-certified, Instructor III assistants to help with student interventions totaling nearly \$300,000.00.

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 related to pre-implementation must be reflected the district budget.

The community participated in forums prior to the adoption of the middle school redesign by the JCPS Board of Education in April 2016. Parents were recruited to serve on the newly formed Site- Based Decision Making Council in October 2016. The new council was seated in November 2016 and is currently in the process of adopting new policies for all aspects of school programming. We also have a FRSYC Board of Directors with parent and community input and engagement. SBDM members and the FRYSC Board members will engage parents in a series of informational meetings and literacy/mathematics workshops, as well as informational meetings on technology- rich classrooms. These meetings and workshops were planned for the summer 2017 in advance of notification of this SIG opportunity and will make use of district funds. No SIG funds will be required for these events.

Actions

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

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

The Priority School office will work collaboratively with Achievement Area Assistant Superintendents, district content specialists, and KDE Education Recovery Leader to monitor changes in the instructional practice as a result 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. The goal of the Principal PLCs is to analyze data (i.e. behavioral, CASCADE, walk-through, etc.) and recognize trends, determine what is working, and detect issues impeding implementation. CASCADE is the district data collection tool providing for common formative assessments known as diagnostics and proficiencies to be administered at district mandated times throughout the school year. The Proficiencies are scored and data collected and analyzed at the school and district level to determine growth toward delivery targets on the state assessments.

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

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

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

Master teachers provide professional support and leadership to newly hired staff to build their capacity to effectively realize the school's improvement goals. Stuart will continue to intentionally assign teachers to match strengths with student needs and to increase collaboration potential within their PLC and content teams. The leadership team, including master teachers and instructional assistant principals, provides individualized coaching and job-embedded professional development for each teacher to maximize their growth potential in their assigned role.

Finally, all new teachers, as well as veteran teachers who are new to Stuart, will have the opportunity to participate in the Stuart Teacher Academy, which is a mentoring program established to provide a multitude of resources for new teachers to decrease teacher isolation and provide new teachers with a litany of support. The SIG funding will provide the opportunity for approximately 4 teachers each semester to apply for tuition reimbursement of \$300.00 for one graduate class per semester (fall, spring, summer) as long as they actively and positively participate in professional learning opportunities tied to the Stuart Teacher Academy for new teachers and/or those with less than three years teaching experience. They must be registered at an accredited university, complete the coursework with a grade of B or higher and teach in a critical shortage area as identified by KDE for the region including CTE, Exceptional Children, Foreign Language, English/Communications, ESL, Gifted Ed, Math, School Media Librarian, School Psychologist, Science, Social Studies. An official transcript must be provided for verification purposes. Relevant support documents will be used to reinforce discussion topics and enhance participants overall practice. In addition, job-embedded professional development opportunities will be identified and facilitated based on the feedback from staff, alignment to growth plans/PGES, student data, and a continuation of current coaching systems.

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

Stuart Middle School will use all allocated general fund, ESS, Title I, and Section 7 staff positions to support school improvement efforts, as well as apply for budget requests to the district as necessary to support the work in the building. The district funded master teacher coaching structure and Stuart Teacher Academy experiences will develop in-house teaching capacity to meet the differentiated needs of all students. As SIG funding ends and new teachers arrive at Stuart, current teachers will have established the skills needed to assist these developing teachers in improving their practice.

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 improvement plan. 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 Transformation 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.

At the school level, the Stuart SBDM Council is newly formed and as such is currently approving all necessary policies as required by law. Stuart is also a member of the Kentucky Association of

School Councils and the SBDM is making use of those resources as they become fully compliant with all legal requirements for SBDM Councils.

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

The master schedule has been redesigned by the teachers to include an opportunity for daily, job-embedded professional learning. PLC time will take place during the day one day a week. Stuart Teacher Academy work may also be embedded during the day to allow for greater participation by staff who may be involved in a course work at local universities and otherwise unable to take advantage the resource. Allowing for two non-student contact periods per instructional day also allows the students the opportunity for more exposure to related arts offerings. Students will have the ability to self-select related arts classes based on their interests to allow for deeper learning experiences. The RTI time, Sparta Course, will be preserved to allow for more personalized learning for students and the SIG funded ECE interventionist will be available during that time to help both students and teachers develop a deeper understanding of the accommodations necessary for student success. Teachers selected a new literacy program, Collections. Stuart is opting for the digital version of Collections to make better use of our classroom based Chrome Book initiative. The literacy program will be reassessed at the three year mark and, if appropriate, will be sustained through funds allocated to the school by the district or through a special budget request to the district.

Identify supports, outside the district, (i.e., education cooperatives, site researchers, higher education personnel, and other external providers) that will be utilized to assist the school in meeting its improvement goals. Describe the actions that have been or will be taken to recruit, screen, and select appropriate and effective external providers to ensure their quality. Describe how these external providers will be regularly reviewed and held accountable for their performance.

JCPS is a member district to the Kentucky Department of Education Special Education Cooperative System. District training is guided by a KDE designed Logic Model Evaluation System. Training modules are designed by KDE and then replicated at the district level. Training replicated in JCPS includes: Individualized Education Program Guidance document, Evidence Based Practices for Autism, Middle School Math Design Collaborative Cohorts, and Literacy Design Collaborative Cohorts. These supports help teachers better serve our students.

The district worked closely with the Kentucky Department of Education to address disparities around suspensions for African-American students and special education students. To address the disparities, JCPS organized training with Positive Behavior Intervention Supports (PBIS). PBIS prompts schools to analyze discipline data and make informed decisions to create a positive learning culture. Stuart has fully embraced PBIS as an effective school improvement strategy.

The district works closely with Solution Tree and Southern Regional Education Board (SREB) to provide professional development opportunities to help teachers understand and implement the Common Core Standards. Efforts have focused on building teams of teacher-leaders to implement the Literacy Design Collaborative (LDC) and the Mathematics Design Collaborative (MDC) instructional frameworks and tools into all classrooms and Stuart will participate in both LDC and MDC work.

Stuart will also participate in the district provided training for Restorative Practice/PBIS. Additionally, Stuart will participate in a new district initiative aimed at better preparing staff for Trauma Informed Care for

students.

Stuart Campus is also home to a new after school program conducted by the Boys/Girls Club of America. This group sponsors after school care and activities for students on the Stuart campus for any students desiring to participate in the programming.

The Stuart ILT and administrative team will closely monitor school level data and seek appropriate external partnerships as necessary to better support the needs of our students and teachers.

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.

Stuart is committed to continually updating instructional methods for ELA and Math teachers through job-embedded learning including the additional five professional learning days provided by the district through the middle school redesign initiative. Section 6 funds and extended school services funds will be applied for through the district budget process to sustain instructional strategies and intervention plans after SIG funding. Stuart will continue to request section 7 funds to secure support for PBIS and Goal Clarity Coaches. In addition, federal funding from Title I will be allocated for continued support in reading and math. Priority of funding will remain with PLC support, instructional strategy development, and continued data analysis.

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 teachers will assess student learning and behavioral data during weekly PLCs and the weekly ILT meetings. The data will be used to adjust improvement initiatives and prioritize practices and strategies that demonstrate the greatest impact on student achievement. JCPS will frequently monitor student data through the school's KDE required quarterly report, CASCADE, CERT, and the district's dashboard system to ensure that continuous school improvement is occurring. Should the data from the CERT assessments and supports indicate a positive trend in student performance, Stuart will seek to secure funding past the life of the SIG funding from the district in the form of a special budget request.

Stuart's Instructional Leadership Team members, specifically the master teachers and the two instructional assistant principals, will assist faculty in a continuous improvement cycle to develop 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.

Both the ECE Interventionist position and the tuition reimbursement funds are critical to the programming at Stuart moving forward. Our actions and plans are designed to ensure increased student performance. We will demonstrate to the district that these particular components of the school improvement work are critical for continued success and appeal, through the district budget process, that this funding be continued past the SIG funding dates. Tuition reimbursement for priority school teachers could be instrumental in recruiting and retaining teachers, especially at the middle school level. High school teachers are able to have student loans and tuition offset by federal and state programs encouraging their continued study but middle school teachers are not eligible for those programs. We feel the tuition reimbursement component of this SIG proposal will help in recruiting and retaining teachers.

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 establish a lasting culture of high expectations for students and collaborative professional learning for staff, and continuous school improvement for the leadership team.

The school will provide extensive professional development to develop 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. Developing internal capacity of the staff will ensure training and support will continue at Stuart past the life of the SIG funding.

ILT meetings will move to more focus on school-level data analysis with an eye toward creating sustainable systems aimed at continuous student improvement. The Stuart administrative team will take on the management tasks required for the safe and secure functioning of a nearly 800 student building thus allowing the ILT to focus on instructional improvement and student achievement.

Timeline

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

Develop a timeline that describes the steps necessary to implement the intervention model. 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/Month	Activity	Responsible	Component
Year One- July	Leadership Team Retreat-Analyze year end data and set training calendar Secure CERT Hire ECE Interventionist Schedule Parent/Family meetings for school year focusing on literacy and mathematics	Principal and ILT Purchasing/Principal	High Functioning Systems
Year One- August	PD Trainings CERT and Collections Problem-Based Learning Standards-Based Grading Technology-Rich Classrooms	Principal/ILT and Teachers	High Functioning Systems/Teacher Support
Year One- August and monthly thereafter	Analyze ECE data to determine interventionist work	ECE consulting teacher and ECE interventionist	Student Support
Year One- August	Recruit veteran teacher for Stuart Teacher Academy	Goal Clarity Coach and Principal	Leadership Support and Teacher Support
Year One- August	Administer CERT	Teachers/Students	Student Support/High Functioning Systems
Year One-	Analyze CERT data to determine	Teachers/Student	Student

Year/Month	Activity	Responsible	Component
August	interventions and student goals	s	Support/High Functioning Systems
Year One-September	Begin Job-Embedded PD for teachers	ILT members	Teacher Support
Year One-September and weekly thereafter	Stuart Teacher Academy work	Goal Clarity Coach and veteran teacher	Teacher Support Leadership Support
Year One-Every three weeks beginning in September	PLCs analyze all relevant data to schedule interventions for students	Teachers and ILT members	Student Support/High Functioning Systems
Year One-September and monthly thereafter	ILT reviews all data, including teacher and student data, to inform systems work	Principal and ILT	High Functioning Systems
Year One-December	Process Tuition Reimbursement for eligible teachers	Goal Clarity coach and Payroll clerk	Teacher and Leadership Support
Year One-December	Administer CERT	Teachers/Students	Student Support/High Functioning Systems
Year One-January	Analyze CERT data to determine interventions and student goals	Teachers/Students	Student Support/High Functioning Systems
Year One-April	Administer CERT	Teachers/Students	Student Support/High Functioning Systems
Year One-April	Analyze CERT data to determine interventions and student goals	Teachers/Students	Student Support/High Functioning Systems
Year One-May	Process Tuition Reimbursement for eligible teachers	Goal Clarity coach and Payroll clerk	Teacher and Leadership Support
Year One-July	Process Tuition Reimbursement for eligible teachers	Goal Clarity coach and Payroll clerk	Teacher and Leadership Support
Year Two-July	Leadership Team Retreat-Analyze year end data and set training calendar Secure CERT Schedule Parent/Family meetings for school year focusing on literacy and mathematics	Principal and ILT Purchasing/Principal	High Functioning Systems
Year Two-August	PD Trainings CERT and Collections, as needed Problem-Based Learning Standards-Based Grading Technology-Rich Classrooms	Principal/ILT and Teachers	High Functioning Systems/Teacher Support

Year/Month	Activity	Responsible	Component
Year Two- August and monthly thereafter	Analyze ECE data to determine interventionist work	ECE consulting teacher and ECE interventionist	Student Support
Year Two- August	Recruit veteran teacher for Stuart Teacher Academy	Goal Clarity Coach and Principal	Leadership Support and Teacher Support
Year Two- August	Administer CERT	Teachers/Students	Student Support/High Functioning Systems
Year Two- August	Analyze CERT data to determine interventions and student goals	Teachers/Students	Student Support/High Functioning Systems
Year Two- September	Begin Job-Embedded PD for teachers	ILT members	Teacher Support
Year Two- September and weekly thereafter	Stuart Teacher Academy work	Goal Clarity Coach and veteran teacher	Teacher Support Leadership Support
Year Two- Every three weeks beginning in September	PLCs analyze all relevant data to schedule interventions for students	Teachers and ILT members	Student Support/High Functioning Systems
Year Two- September and monthly thereafter	ILT reviews all data, including teacher and student data, to inform systems work	Principal and ILT	High Functioning Systems
Year Two- December	Process Tuition Reimbursement for eligible teachers	Goal Clarity coach and Payroll clerk	Teacher and Leadership Support
Year Two- December	Administer CERT	Teachers/Students	Student Support/High Functioning Systems
Year Two- January	Analyze CERT data to determine interventions and student goals	Teachers/Students	Student Support/High Functioning Systems
Year Two- April	Administer CERT	Teachers/Students	Student Support/High Functioning Systems
Year Two- April	Analyze CERT data to determine interventions and student goals	Teachers/Students	Student Support/High Functioning Systems
Year Two- May	Process Tuition Reimbursement for eligible teachers	Goal Clarity coach and Payroll clerk	Teacher and Leadership Support
Year Two- July	Process Tuition Reimbursement for eligible teachers-Summer	Goal Clarity coach and Payroll clerk	Teacher and Leadership Support

Year/Month	Activity	Responsible	Component
Year Three- July	Leadership Team Retreat-Analyze year end data and set training calendar Secure CERT Schedule Parent/Family meetings for school year focusing on literacy and mathematics	Principal and ILT Purchasing/Principal	High Functioning Systems
Year Three- August	PD Trainings Technology-Rich Classrooms	Principal/ILT and Teachers	High Functioning Systems/Teacher Support
Year Three- August and monthly thereafter	Analyze ECE data to determine interventionist work	ECE consulting teacher and ECE interventionist	Student Support
Year Three - August	Recruit veteran teacher for Stuart Teacher Academy	Goal Clarity Coach and Principal	Leadership Support and Teacher Support
Year Three - August	Administer CERT	Teachers/Students	Student Support/High Functioning Systems
Year Three - August	Analyze CERT data to determine interventions and student goals	Teachers/Students	Student Support/High Functioning Systems
Year Three - September	Begin Job-Embedded PD for teachers	ILT members	Teacher Support
Year Three - September and weekly thereafter	Stuart Teacher Academy work	Goal Clarity Coach and veteran teacher	Teacher Support Leadership Support
Year Three - Every three weeks beginning in September	PLCs analyze all relevant data to schedule interventions for students	Teachers and ILT members	Student Support/High Functioning Systems
Year Three - September and monthly thereafter	ILT reviews all data, including teacher and student data, to inform systems work	Principal and ILT	High Functioning Systems
Year Three - December	Process Tuition Reimbursement for eligible teachers	Goal Clarity coach and Payroll clerk	Teacher and Leadership Support
Year Three - December	Administer CERT	Teachers/Students	Student Support/High Functioning Systems
Year Three - January	Analyze CERT data to determine interventions and student goals	Teachers/Students	Student Support/High Functioning Systems
Year Three - April	Administer CERT	Teachers/Students	Student Support/High Functioning Systems

Year/Month	Activity	Responsible	Component
Year Three - April	Analyze CERT data to determine interventions and student goals	Teachers/Students	Student Support/High Functioning Systems
Year Three - May	Process Tuition Reimbursement for eligible teachers	Goal Clarity coach and Payroll clerk	Teacher and Leadership Support
Year Three - July	Process Tuition Reimbursement for eligible teachers-Summer	Goal Clarity coach and Payroll clerk	Teacher and Leadership 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.

Baseline Data: 2015-2016 most recent data

2015-2016 KPREP Reading Middle School-Grades 6, 7, 8						
	Novice			Proficient/Distinguished		
	School	District	State	School	District	State
All Students	51.8	32.5	21.1	21.5	45	55.2
Disability with IEP (Total)	68.5	66.3	50.4	6.3	12.5	23.7

2015-2016 KPREP Mathematics Middle School-Grades 6, 7, 8						
	Novice			Proficient/Distinguished		
	School	District	State	School	District	State
All Students	47	26.9	16.4	12.9	38.6	47
Disability with IEP (Total)	68.5	62	44	3.9	8.4	18

Reading Goals

By 2018 more than 30% of all students at Stuart will reach proficiency on state accountability measures in reading up from 21.5% in 2016.

By 2018 more than 10% of students with disabilities (IEP) at Stuart will reach proficiency on state accountability measures in reading up from 6.3% in 2016.

By 2019 more than 40% of all students at Stuart will reach proficiency on state accountability measures in reading up from 30% in 2018.

By 2019 more than 20% of students with disabilities (IEP) at Stuart will reach proficiency on state accountability measures in reading up from 10% in 2018.

By 2020 more than 50% of all students at Stuart will reach proficiency on state accountability measures in reading up from 40% in 2019.

By 2020 more than 25% of students with disabilities (IEP) at Stuart will reach proficiency on state accountability measures in reading up from 20% in 2019.

By 2021 more than 60% of students at Stuart will reach proficiency on state accountability measures in reading up from 50% in 2020.

By 2021 more than 30% of students with disabilities (IEP) at Stuart will reach proficiency on state accountability measures in reading up from 25% in 2020.

Math Goals

By 2018 more than 20% of all students at Stuart will reach proficiency on state accountability measures in math up from 12.9% in 2016.

By 2018 more than 10% of students with disabilities (IEP) at Stuart will reach proficiency on state accountability measures in reading up from 3.9% in 2016.

By 2019 more than 30% of all students at Stuart will reach proficiency on state accountability measures in math up from 20% in 2018.

By 2019 more than 20% of students with disabilities (IEP) at Stuart will reach proficiency on state accountability measures in reading up from 10% in 2018.

By 2020 more than 40% of all students at Stuart will reach proficiency on state accountability measures in math up from 30% in 2019.

By 2020 more than 30% of students with disabilities (IEP) at Stuart will reach proficiency on state accountability measures in reading up from 20% in 2019.

By 2021 more than 50% of all students at Stuart will reach proficiency on state accountability measures in math up from 40% in 2020.

By 2021 more than 40% of students with disabilities (IEP) at Stuart will reach proficiency on state accountability measures in reading up from 30% in 2020.

Delivery Targets-All Students				
Assessment Area	2018	2019	2020	2021
Reading	30	40	50	60
Math	20	30	40	50

Delivery Targets-Students with Disabilities (IEP)				
Assessment Area	2018	2019	2020	2021
Reading	10	20	25	30
Math	10	20	30	40

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.

Stuart has based these calculations on the current Kentucky Accountability System calculations. Once the new accountability system is operational, Stuart will revise these goals to reflect the new system.

Stuart will also set quarterly and annual goals related to CERT and Reading Inventory (RI) once those initial assessments have been administered and will include that data in all quarterly reporting to the state of Kentucky.

Reading Goals

By the 1st quarter of school year 2017-18, 61.5% of students will score proficiency on district formative assessments in reading up from 8.32% in 2016-17.

By the 2nd quarter of school year 2017-18, 63% of students will score proficiency on district formative assessments in reading up from 61.5% during Q1 of 2017-18.

By the 3rd quarter of school year 2017-18, 64.5% of students will score proficiency on district formative assessments in reading up from 63% during Q2 of 2017-18.

By the 4th quarter of school year 2017-18, 66% of students will score proficiency on district formative assessments in reading up from 64.5% during Q3 of 2017-18.

By the 1st quarter of school year 2018-19, 67.7% of students will score proficiency on district formative assessments in reading up from 66% during Q4 of 2017-18.

By the 2nd quarter of school year 2018-19, 69.2% of students will score proficiency on district formative assessments in reading up from 67.7% during Q1 of 2018-19.

By the 3rd quarter of school year 2018-19, 70.7% of students will score proficiency on district formative assessments in reading up from 69.2% during Q2 of 2018-19.

By the 4th quarter of school year 2018-19, 72.2% of students will score proficiency on district formative assessments in reading up from 70.7% of during Q3 of 2018-19.

By the 1st quarter of school year 2019-20, 73.9% of students will score proficiency on district formative assessments in reading up from 72.2% during Q4 of 2018-19.

By the 2nd quarter of school year 2019-20, 75.5% of students will score proficiency on district formative assessments in reading up from 73.9% during Q1 of 2019-20.

By the 3rd quarter of school year 2019-20, 77% of students will score proficiency on district formative assessments in reading up from 75.5% during Q2 of 2019-20.

By the 4th quarter of school year 2019-20, 78.5% of students will score proficiency on district formative assessments in reading up from 77% during Q3 of 2019-20.

By the 1st quarterly of school year 2020-21 80.1% of students will score proficiency on district formative assessments in reading up from 78.5% during Q4 of 2019-20.

By the 2nd quarterly of school year 2020-21 82.1% of students will score proficiency on district formative assessments in reading up from 80.1% during Q1 of 2020-21.

By the 3rd quarter of school year 2020-21 86.2% of students will score proficiency on district formative assessments in reading up from 82.1% during Q2 of 2020-21.

By the 4th quarter of school year 2020-21 88% of students will score proficiency on district formative assessments in reading up from 86.2% during Q3 of 2020-21.

Quarterly Delivery Targets

Reading	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
2017-18	61.5	63	64.5	66
2018-19	67.7	69.2	70.7	72.2
2019-20	73.9	75.5	77	78.5
2020-21	80.1	82.1	86.2	88

Math Goals

By the 1st quarter of school year 2017-18, 59.1% of students will score proficiency on district formative assessments in math up from 11.74% in 2016-17.

By the 2nd quarter of school year 2017-18, 60.9% of students will score proficiency on district formative assessments in math up from 59.1% during Q1 of 2017-18.

By the 3rd quarter of school year 2017-18, 62.7% of students will score proficiency on district formative assessments in math up from 60.9% during Q2 of 2017-18.

By the 4th quarter of school year 2017-18, 64.5% of students will score proficiency on district formative assessments in math up from 62.7% during Q3 of 2017-18.

By the 1st quarter of school year 2018-19, 66.1% of students will score proficiency on district formative assessments in math up from 64.5% during Q4 of 2017-18.

By the 2nd quarter of school year 2018-19, 67.9% of students will score proficiency on district formative assessments in math up from 66.1% during Q2 of 2018-19.

By the 3rd quarter of school year 2018-19, 69.7% of students will score proficiency on district formative assessments in math up from 67.9% during Q2 of 2018-19.

By the 4th quarter of school year 2018-19, 71.5% of students will score proficiency on district formative assessments in math up from 69.7% during Q3 of 2018-19.

By the 1st quarter of school year 2019-20, 73.1% of students will score proficiency on district formative assessments in math up from 71.5% during Q4 of in 2018-19.

By the 2nd quarter of school year 2019-20, 74.9% of students will score proficiency on district formative assessments in math up from 73.1% during Q1 of 2019-20.

By the 3rd quarter of school year 2019-20, 76.7% of students will score proficiency on district formative assessments in math up from 74.9% during Q2 of 2019-20.

By the 4th quarter of school year 2019-20, 78.5% of students will score proficiency on district formative assessments in math up from 76.7% during Q3 of 2019-20.

By the 1st quarterly of school year 2020-21 80.1% of students will score proficiency on district formative assessments in math up from 78.5% during Q4 of 2019-20.

By the 2nd quarterly of school year 2020-21 84.1% of students will score proficiency on district formative assessments in math up from 80.1% during Q1 of 2020-21.

By the 3rd quarterly of school year 2020-21 88% of students will score proficiency on district formative assessments in math up from 84.1% in Q2 of 2020-21.

By the 4th quarterly of school year 2020-21 90.2% of students will score proficiency on district formative assessments in math up from 88% during Q3 of 2020-21.

Quarterly Delivery Targets

Math	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
2017-18	59.1	60.9	62.7	64.5
2018-19	66.1	67.9	69.7	71.5

Math	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
2019-20	73.1	74.9	76.7	78.5
2020-21	80.1	84.1	88	90.2

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

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

Consultation

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

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

A meeting including Principals, Assistant Superintendents, ETCs, Education Recovery Leaders, the Priority School Director and Resource Development staff occurred on September 6, 2016 to discuss the SIG application template and the grant development process. This process was also in place for the spring applications. The school principal communicated with Resource Development to discuss the school's proposal. Follow up development included input from the ERL, Assistant Superintendent, Project Coordinator, and ETC. Stuart also consulted with their SBDM Council regarding their SIG application. The district issued press releases to alert the community of the opportunity for the priority schools to apply for additional federal funding for the SIG initiative.

The ILT was consulted regarding a needs analysis and the determination was made to add the ECE interventionist to the SIG application. The Stuart SBDM met on May 9, 2017 to review the draft of the SIG application, including parent members, and provide feedback relative to any revisions and/or adjustments. An adjustment was suggested to add more resources to the tuition reimbursement component of the SIG application so as to attract and retain more teachers to Stuart.

All stakeholders will remain partners in the SIG process following the grant award. The primary responsibility for oversight of the grant components will be the ILT, Principal, and the SBDM Council.

School Budget Narrative

Please Note: You may only type in the gray areas

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.

In keeping with the organizational structure of the middle school redesign initiative currently underway at Stuart, we see our SIG initiatives aligning seamlessly with the redesign components. Through the use of SIG funding, we will realize enhancements to our Student Supports, Teacher Supports, Leadership Supports, and High Functioning Systems.

Student Support: SIG funding would support the employment of a fulltime ECE intervention teacher. This position would be one of a fully certified teacher with a background and/or training in ECE accommodations and intervention work. Experience mentoring and/or coaching teachers with ECE accommodations would also be an advantage to the position. This teacher would specifically support teachers and students aimed at closing the nearly 70% achievement gap we currently see for our students with disabilities. While we provide intervention services to all students, intentionality with our ECE students will likely yield a closing of the achievement gap for that specific gap group.

High Functioning Systems/Student Support: SIG funding would also support the use of CERT for every 7th and 8th grade student. Administered three times a year, this would provide the teachers with additional relevant data charting student growth. Given the middle school setting, we see this tool as marker for our students toward high school readiness. Each administration of CERT would require a student goal setting and a personalized learning plan aimed at meeting the goals set by the student in consultation with their teacher. CERT is the College Equipped Readiness Tool, an online assessment and support system that allows for adaptive progression toward college readiness for students. As evidenced on their website, "CERT provides remedial instruction to students through researched-based, instructional video lessons. Lessons can be accessed via:

An online Exam Room that provides each student performance feedback and video answer explanations for each and every test question

An online Study Hall that recommends subject-matter and strategy video lessons based on each individual student's performance

CERT quickly gained statewide popularity in Kentucky upon its release as an interim assessment tool, and it has continued to attract new users throughout the United States." <https://certforschools.com/about#about>

We further intend to use CERT to help students assess their readiness for high school through personal goal setting and through the establishment of a system for them to track their progress over the two years they are a student at Stuart.

Teacher Support/Leadership Support: SIG funding will provide an incentive program for our teachers through a new, Stuart-based, tuition reimbursement program.

Tuition Reimbursement—Provide the opportunity for approximately 4 teachers each semester to apply for tuition reimbursement of \$300.00 for one graduate class per semester (fall, spring, summer) as long as they actively and positively participate in professional learning opportunities tied to the Stuart Teacher Academy for new teachers and/or those with less than three years teaching experience. They must be registered at an accredited university, complete the coursework with a grade of B or higher and teach in a critical shortage

area as identified by KDE for the region including CTE, Exceptional Children, Foreign Language, English/Communications, ESL, Gifted Ed, Math, School Media Librarian, School Psychologist, Science, Social Studies. An official transcript must be provided for verification purposes.

Teacher Support/High Functioning Systems: SIG funding will support professional learning opportunities for teachers to support schoolwide systems aimed at increasing student achievement through the tuition reimbursement program. The district will provide up to five additional professional development days for every teacher to support their learning. Further, teachers have redesigned the schedule to allow for a job-embedded professional learning opportunity daily in their schedules.

Year One Student Supports

Interventionist for ECE student support—FTE fully certified teacher with an ECE background to assist in providing personalized support for students to help close our nearly 70% achievement gap for our students with disabilities. (Calculated @ \$63,900 for 187-day position). Position includes three extended days for two parent-teacher conference days and one day prior to school start as required in teacher contract. (Calculated @ \$341.72 per day - \$1,025 total). All rates were calculated based on the district-approved salary schedule. Mandatory fringe benefits include life insurance (\$54), liability insurance (\$44), long term disability (\$192), employer medicare contribution (\$942), KY Teacher Retirement System (\$10,456), KSBA unemployment insurance (\$70), workmen's compensation insurance (\$188), federally-funded health care (\$7,200), federally-funded life insurance (\$12), and federally-funded state administration fee (\$96).

Teacher Supports

Tuition Reimbursement— Provide the opportunity for approximately 4 teachers each semester to apply for tuition reimbursement of \$300.00 for one graduate class per semester (fall, spring, summer) as long as they actively and positively participate in professional learning opportunities tied to the Stuart Teacher Academy for new teachers and/or those with less than three years teaching experience. They must be registered at an accredited university, complete the coursework with a grade of B or higher and teach in a critical shortage area as identified by KDE for the region including CTE, Exceptional Children, Foreign Language, English/Communications, ESL, Gifted Ed, Math, School Media Librarian, School Psychologist, Science, Social Studies. An official transcript must be provided for verification purposes. (\$3,841)

High Performing Systems Support

Purchase CERT for every 7th and 8th grade student—Administer CERT three times to determine growth toward high school readiness and make use of additional tools and resources CERT provides for adaptive intervention work with students. (\$5,425)

Year Two Student Supports

Interventionist for ECE student support—FTE fully certified teacher with an ECE background to assist in providing personalized support for students to help close our nearly 70% achievement gap for our students with disabilities. (Calculated @ \$65,817 for 187-day position – 3% increase over year 1). Position includes three extended days for two parent-teacher conference days and one day prior to school start as required in teacher contract. (Calculated @ \$351.96 per day - \$1,056 total). All rates were calculated based on the district-approved salary schedule. Mandatory fringe benefits include life insurance (\$54), liability insurance (\$44), long term disability (\$197), employer medicare contribution (\$969), KY Teacher Retirement System (\$10,770), KSBA unemployment insurance (\$71), workmen's compensation insurance (\$194), federally-funded health care (\$7,200), federally-funded life insurance (\$12), and federally-funded state administration fee (\$96).

Teacher Supports

Tuition Reimbursement— Provide the opportunity for approximately 4 teachers each semester to apply for tuition reimbursement of \$300.00 for one graduate class per semester (fall, spring, summer) as long as they actively and positively participate in professional learning opportunities tied to the Stuart Teacher Academy for new teachers and/or those with less than three years teaching experience. They must be registered at an accredited university, complete the coursework with a grade of B or higher and teach in a critical shortage area as identified by KDE for the region including CTE, Exceptional Children, Foreign Language, English/Communications, ESL, Gifted Ed, Math, School Media Librarian, School Psychologist, Science, Social Studies. An official transcript must be provided for verification purposes. (\$3,845)

High Performing Systems Support

Purchase CERT for every 7th and 8th grade student—Administer CERT three times to determine growth toward high school readiness and make use of additional tools and resources CERT provides for adaptive intervention work with students. (\$5,425)

Year Three Student Supports

Interventionist for ECE student support— FTE fully certified teacher with an ECE background to assist in providing personalized support for students to help close our nearly 70% achievement gap for our students with disabilities. (Calculated @ \$67,792 for 187-day position – 3% increase over year 2). Position includes three extended days for two parent-teacher conference days and one day prior to school start as required in teacher contract. (Calculated @ \$362.66 per day - \$1,088 total). All rates were calculated based on the district-approved salary schedule. Mandatory fringe benefits include life insurance (\$54), liability insurance (\$44), long term disability (\$203), employer medicare contribution (\$999), KY Teacher Retirement System (\$11,093), KSBA unemployment insurance (\$71), workmen's compensation insurance (\$200), federally-funded health care (\$7,200), federally-funded life insurance (\$12), and federally-funded state administration fee (\$96).

Teacher Supports

Tuition Reimbursement— Provide the opportunity for approximately 4 teachers each semester to apply for tuition reimbursement of \$300.00 for one graduate class per semester (fall, spring, summer) as long as they actively and positively participate in professional learning opportunities tied to the Stuart Teacher Academy for new teachers and/or those with less than three years teaching experience. They must be registered at an accredited university, complete the coursework with a grade of B or higher and teach in a critical shortage area as identified by KDE for the region including CTE, Exceptional Children, Foreign Language, English/Communications, ESL, Gifted Ed, Math, School Media Librarian, School Psychologist, Science, Social Studies. An official transcript must be provided for verification purposes. (\$3,849)

High Performing Systems Support

Purchase CERT for every 7th and 8th grade student—Administer CERT three times to determine growth toward high school readiness and make use of additional tools and resources CERT provides for adaptive intervention work with students. (\$5,425)

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

The district and school will invest general funds, Family Resource/Youth Service Center, Title I, Title II and Title III funds to support Continuous School Improvement efforts. In addition, US Department of Education funding for a School Climate Transformation grant will provide training, coaching and resources to Stuart's Positive Behaviors Interventions and Support Coach and team members. A US Department of Education

School Turnaround Grant will provide National Institute for School Leadership (NISL) training to the Assistant Principals and School Leaders as requested. The district's Data Management and Program Evaluation Department, Curriculum Specialists, Pupil Personnel, Academic Support Services, Professional Development staff, English as a Second Language, Exceptional Child Education and other district programs will likewise support Stuart's school improvement work.

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

Textbook funds for Collections digital literacy program

A Goal Clarity Coach for teacher development of curriculum and instruction

English Language Arts (ELA) Resource Teacher

Safe School funds for after school activities/clubs.

ECE Consulting Resource Teacher for teacher development

The Youth Service Center Coordinator will work with staff to promote family involvement in the areas of attendance, participation in student-led conferences/parent teacher conferences, as well as provide services to students to help alleviate barriers to student achievement. The staff will work with the Youth Service Center Coordinator to identify and address the needs (social and emotional) of students. Seven Counties counseling services will work in unison with the YSCC and the counselors after the student are identified to get counseling services during the school day.

Stuart receives funds from the district for a Goal Clarity Coach and an ECE Consulting Resource Teacher for the building. These two positions are used to help with curriculum, instruction, remediation strategies, and interventions throughout the school for all content areas.

Year 1 School Budget

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

District: Jefferson County Public Schools

School: Stuart Academy

MUNIS Code	Description of Activity	Amount Requested
110	Certified Services – ECE Interventionist Certified Teacher (1 FTE)	\$63,900
111	Extended Days - \$341.72 per day, ECE Interventionist Certified Teacher 2 PTCs and 1 day prior to school start	\$1,025
211	Life Insurance Fringe Benefit for ECE Interventionist	\$54
213	Liability Insurance Fringe Benefit for ECE Interventionist	\$44
215	Long Term Disability Fringe Benefit for ECE Interventionist	\$192
222	Employer Medicare Contribution Fringe Benefit for ECE Interventionist	\$942
231	Ky. Teacher Retirement System Fringe Benefit for ECE Interventionist	\$10,456
240	Tuition Reimbursement for Stuart Teachers	\$3,841
253	KSBA Unemployment Insurance Fringe Benefit for ECE Interventionist	\$70
260	Workmen's Compensation Insurance Fringe Benefit for ECE Interventionist	\$188
294	Federally Funded Health Care Benefits for ECE Interventionist	\$7,200
295	Federally Funded Life Insurance Benefits for ECE Interventionist	\$12
296	Federally Funded State Administration Fee for ECE Interventionist	\$96
646	Tests – CERT	\$5,425
Total Amount Requested		\$93,445

Year 2 School Budget

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

District: Jefferson County Public Schools

School: Stuart Academy

MUNIS Code	Description of Activity	Amount Requested
110	Certified Services – ECE Interventionist Certified Teacher (1 FTE)	\$65,817
111	Extended Days - ECE Interventionist Certified Teacher 2 PTCs and 1 day prior to school start calculated at \$351.96 per day	\$1,056
211	Life Insurance Fringe Benefit for ECE Interventionist	\$54
213	Liability Insurance Fringe Benefit for ECE Interventionist	\$44
215	Long Term Disability Fringe Benefit for ECE Interventionist	\$197
222	Employer Medicare Contribution Fringe Benefit for ECE Interventionist	\$969
231	Ky. Teacher Retirement System Fringe Benefit for ECE Interventionist	\$10,770
240	Tuition Reimbursement for Stuart Teachers	\$3,845
253	KSBA Unemployment Insurance Fringe Benefit for ECE Interventionist	\$71
260	Workmen's Compensation Insurance Fringe Benefit for ECE Interventionist	\$194
294	Federally Funded Health Care Benefits for ECE Interventionist	\$7,200
295	Federally Funded Life Insurance Benefits for ECE Interventionist	\$12
296	Federally Funded State Administration Fee for ECE Interventionist	\$96
646	Tests – CERT	\$5,425
Total Amount Requested		\$95,750

Year 3 School Budget

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

District: Jefferson County Public Schools

School: Stuart Academy

MUNIS Code	Description of Activity	Amount Requested
110	Certified Services – ECE Interventionist Certified Teacher (1 FTE)	\$67,792
111	Extended Days - ECE Interventionist Certified Teacher 2 PTCs and 1 day prior to school start calculated at \$362.66 per day	\$1,088
211	Life Insurance Fringe Benefit for ECE Interventionist	\$54
213	Liability Insurance Fringe Benefit for ECE Interventionist	\$44
215	Long Term Disability Fringe Benefit for ECE Interventionist	\$203
222	Employer Medicare Contribution Fringe Benefit for ECE Interventionist	\$999
231	Ky. Teacher Retirement System Fringe Benefit for ECE Interventionist	\$11,093
240	Tuition Reimbursement for Stuart Teachers	\$3,849
253	KSBA Unemployment Insurance Fringe Benefit for ECE Interventionist	\$71
260	Workmen's Compensation Insurance Fringe Benefit for ECE Interventionist	\$200
294	Federally Funded Health Care Benefits for ECE Interventionist	\$7,200
295	Federally Funded Life Insurance Benefits for ECE Interventionist	\$12
296	Federally Funded State Administration Fee for ECE Interventionist	\$96
646	Tests – CERT	\$5,425
Total Amount Requested		\$98,126

----- End of School Application -----