

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

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

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

District Name	NCESID#	Total Awarded
Jefferson	2102990	\$

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

District Verification

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

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

The district must assure that it will-

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

Superintendent Signature

Date

Notary Signature

My Commission Expires

Notary Seal

District Actions

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

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

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

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

The Priority School Office:

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

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

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

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

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

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

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

Institute of School Leadership (NISL) to build capacity for sustainable improvements as part of the educator growth framework of PGES.

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

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

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

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

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

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

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

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

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

The council at WHS was placed in advisory capacity based on the March 2010 findings of the School Leadership Assessment Report, as quoted here, "School council does not have the ability to lead the intervention and does not have the capability and capacity to continue its roles and responsibilities established in KRS 160.345. The school council shall be retained in an advisory capacity. This advisory council operates with the understanding that all actions are merely recommendations to the school superintendent or designee. The assistant superintendent and the principal will work closely with the SBDM specialist to map out a plan for the advisory council as they work toward resuming their authority as an SBDM Council."

WHS established their Advisory SBDM in SY2013-14 and has maintained it according to state regulations and policies since. We have reestablished collaborative leadership committees (Instructional, Finance, and School Safety) within the building and are utilizing these committees to define new policy for Western. They are also ensuring all efforts to improve the school are aligned with the school's CSIP.

Providing operational flexibility (Turnaround #9): Priority schools have the ability to write a special budget to the district to request funding for programs that support improvement work at the school. These requests are carefully considered by the Superintendent and if found to be central to the work, they are funded. In addition, as a Priority School, Priority Schools is exempt from any requirements that mandate placement of voluntary or overstaffed employees until it is no longer identified as low achieving.

Priority Schools will be able to participate in the staff transfer process, but it will not be required to select any staff from the transfer list. Since Priority Schools is identified as a Priority School, it will receive its transfer list one week earlier than other schools (see section 33 of JCTA-JCPS agreement).

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

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

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

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

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

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

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

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

District Budget Narrative

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

Not applicable.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PBIS training and opportunities for coaching support

Access to curriculum maps, assessments, and aligned resources

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

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

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

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

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

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

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

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

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

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

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

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

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

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

district and external sources.

Data Management Planning and Program Evaluation

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

Diversity, Equity and Poverty

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

Academic Services

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

Communications

Perfect Attendance Incentive and Social Media Ambassadors program.

Human Resources

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

Finance

Funds for extended learning provided. Holding priority schools harmless during the budgeting process. Other key supports:

Priority Teacher Institute

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

Priority Coaches Community

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

National Institute for School Leadership (NISL) Administrators and teacher leaders train in effective and student-centered instructional leadership. Sessions ongoing throughout year.

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

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

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

School Application

District: Jefferson County Public Schools
School: Western High School

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

Commitment To Serve

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

Please note: We average approximately 94% non-duplicated GAP students, as defined by our state. We are a Title 1 school with 85% of students on free or reduced lunch, and historically 22% of our student body are students with disabilities.

Reading
Most recent State Assessment (Testing year 2015-16)

Groups	# students	Novice	Prof/Dist
All	212	63.7%	27.4
Male	115	69.6	21.7
Female	97	56.7	34.0
White	48	57.8	31.1
African American	157	67.5	24.2
Free/Reduced Lunch	185	65.9	24.8
On IEP	38	78.9	13.2
GAP	206	65.0	26.2

iLIT Reading Remediation Growth (2016-17)

Students were placed in iLIT English using the following criteria:

Identified as struggling reader by teacher recommendation

Low reading comprehension scores on iLIT diagnostic

Low scores on latest KPREP reading assessments

Program serves bottom 100 (45%) of freshmen and bottom 50 (22%) of sophomores.

All students placed in iLIT English read at least three grades below level.

Groups	Aug 2016 GLE*	Dec 2016 GLE*	Change
9th grade comprehensive	3.5	4.4	0.9 yr/ 9 mos
9th grade resource ECE	3.5	4.3	0.8 yr/ 8 months
10th grade comprehensive	4.5	5.1	0.6 yr/ 6 months
10th grade resource ECE	4.3	5.0	0.7 yr/ 7 months

*GLE- Grade Level Equivalent

Comparative District Proficiency Growth

District Assess Average	For Class of 2018		For Class of 2019	
	Novice	Prof/Dist	Novice	Prof/Dist
English 1 (grade 9)	74.2	10.8	75.3	20.2
English 2 (grade 10)	56.7	33.7	52.0	35.2

What the data reveal - Reading

In general, about 70% of 10th graders perform below state proficiency level as measured by the English 2 End of Course exam. These performance data are supported by student performances on other testing measures as shown above. The largest difference is noted between the performance of students with disabilities when compared to the whole group. Performance difference also exists between males and females. African Americans are more likely to score novice than their white counterparts. In order to provide support for all students who are in one of the groups performing lower than the average, WHS will target ALL students for reading improvement.

Writing

Most recent State Assessment data (Testing year 2015-16)

Groups (10th & 11th)	# students	Novice	Prof/Dist
All	376	17.3	19.7
Male	209	19.1	18.7
Female	167	15	21
White	77	19.5	20.8
African American	280	17.5	18.6
Free/Reduced Lunch	316	16.1	19.3
On IEP	61	39.3	8.2
GAP	361	17.2	18.6

Recent Comparative State Assessment data

District Assess Average	For Class of 2016		For Class of 2017	
	Novice	Prof/Dist	Novice	Prof/Dist
On Demand Grade 10	23.0	12.1	14.4	12.5
On Demand Grade 11	18.8	30.9	19.3	28.9

What the data reveal

Despite growth in writing, about 80% of WHS students still perform below state proficiency levels as measured by KPREP On Demand exams. With the exception of students with disabilities, there are no differences in performance for all gap groups. Students with disabilities are twice as likely to score novice than the total student population. Generally for all groups, there is growth between the 10th and 11th grades, particularly in the number of students who score proficient or distinguished.

There is little difference between the performance of males versus females or African Americans versus white students.

Math

Most recent State Assessment (Testing year 2015-16)

Groups	# students	Novice	Prof/Dist
All	162	27.2	20.4
Male	92	20.7	22.9

Groups	# students	Novice	Prof/Dist
Female	70	35.7	17.1
White	29	34.5	24.1
African American	123	25.2	19.5
Free/Reduced Lunch	125	25.6	21.6
On IEP	60	56.7	0
GAP	150	28.0	19.4

Comparative District Proficiency Growth

	For Class of 2016		For Class of 2017	
	Novice	Prof/Dist	Novice	Prof/Dist
District Assess Average				
Algebra 1 (grade 9)	71.5	0	43	11.6
Geometry (grade 10)	49.3	9.6	68.8	0
Algebra 2 (grade 11)	21.6	34.5	33.2	21.4

What the data reveal

Generally, students show significant growth in performance on math tasks between their freshman and junior years. Approximately 80% of WHS Algebra 2 students performed below state proficiency measures on the Algebra 2 End of Course exam. Unlike their performance on the Reading measures, females performed worse than males, but the difference gap is smaller than in the past 5 years. Again, the largest gap is evident between the performance of students of disabilities and that of the entire group.

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

	SY2016-17 Year to date	SY2015-16	SY2014-15	SY2013-14
9th grade	86	88.4		
10th grade	87	90.1		
11th grade	89	91.9		
12th grade	85	87.4		
Whole school	86	86.1	85.9	88.3

What the data reveal

Overall, this year's attendance is projected to be about 85.8%, with about 10% of students triggering about 35% of absences. Historically our freshmen and seniors have the lowest attendances rates for the school, and this trend is still evident. In conversations with seniors who are new to the chronically absent list, WHS has learned that during their senior year, our students begin to shift focus away from academics to adult matters, such as finding full-time jobs and adequate housing. On the other hand, our freshmen who are chronically absent have histories of poor attendance or have struggle in school and are waiting to dropout. Our significant decrease in average attendance rates across the school likely reflect the effects of the raising of the drop out age to 18. Many of the chronically absent students have dropped out in all ways but being removed from the school roster. Regardless of the reason for their absences, students who miss school frequently are more likely to fail coursework and score novice on accountability assessments and are less

prepared for the transition to adulthood.

Behavior - Number of Referrals/ Incidents

	SY2015-16	SY2016-17
9th grade	2392	2583
10th grade	1271	1383
11th grade	969	755
12th grade	285	405
Males	3087	3386
Females	1878	1743

Number of Out of School Suspensions

	SY2015-16	SY2016-17
9th grade	205	238
10th grade	98	109
11th grade	94	71
12th grade	25	50
Males	407	281
Females	193	177

What the data reveal

Our freshmen typically make up about 50% of our behavior referrals and 9th grade boys have nearly double the number of referrals as do our 9th grade girls. The same trends are evident in the suspension data as well. Clearly these indicate that our freshman struggle with understanding and meeting high school behavior expectations, especially our freshman boys. Besides the trends shown above, we know our African American students who make up about 74% of our student population represent 86.9% of our referrals, with African American males generating 57% of all referrals. The results of these behavior incidents are students who miss class due to disciplinary actions and are more likely to fail coursework and score novice on accountability assessments due to the “holes” in their learning.

Retention Rate Trends (failed three or more courses, significantly behind in credits)

	SY2015-16	SY2016-17 projected
Passed all	60%	61.3%
9th grade	35%	33.5%
10th grade	24.4%	15.3%
11th grade	14.8%	15.2%
12th grade	4.3%	4.8%

What the data reveal

Data shows that as students’ progress, they are more focused on academics and are more likely to pass all courses. Typically seniors who are not successful have been chronically absent experiencing significant challenges and barriers outside of school. Similar to their trends in attendance and behavior, freshmen are more likely to fail three or more courses and be retained than our older students. Again this suggests our freshmen enter high school without an understanding of the differences between middle school and high school and the way credits work. In an examination of the list of potential retainees for this year, WHS learned

that about 50% of these students had been retained at elementary or middle school or had made little progress since entering high school.

Graduation Rate

	SY2014-15	SY2015-16	SY2016-17
5 yr adjusted cohort rate	85.5	75.9	Projected 75.9
African American	91.4	80.5	
White	72.9	67.4	
Female	84.9	75	
Male	85.9	76.6	
Free/Reduced	84.8	91.9	
With IEPs	84.4		
GAP	89.7	78.1	

What the data reveal

Like our attendance and retention data, our graduation rate likely reflects the impact of the decision to raise the drop out age to 18. WHS found it was nearly impossible to bring a student who had dropped out under the old regulations back into the school successfully; these students were more likely to become chronic absentees and to fail needed coursework than our other students were. Across nearly all groups, graduation rate has dropped about 9% with white females (about 14% of our population) the group least likely to persist to graduation.

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.

Causes and Contributing Factors to Low Achievement in Reading and Math

As seen above, the majority of our students enter WHS underprepared in literacy and math skills. Often they also have histories of poor attendance, lack skills for a successful transition to high school rigor, and act out frequently; all of these behaviors increase the amount of instruction they miss. Over time, these students are more likely to fail coursework and to score novice on accountability assessments, often because they have “holes” in their basic skills and understandings. While we have systems in place to address these deficiencies, by the time they reach high school, our lower-achieving students often have long-established habits of poor attendance, giving up, or behavior challenges that take many months of coaching and counseling to overcome; some never do so.

At WHS, we know our students will learn with us—often at a faster rate and with a deeper understanding than previously—if we can get them in class and keep them in class. Our improvement efforts approach these challenges from two directions. One, we work to increase the effectiveness of classroom instruction to increase learning during the time students are present, and two, we have established an extensive student support system which includes mental health, family support, and counseling services.

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

Diagnostic Review (Instructional/ Standard 3 only) - November 2015

Adequate Progress—All of Standards 1, 2, 4, and 5

Standard 3- Indicators 3.1, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.11, 3.12

Progress needed

Improvement Priority #1- Standard 3.5

Adopt and effectively implement a research-based system for school-wide collaborative learning communities that includes norms, processes, and protocols for engaging in continuous improvement of curriculum, instruction, assessment, and use of data to make instructional decisions. The implementation of this system should be rigorously monitored for its effectiveness at improving instruction that results in improved student performance.

What we have accomplished

WHS has developed PLC protocols and the school-wide expectation of their use. All teachers participated in informal professional development through their PLCs on the protocols. The PD included modeling and guided support by the school's Goals Clarity Coach (GCC).

Currently the Instructional Leadership Team (ILT) is reviewing the results of the initial protocols rollout to refine and develop it further and to develop an effective fidelity of implementation monitoring process.

What we plan to do

At the recommendation of the ILT, Western will formalize the protocols to align with the Plan- Do-Study-Act system to support PLC work. Teachers, even those new to the building, are familiar with the PDSA concept, so the familiarity should help prompt PLCs to complete all aspects of PLC work.

Western is developing a school-wide documents repository (the Warrior Armory), so all PLCs will be able to update their PLC notes where other department and Administrative Team members will have access. The GCC will review all PLC notes for use of all PLC protocols over a specified period. In addition, the Admin Team will use the notes to inform all walk-throughs and observations.

Improvement Priority #2- Standard 3.6

Design, monitor, and implement a professional development system that ensures all teachers use an instructional process that informs students of learning expectations and standards of performance, regularly provides exemplars to inform student learning, utilizes multiple measures (e.g. formative assessment) to inform instructional decision-making, and provides students with specific and timely feedback about their learning. Ensure that the professional learning system includes measures of teacher instructional performance to inform instructional leadership of implementation fidelity and to provide teachers with ongoing feedback regarding the quality of instructional practices.

What we have accomplished

We have developed a system for determining PD needs. Teachers, both individually and in PLC, complete surveys at the beginning of the year concerning PD needs. The Admin Team reviews all school improvement planning to identify likely PD needs and consults Department Chairs and Resource Staff to confirm those needs. The GCC reviews all professional growth plans for common needs and PD priorities.

The Admin Team prioritizes PD needs and develops a schedule using district PD opportunities and available faculty meeting times. This PD schedule is published to PLCs for review and refinement suggestions.

All stakeholders understand the PD plan is flexible and may be adjusted based on the changing needs of the school.

What we plan to do

Continue to use the PD needs identification system we have established, refining it as needed.

Expand our planning to include purposeful use of district, local, and regional PD opportunities to continue to develop staff, particularly in the areas of interdisciplinary instruction, problem-based learning, differentiated assessment, and intervention techniques.

Improvement Priority #3- Standard 3.7

Establish and implement a mentoring, coaching, and induction process that engages all school personnel in a program of professional learning consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Ensure that the professional learning system includes measures of performance in order to monitor implementation fidelity.

What we have accomplished

We have identified the information to be included in our new teacher induction system, based on our existing system and the changes we are making to the structure of the school.

We currently have a team working on the induction handbook and support materials.

What we plan to do

A team will complete the development of the new teacher handbook, supporting materials, and the professional development sessions. Teachers experienced in the building will be trained to be mentors to new teachers.

In August 2017, the entire faculty will participate in a review of the handbook in order to refresh all systems and information in their minds and to provide a critical eye on the contents.

Beginning in August 2017, all teachers new to the building will participate in the induction system. The GCC will periodically survey the group for their refinement and development suggestions and bring those suggestions to the Admin Team.

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

School leadership audits, staff surveys, and culture and equity audits all indicate a need to improve culture and climate in the school to one, which fosters positive student academic performance. Comprehensive School Survey results indicate small steady gains, but recent AMO growth suggests the school is about to plateau and needs to make significant changes to continue with significant

progress.

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

Instruction will be structured under the Design in 5 model, a research-based instructional framework that supports deeper instructional planning and more intentional assessment through a series of steps and checklists. Within the classroom, WHS will implement the Fundamental 5 framework for instruction, another researched based system designed to increase student and teacher engagement with content through predictable processes and high expectations. All courses will include more hands-on activities, critical thinking experiences, and problem-based learning units to further engage students with content, research, and thinking processes appropriate for the discipline. Whenever possible, students will participate in interdisciplinary activities to further their understanding of how each content fits into their understanding and career planning. Core characteristics of TDA model:

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

Required Turnaround Activities Turnaround Model (KY HB 176 Restaffing Model)

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

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

For both the leadership audit of January 2014 and the instructional audit of November 2015, the principal at Western, Michael Newman, was found to have the leadership ability to lead the intervention and progress for the school. Documentation of the audits is attached.

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

Priority schools have the ability to write a special budget request to the district for request funding for a program what will support the work at the school. These requests are carefully considered by the

superintendent and funded if found to be central to the work. A recent example of these is WHS' request for funding under the Talent Development Academy. This funding will support additional career pathways for the school (increase WHS' career pathways from 2 to 6 in SY2017-18 and then to 8 in SY2018-19), restructure the school into smaller learning communities called academies, and provide additional professional development and instructional support to deepen instruction and increase student engagement with academics.

The district, through the Area Assistant Superintendent (AS) in charge of the region, will broker resources for immediate school needs. The school's AS will also serve as a liaison between the principal and district directors to promote flexibility in securing services and resources. The principal will have additional flexibility to hire staff, to develop a calendar for securing the needed services and resources, and for developing the budget.

Language from the teacher contract states:

Any school identified as a Priority School under KRS 160.346 by the Kentucky Department of Education will be exempt from any requirements in this Agreement that mandate placement of voluntary or overstaffed employees until the school is no longer identified as low achieving. Any such school shall participate in the transfer process but will not be required to select any staff from the transfer list.

Priority Schools may receive their transfer list one week earlier than other schools. In an effort to recruit, retain, and develop highly effective teachers in Priority Schools, the Employer and the Association agree to work in cooperation to provide incentives that could possibly include but are not limited to, National Board Certification, Grade degree completion, continuing education tuition reimbursement, and/or paid professional development opportunities that pertain to challenge within Priority Schools. The Parties agree that pursuant to state law, the provision of this collective bargaining agreement shall not supersede the statutory requirements for Priority Schools.

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

The school will not be restructured under this grant, as the November 2015 Instructional Audit concluded the leadership and staff were adequate to continue the turnaround process effectively. Documentation attached.

On May 10, 2010, the Jefferson County Board of Education approved the Kentucky Teacher Standards as the standards used to screen and hire the faculty and staff at schools implementing the turnaround model. Under the recently updated KDE's Professional Growth and Effectiveness System (PGES), the district also includes the Danielson framework for Teaching as part of its teacher and staff effectiveness criteria. All teachers at Western have been hired or vetted using one of the systems and are currently evaluated as per state requirements using T-PGES.

In order to fill any new vacancies, WHS will use the following process:

The principal requests the current lists of transfers and new hires.

A selection committee, typically consisting of the principal, the assistant principal in charge of the appropriate academy, and the department chair of the content, will review all prospective applicants

and identify the ones they feel would be a “good fit” with WHS’ improvement plan.

The committee will interview all identified candidates and make their selection based on the best match to student needs and improvement planning.

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

Under the current teacher contract, as an enticement for teachers to transfer to a Priority School, the Employer and the Association agree to work in cooperation to provide incentives that could possibly include, but are not limited to, National Board Certification, Graduate degree completion, continuing education tuition reimbursement, and/or paid professional development opportunities that pertain to challenges within Priority Schools. The Human Resources Department works closely with priority schools to provide them with top-quality teaching staff when there is a school vacancy.

Teachers are rewarded through multiple opportunities within the building. All staff may opt to work in the paid Extended Summer School program. They may choose to elect one of the leadership opportunities within PLCs, instructional teams, or SBDM support committees.

Priority Schools have been provided additional, ongoing learning opportunities to enhance practice and create a network promoting communication and shared resources. As a result, WHS is on the cutting edge of new strategies and the staff is willing to share their knowledge with others.

In addition to district level supports, WHS has implemented several strategies to train and retain staff. Our PLCs have been trained in the Plan-Do-Study-Act system and are supported by members of the Admin Team during their use of the system. All PD revolves around identified school, teacher, and student growth needs and is delivered through the most effective means; our goal is to maximize teacher development through specific and targeted PD. Our PLCs focus on further developing skill with best instructional practices and removing barriers from student learning. In addition, WHS works to recognize staff for their work to move our students towards proficiency.

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

Western has a system for identifying professional development needs which is based on staff feedback, student performance data, and long term school planning for improvement. This past year, WHS focused efforts on improving teachers’ understanding and skills with Design in 5, a system based on best practices that supports PLC work by deepening the thought processes behind instructional planning and assessment development; this was in preparation for the refinement of our PLC protocols. Additionally, teachers participated in PD on aligning assessments to classroom instruction and a refresher on problem-based learning. WHS also continued its Warrior Foundations (classroom management and behavior support) for all staff.

For 2017-18, WHS plans to reorganize the PD planning and monitoring to increase the implementation of the PD ideas into instruction. Because of our move to the Talent Development Academy model, our district PD will concern topics related to the reorganization—Problem based learning, interdisciplinary instruction and planning, and Academy leadership. Teams will attend these sessions under the

understanding they will then train the rest of the staff on what they have learned.

School whole faculty and embedded PD will revolve around improving PLC work—Plan-Do-Study-Act system of PLC work, developing teacher leaders for PLCs, and strengthening interdisciplinary planning— and strengthening instruction through increasing problem-based learning and the use of the Fundamental Five, a research-based classroom instructional framework.

For SY2018-19, WHS will provide PD in refining Response to Intervention through more effective use of instructional time and innovative temporary reassignment of students. We plan to lay the groundwork for these PD sessions throughout SY2017-18 by purposefully drawing the connections between the systems or strategies and by providing direct instruction and review on the entire process. As part of the RTI PD, we will refine our current by student-by standard tracking systems to make them more efficient and easier to understand and use. We will complete our identification of essential concepts and skills and refine their arrangement into logical sequences. We will also develop a repository of all PLC instructional work to reduce the frequency of having to create lessons from scratch.

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

The council at WHS was placed in advisory capacity based on the March 2010 findings of the School Leadership Assessment Report, as quoted here,

“School council does not have the ability to lead the intervention and does not have the capability and capacity to continue its roles and responsibilities established in KRS 160.345. The school council shall be retained in an advisory capacity. This advisory council operates with the understanding that all actions are merely recommendations to the school superintendent or designee. The assistant superintendent and the principal will work closely with the SBDM specialist to map out a plan for the advisory council as they work toward resuming their authority as an SBDM Council.”

WHS established their Advisory SBDM in SY2013-14 and has maintained it according to state regulations and policies since. We have reestablished collaborative leadership committees (Instructional, Finance, and School Safety) within the building and are utilizing these committees to define new policy for Western. They are also ensuring all efforts to improve the school are aligned with the school’s CSIP.

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

Current Programs in place

Reading- iLIT support for struggling readers in the 9th and 10th grades From the Pearson website, “Pearson’s iLit core reading program for struggling readers is designed to meet the national crisis of students who simply cannot read at the appropriate grade level and who, by the time they reach high school, are dropping out, checking out, or acting out... iLit can offer each student personalized learning support based on their own instructional needs, engaging interactivities, and built-in reward systems that motivate students and track their progress.

“... iLit is designed using the proven instructional model found in the Ramp Up Literacy program, but has been updated by a renowned and diverse authorship team including Kelly Gallagher, Sharon Vaughn, Sharroky Hollie, William Brazos and Roger Bonair-Agard.”

Math- Math XL support for ALL students

Math XL is designed to support students on an individual level based on effective diagnostic tools. Students are free to move within topics or skills and teachers can assign work on specific skills, if desired. All students at WHS work weekly with the program and we have seen increases in math scores which can be directly related to use of the system. In keeping with our mission to prepare all students for training programs after high school, Math XL was selected because it uses the same platform—My MathLab – that our community college partners use. In this way, students are fluent with the program before they enter college.

WHS also employs a Math Resource Specialist (funded by a previous short-term SIG) who has been tasked with developing Math teachers, deepening and aligning math instruction, and developing more effective practices for intervention in Math. Through her work, WHS has noted a remarkable reduction in Math novice performance from 50.3% on the SY2014-15 state EOC to 27.2% last year. It is because of this success, WHS is requesting funding for Resource Teachers for the other core contents. We believe that if we can provide one-on-one focused coaching for all core teachers, we will see remarkable gains in all subjects and establish sustainable teacher development processes for the school.

With the requested SIG funding, we will supplement the above supports with the following:

One Reading Resource Specialist to work with building capacity in English teachers, to support reading and writing skills instruction in the English classrooms, and to work on deepening literacy instruction across the school.

One Social Studies Resource Specialist to build capacity in Social Studies teachers to support instruction in history and civics in light of the changes in End of Course and the new requirement for all graduates to have passed the US Citizenship exam. The SSR will also be responsible for working with all departments across the school to deepen student growth in critical thinking skills and logical reasoning.

One Science Resource Specialist to build capacity in all Science teachers to support the rollout of instruction under the Next Generation Science Standards, assist teachers in the development of a bank locally developed Through Course Tasks and mimic State Summative Assessments, and support all departments in incorporating scientific thinking skills into their instruction.

One Literacy Interventionist to work with students both during instruction and through pull- out sessions to provide at-point-of-need standards recovery for all grade levels, particularly freshmen.

Funds for stipends for Professional Development and PLC work sessions to support all work on identification of essential concepts and skills, development of common assessments aligned to instructional learning targets, development of problem based learning units for all courses, and refinement of student standards mastery monitoring systems.

The content specialists will also participate in their own where they will address school level instructional concerns; develop school wide instructional literacy, computational, and critical thinking instruction systems; and design PD that is coherent with school systems and improvement goals.

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

Four years ago, WHS established a data reporting system that includes analysis and reflection on key district and local assessments for the core subjects and documentation of PLC adjustments to instruction. Teachers assess student growth on standards after every unit and then twice per year (three times in End of Course subjects), they measure student performance on standards again students across the district. This year we added a school-wide tracking spreadsheet that gathers all data into one file, organizing them so the Admin Team can spot trends faster and more effectively. Under the school reorganization, additional tabs will be added to the school-wide tracker to monitor student progress at the academy level and in their career pathway. The adjustments will allow Admin Team and academy leadership to identify students who may need additional support or whose placements do not suit them early enough to reduce the likelihood of student failure.

At the district level, schools are required to participate in district level proficiency exams, three times per year for EOC courses and twice for other core courses. The results of these proficiencies are used by the district to monitor student progress and by the school to analyze instruction and make appropriate adjustments. Additionally, at the school level proficiency data are analyzed longitudinally for longterm trends and patterns that indicate the need for other school-wide adjustments in instruction. We also anticipate a change in or discontinuation of district policy concerning quarterly proficiencies. Our plan to fill the potential gap in the data analysis system is to require PLCs to give summative assessments every 9 weeks or to use data from the summative assessment for each unit over the year. Since all teachers participated in the training on aligning assessments to learning targets and standards, we are confident our assessments will adequately fill any void should the district discontinue the proficiencies.

Our data analysis process:

PLC identifies essential concepts and skills for a unit of study and then designs a common assessment to measure student growth. Test is given under common conditions to all students who are taking the course.

PLC scores the assessment using a common rubric, key, or set of criteria and then gathers performance data on the standards, both by individual student and by class section.

PLC meets to discuss the results of the assessment with samples of student performance in front of them. Successes, challenges, and surprises are noted and then explained. These are then analyzed for common trends or misconceptions.

Once all PLC members have a deep understanding of student performance, they determine necessary adjustments to upcoming instruction and determine what will be remediated and how.

PLC implements the remediation plan and analyzes the results of the work. Both the original analysis and the results of the remediation are provided to the department chair and the Admin Team.

Admin Team reviews all student progress data in light of the PLC analysis to identify school-wide trends or common issues. Once a trend is identified, the Admin Team develop a plan to address the challenge which is then taken to the department, Instructional Leadership Team, or entire faculty for refinement and implementation.

For any change in Comprehensive planning, the Admin Team suggests all adjustments to the school's CSIP and supervises all revisions to the document's wording. Once the revisions have drafted, the changes are published to the faculty who review and critique them. The Admin Team then reviews all

critique and adjusts the draft as needed. Once the document's wording is refined, the principal shares the changes with the SBDM and the rest of WHS' stakeholders.

Besides evidence of data analysis, all PLCs are required to provide evidence of teacher and PLC reflection on the analysis. These documents focus on: student and instructional strengths, areas for change, patterns in student performance which may indicate need, remediation planning, and celebrations. Using the reflections, all core areas create or adjust their 30-60-90 day action plans and report the plans or adjustments for inclusion in the school-wide tracking file and the CSIP. Currently WHS monitors the following areas: English, Math, Social Studies, Science, College and Career Readiness, Student Success, Attendance, Behavior, and Graduation Rate.

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

Currently WHS is on the seven-period semester schedule that aligns appropriately with that of our college partner, JCTC. The decision to move to the 7-period day was driven by our students' difficulty in staying focused on one topic for 70 minutes, the difficulty in moving students in and out of our college program, and to provide more time for electives. While this schedule has helped to reduce the number of failed courses, it does not provide adequate time for remediation within the school day. Our shorter class periods do not lend themselves to long periods of remediation or intervention during the regular class period, so if we must intervene one on one with a student, we must pull him from an elective class. This system has several negative impacts. Students who need frequent intervention miss significant amounts of elective class time. If they are pulled frequently from an elective, students often gain the impression that the course is not important in any way and they stop working in it and fail.

With our shift to career pathways for all students, there will be fewer "extra" electives for most students, so we must develop a means of intervening during the school day without taking students from courses.

To do this, we are currently investigating other schedules that will provide more flexibility with time. We are considering a move to the alternating block schedule with the 8th period split between Advisory and remediation. Should we adopt this schedule, we anticipate that students will attend Advisory during the first week of the month while we schedule their interventions. For the remainder of the month, they would attend interventions or select an enrichment mini-course, if interventions were not needed, during their 8th period.

Western also utilizes an extended day option for students. Every content teacher stays for a minimum of one hour after school each week. We have offered longer and more frequent after school sessions several times over the past 6 years, but our student turnout for these types of programs is limited despite efforts and strategies to increase attendance.

Our most effective strategy to increase learning for students is for our PLCs to plan carefully. All teachers have common planning with their content to support both horizontal and vertical alignment of instruction and to provide for planning deeper and more targeted instruction. Most PLCs meet informally every day and formally at least once per week. Collaborative planning and assessment is the norm at Western.

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

Currently our Student Support Agencies serve, as listed below. Please be advised, WHS maintains waiting lists for most of the services and moves students in and out of the programs when needed.

Service agency	% student body served
Generally students are served by only 1 agency to allow for more opportunities to serve students. While we don't deny students help, we do our best to place them effectively.	
Youth Service Center counseling	5%
Louisville Counseling	4%
Centerstone Counseling	6%
On site Mental Health Practitioner	4% regularly (and any student in crisis)
Youth Service Center—medical issues	8%
LEEP Counselor	10%
Kentuckiana Works	>25%
Home to School Coordinator	10%
Early College Program	7%
Rotary Mentoring	~35%
Seniors Walk	7% seniors

Student Support System:

Advisors (ratio 1 to 18 students, ALL students served)

Will develop relationships with their advisees, so they have a deep understanding of who their advisees are and what they hope to do after high school.

Will advocate for the student and represent the student's best interests when there is a problem or challenge

Will monitor student academic, attendance, and behavior progress to help student stay on track for timely graduation.

Will assist students with developing plans to address any challenges they face or by referring them to the appropriate resource.

Academy Counselors, one per academy

Will assist ALL students in identifying their career preferences and match students to the appropriate pathway and academy.

Will develop credit recovery plans with students and monitor student progress on the plan.

Will function as the central referral point for students with challenges more significant than can be addressed with the Advisor.

Will provide grief counseling, anger management, and social skills training, as needed.

Academy Coach

Will function as the liaison between pathways programs, students, and the community partners, including development of internship, job shadowing, and cooperative learning programs.

Will connect students to internships, job shadowing, and cooperative learning programs and job opportunities.

Freshman Academy

Specifically for all first-time freshman. Instruction purposefully includes direct instruction on high school expectations, social skills for high school, and other skills needed for a successful transition to high school.

Provides weekly academic and social monitoring and immediate remediation.

Office Hours (Extended Time after school)

All teachers provide for at least 1 hour of extended learning time after school for every student.

Sessions include work on specific learning targets, standards recovery, or enrichment activities.

Extended Year (Summer School)

Provides time for credit recovery to any student who has failed required coursework.

Program is individualized through Edgenuity, so students only recover standards which caused their deficit.

Teachers provide the personalized coaching and instruction to supplement the online work, so students who are not proficient in online learning are still successful.

Louisville Education and Employment Partnership (LEEP)

Will target for individual support about 20 students per grade level who meet LEEP criteria:

underperforming academically, high absentee rate, parents with no college experience, and on free and reduced lunch.

Program supports include community networking, career and college exploration, individualized counseling and monitoring, and training in workplace skills.

Kentuckiana Works/ Educational Talent Search

Program for ALL students that provides career exploration and counseling.

Assists students with preparation for and selection of college and training programs.

Youth Resource Center

Functions as the student central access point for all community support services: mental health counseling, financial and charitable support, and medical services, among others.

Provides Breakfast Bunch and Lunch Bunch groups for students who prefer a quieter environment than we can offer in our cafeteria.

Will target additional students for anger, stress, or anxiety management training, social skills training, and peer mentoring

Home to School Coordinator

Works with all students who are chronically absent (>30% days absent) to help them remove the barriers to attending school.

Provides instruction to significant adults of chronically absent students on truancy laws, how to navigate the court system, and community resources to help remove barriers to their students' attendance.

On Campus Support Program

For Early College juniors and seniors who are taking coursework at our community partner, Jefferson

Community and Technical College. Program functions as a bridge between high school and college. Provides regular monitoring of academic and social success. Provides instruction in college expectations, study skills for college, translation of “professor language”, and program planning for success.

Rotary Mentoring Program

All freshman students enter WHS eligible for the Rotary Promise Scholarship (Must maintain at least a 2.5 GPA, have a minimum of 90% attendance, and have fewer than 8 suspension days.) Through our community partnership with the area Rotarians, WHS provides monthly opportunities for select students (those who are eligible for the Rotary Promise Scholarship). Mentoring includes networking with business leaders, assistance with academic monitoring, and increased connections between academics and the workplace.

Seniors Walk

An intense credit recovery program for any senior who is at risk for not graduating on time. Students are placed into online coursework through Edgenuity under the supervision of a trained teacher who acts as a monitor and instructional support as needed.

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

The above question does not apply to our application as we are an urban school.

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

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

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

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

Since our initial restaff in SY2010-11, Western has worked to maintain a staff which is fully committed to the PLC process, job-embedded professional development, implementation of the Positive Behavior Intervention and Support system, and teaching and assessment aligned to the Kentucky Core Academic Standards. Interdisciplinary, department, academy, and grade level PLCs are designed so that teachers regularly analyze student growth data and adjust instruction according to the needs of students. All teachers attend specific summer professional development designed to build teacher capacity to provide deeper instruction that better meets students instructional needs. In addition, all teachers participate in ongoing embedded PD to keep abreast of strategies to assist students in their educational growth; the content for these PDs is chosen based on current trends or other identified school needs.

Western will be adding additional programming options for all students next year. This year, Western applied for and was granted an opportunity to adjust the design of our school. As a result, every student will have a much more supportive and engaging experience over their tenure at Western. This new school model is called the Talent Development Academy (TDA) Model.

In the TDA design, our school will be separated into three smaller schools. Starting next year, we will have a Freshmen Academy (first year, 9th grade students only), a Service Academy (for 10th through 12th graders), and a Business Academy (for 10th through 12th graders). Each of the Academies will host approximately 250 students. The Freshmen Academy will help transition students from the middle school environment to high school with an intensive “team” support system. Our Service Academy will have a career focus of Culinary Arts and General Maintenance, and our Business Academy will provide students an opportunity to gain experience in workforce management and graphics and design. All of the Academy focus areas will have an industry certification that can be earned and will have a business partner ready to support our students. In addition, in the 2018-2019 school year, we will add a Medical Academy to our programming.

Furthermore, each Academy will be led by an Academy Principal, an Academy Counselor, and eleven teachers. In addition, Western will be able to utilize resource specialists in the areas of math, literacy, exceptional needs, and college and career transition to ensure that every child receives support to provide a better post-secondary transition to college or a career. Furthermore, Western is currently building an advisory board of local industry partners to provide our students an opportunity to take field trips to local job sites, be offered internships, and be provided co-op work opportunities to earn money while in school.

In addition to the Academies, Western has secured funding for our Early College On-Campus Experience Program for the next three years. As a result, eligible students are able to earn over 60 college credits by the time they graduate high school! The college credits earned can be applied to programs at JCTC, any Kentucky Community & Technical College System (KCTCS) college, and also transfer to all Kentucky public colleges and universities. This opportunity gives students a head start on their college careers.

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

The Human Resources department works closely with priority schools to provide them top-quality teaching candidates when there is a vacancy. These schools are exempted from the rules of the teachers' union contract about hiring first off the teacher transfer list. Although there are many quality teachers on the list, they are not required to take those teachers.

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

Currently the district monitors Western High School's progress in the following ways: Regular meetings and work with our KDE team of recovery specialists where data are analyzed and the results used for instructional planning.

Monthly review of student progress on academic and non-academic measures through the District Dashboard.

Review of the school's Quarterly Report to the Kentucky Department of Education.

Discussion of student progress data at the quarterly Principal's PLC with the Area Superintendent.

During this time, our principal must explain the data, highlight any new strategies or activities being used to address challenges, and then justify the decisions to use those strategies or activities.

Periodic walkthrough visits by the Area Superintendent. These visits happen roughly every 4 to 6 weeks.

Annual systems reviews conducted by the Area Superintendent where a school team must demonstrate and explain all school systems and discuss the outcome data.

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

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

(Currently we have fewer than six LEP students in the building. Since we plan instruction for all students individually, we feel we meet their specific needs for instruction.)

Our district will continue to provide PD in the following areas:

Positive Behavior Interventions Systems – a school team attends regular training on various best practices for decreasing behavior incidents. The team members then train the rest of the school through our embedded PD program.

Goals Clarity Coach training—Monthly PD sessions for GCCs in order to further their development as instructional coaches and leaders. Topics include working with difficult people, having the tough conversations, effective coaching, and analyzing data.

Content-specific PD- All teachers have access to summer workshops and quarterly update sessions that are designed to address key instructional strategies and deepen instruction in their content.

All teachers will participate in PD specific to teaching in the collaborative model. Recently WHS has seen a shift in the needs of ECE students from self-contained resource classroom placement to placement in a collaborative setting. Since all contents will be affected, all teachers will receive training on the collaborative model and planning time to develop collaborative instructional practices and units.

Our district provides the following instructional supports:

District level Content Specialist GCCs who will provide PLCs with instructional resources and strategies specific to their content.

Content specific PD to help teachers stay abreast of best practices and current thinking in their content. Department Chair meetings during which Department Chairs are trained on new practices and activities related to the pacing guides.

External district level PBIS coach to provide targeted PD and support the school level PBIS team.

ECE Resource Teacher who is tasked with monitoring the implementation of all Individualized Education Plans, supervising all ECE instruction, and providing all certification testing.

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.

Western's Early College Program is an elite initiative that affords students the opportunity to earn college credit while still in high school. The goal of Early College is to motivate students to achieve more through the incentive of increased academic rigor and the lure of saving tuition expenses. In order to be eligible for participation, students must meet college-ready benchmarks as determined by JCTC and the state, have taken honors and other rigorous courses, and meet behavior and attendance requirements. When students enroll in the program, they are placed in a peer cohort supervised by a trained teacher advisor who will monitor their progress, help identify and remove barriers to success, and provide emotional and academic support required for student success.

To increase student enrollment in advanced coursework, Western will identify early in the year all students who lack foundational skills adequate for high school and design remediation programs (iLIT, Math XL, work with interventionist, Edgenuity, or Extended Learning) for these students. The Resource Teachers will monitor the progress of these students and make adjustments to their intervention programs as needed.

Develop a system for accurately tracking student progress on career pathways to ensure students receive appropriate career instruction so they are prepared for advanced study in their area of choice. The Building Assessment Coordinator will periodically verify all pathways information in TEDS for accuracy and make recommendations for industry certification preparation.

Refine the school-wide tracking system for monitoring student progress on content standards to ensure struggling students are identified early and placed in appropriate intervention programs.

Use teacher and student referral to identify students for the Early College Program. Once a student has been identified, support student's growth, develop student's college readiness skills, and track student's progress.

Work with our community Early College partners, Jefferson Community and Technical College and Sullivan University, to further develop opportunities for students to complete advanced coursework in areas covered by our pathways.

Provide students, especially those who are more technically inclined, opportunities to take coursework in a career pathway which will culminate in a student driven and designed master project.

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

Currently WHS has the following

Counselors and current 9th graders meet with all prospective rising 9th graders to explain our pathways opportunities and our Early College program.

WHS hosts Warrior Days for freshmen that include opportunities to learn how to open lockers, read schedules, find classrooms, and get books. Additionally students meet teachers, get their ID cards and copies of expectations, and learn further about our programs and pathways.

Beginning next year, WHS will

Host a Freshman Orientation Night where students and families can explore the school, meet staff, and get one-on-one help with concerns and challenges.

Restructure the school under the Talent Development Academy model to include a Freshman Academy

(FA) for all true freshmen. The FA will be broken into 2 MESS teams and will follow all best practices for FAs as outlined by the TDA model. The FA will provide direct instruction in social and high school survival skills, provide near-daily monitoring of student progress, and coaching for students who are struggling to adjust to the demands of high school.

Continue to explore alternative schedules to identify the optimal one to meet our students' needs for extended time with a concept and at the point of need remediation; our freshmen, in particular, would benefit from this as they fail coursework at a rate of twice that of any other group.

Continue to refine our intervention programs to focus on identified essential concepts and skills for each content. It is our plan that all intervention is targeted specific to the immediate needs of each student and delivered in a timely manner by the end of SY2017-18.

Identify the strategies in place to increase graduation rates.

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

Student Response Teams (particularly for ECE support). This team is composed of counselors and specialists that work with the school when there is a student in crisis or if a struggling student has not responded to the strategies used by the school.

Positive Behavior Intervention Team- This team of behavior management specialists provide additional support for schools which need additional resources to resolve a student behavior issue or develop a behavior intervention plan.

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

All students will be placed in a career pathway based on their interests and career preferences. Since students will take coursework based on their placement, they should find their academics more interesting which should increase engagement with school.

Prior to placement in a career pathway, all students will participate in a career exploration activities which will include career interest inventories, career research, values clarification activities, and virtual job shadowing. This should help ensure students make appropriate selections for their career pathways.

Place all students with the advisor of their choice, so they are more likely to maximize their learning and participation in Advisory.

Increase use of problem-based learning and other hands on instructional activities to increase the amount of student choice during instruction.

Focus all instruction on the identified essential concepts and skills in each course.

Measure student progress toward proficiency on these essentials, and name and claim students who have failed to achieve proficiency on the essentials for immediate intervention.

Increase instructional depth and efficiency through the school-wide use of the Fundamental 5 instructional framework system.

Increase efforts to address attendance and behavior concerns:

Continue to identify students with attendance concerns and develop plans to remove barriers to their school attendance through the activities of the Home to School Coordinator, Academy Counselors, and other resources.

Provide incentives and recognition for students who maintain Warrior attendance (at least 90%).

Behavior response team- This team of PBIS trained specialists meet with concerned stakeholders to

develop behavior improvement plans specific to an individual student. The team then provides training to all affected teachers particular to the plan, coaches and monitors the student, and provides additional refinement to the plan if needed.

Student Support PLC—This PLC is comprised of representatives from all support agencies and school programs. They meet monthly to share student needs information, analyze data, and align services to all at risk students.

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

Expanded CTE Business Advisory Boards for all academies. Current partners: Texas Roadhouse, Mayor of Shively, Spencerian College, Jefferson Community and Technical College, Edward Jones, United Postal Service (UPS), AT and T, Southern Bell, Leonard Sanderson Insurance, CB and A Construction, Fireplace Distributors, Stonehenge Construction, and Sullivan University.

Working to rebuild PTSA

Revitalizing Alumni Association

Partnered with Louisville Rotary Club

Partnered with Jefferson Community and Technical College and Sullivan University

Over the past 5 years, WHS has worked to revitalized the school's PTSA by providing parent engagement activities. The efforts have met with mixed results because many of our parents have fluid work obligations, so we struggle to maintain a core leadership group. While we continue to explore new ways of engaging parents, we know this is likely to be a continuing problem for us.

On the other hand, we have seen more success in the revitalization of our Alumni Association that had been inactive for more than 20 years. The organization now boasts over 100 members who are working to provide support and manpower to address school needs, particularly in relationship to extra-curricular activities. Recently, a team of alumni rebuilt and refurbished our baseball announcer's booth and repaired our softball facility. This outside help has stimulated student interest in service work for the school, so that we now have a group of students who will be building and planting flower beds and making small repairs around the school's campus.

Western also has partnered with the Louisville Rotary Club. This partnership has provided WHS students with the opportunity to earn scholarship money for college, providing they meet minimum requirements. The Rotary also provide a mentoring program. For selected students (sophomores, juniors, and seniors who have maintained scholarship eligibility), they provide business networking opportunities, assistance with academic monitoring, and experience with how academics are used in the workplace.

Under our new TDA structure, our Career and Technical (CTE) Advisory Board program will expand to include all of the academies. These boards are designed to bring representatives of the local business community into the school to provide students with a real world understanding of work potential in the career pathways. Another task of the CTE Advisory Boards is to periodically review all CTE instruction to ensure alignment with current industry processes and practices and community needs. The committees will meet quarterly in order to review progress, analyze student growth, and make recommendations for next steps for program development.

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

- Frequent reminder of the school’s goal and expectations
- Clear, consistent school-wide behavior expectations and consequences
- Use of Fundamental 5, a research-based instructional framework, to support common instruction and classroom expectations
- Development of a virtual academy for students who are significantly behind on credits
- Increase student engagement with academics through more hands-on, critical thinking problems and activities
- Developed Advisory program to support students and to help them with career exploration and planning
- Regular celebrations of student successes and not just the big ones
- Clear 3-tiered behavior intervention system

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

Support	72.4% Positive
In this class, we learn a lot almost every day.	
In this class, we learn to correct our mistakes.	
My teacher doesn’t let people give up when the work gets hard.	
In this class, my teacher accepts nothing less than our full effort.	
Transparency	70.3% Positive
My teacher explains difficult things clearly.	
My teacher has several good ways to explain each topic that we cover in class.	
If I don’t understand something, my teacher explains it another way.	
My teacher knows when the class understands, and when we do not.	
Understand	68.6% Positive
My teacher checks to make sure we understand what s/he is teaching us.	
The comments that I get on my work help me understand how to improve.	
We get helpful comments to let us know what we did wrong on assignments.	
Engage	66.8% Positive
I like the ways we learn in this class.	
My teacher makes lessons interesting.	

Support	72.4% Positive
My teacher makes learning enjoyable.	
Nurture	66.7% Positive
My teacher in this class makes me feel that s/he really cares about me.	
My teacher really tries to understand how students feel about things.	
My teacher seems to know if something is bothering me.	
Trust	71.0% Positive
My teacher respects my ideas and suggestions.	
My teacher wants us to share our thoughts.	
Students speak up and share their ideas about class work.	
My teacher gives us time to explain our ideas.	

One key factor to increase the likelihood of student success is for students to have a clear understanding of the school’s goal and how they relate to the goal. WHS closes every morning announcement session with a reiteration of the school goal—Warriors will graduate college-ready, career-experienced, goal- driven, and reality-certain. We celebrate student success and work to recognize success for every student. During Advisory, students reflect periodically on where they are in their achievement of that goal. Students receive daily reminders concerning WHS expectations and we have posted the non- negotiables in all classrooms and hallways, so students are continually reminded of them and are more likely to follow the rules. This means they are less likely to miss class due to behavior consequences.

During this past school year, all staff participated in work sessions to become aware of their interpretations of the school’s rules and behavior expectations and to align their views to a common interpretation. Staff also worked in teams to specify the common rules and expectations and to outline specific steps to bring student to compliance with the expectations or to move student to consequences as outlined by our district. This work was necessary to bring students to an understanding of the non-negotiable expectations and rules; without a common faculty understanding, the rules become muddled and negotiable as a result. Through this expectations alignment across the faculty, we have seen a decrease in behavior incidents since the beginning of the year, and a more positive attitude across the student body. Now when students choose not to follow the rules, they are more likely to take responsibility for the actions and accept the consequences without defiance, so they are less likely to add to the consequences and are more likely to return to class faster. With less time out of class for behavior consequences, students are more likely to learn.

Throughout this past school year, the faculty participated in training on aspects of the Fundamental 5 in order to support a full roll out of the process for SY2017-18. The Fun5 stresses optimizing instruction by preparing students for instruction, frequent linking of instruction to what came before and will come after, and active participation by teacher and student during the engagement section. While we have used the JCPS Classroom Instructional Framework for instruction for the past 8 years, we felt it wasn’t specific enough to take the school to the next steps instructionally. Fun5 will, as it sets specific expectations for both the teacher and the students during all phases of a class period. It will set a

rhythm for classwork and help students understand what their role is for each step of instruction.

For those students who wind up significantly behind in credits, either from chronic absences, behavior problems, and failure to transition to the rigors of high school in a timely manner, WHS has established a virtual high school pathway. Students self-select or counselors nominate students for selection based on student attitude, number of credits to be recovered, and a student's likelihood of persisting with the program. Once selected, students are placed under the supervision of a trained teacher and in online coursework specific to what they need to recover. Currently students who are successful through our virtual credit recovery program also recover a more positive attitude toward education and their future success.

Keeping students in the classroom goes only so far toward increasing academic success and positive attitudes. Since student engagement with academics is key to learning, this past year, all teachers participated in PD work sessions on aspects of problem-based learning and differentiated assessment through our Design in 5 (Di5) system. Di5 A survey of the student body two years ago showed that our students are overwhelmingly kinesthetic learners who are most successful when they can work with someone else. Since the survey confirmed what we had suspected, our PD has focused on ways to address our students' needs for more hands-on work and still maintain effective classroom management. PLCs practiced problem-based learning and Di5 skills this year in preparation for a full roll out during SY2017-18. By the end of next year, WHS will have at least 3 PBLs within each course and regular common assessments—typically one for each unit.

Through our Advisory program, teachers help students explore careers, set career goals, and see the connections between academics and their future goals. All students selected their advisors and WHS permits advisors to set the content of the sessions based on the needs of their advisory groups within specific guidelines that ensure all students will receive instruction on the required topics before they graduate. Advisors guide students in regular review of their academic progress and help students develop workable action plans to address any course where they are at risk for failure. Students who engage with the advisory program report they have a clearer understanding of how high school works and what they want to do after graduation. They are also more likely to be successful academically and we expect to see a reduction in lost credits this year over last. Greater student success leads to student conviction they can be successful in academics and results in fewer behavior incidents. Should a student not be successful, WHS has a tiered system of intervention. Tier 1: Classroom intervention

Redirection to expected behavior

Reminder student is out of compliance with expectations, why compliance is necessary and the consequences for failing to comply.

Typical management strategies used: proximity control, calling student by name to get attention, and hallway conferences to reinforce the rules.

Use de-escalation behaviors

Remove the irritant when possible, provide student alternative coping strategies to deal with the irritant

Assess physical and verbal signs behavior is escalating

Teacher alters own behavior or the student's environment (i.e. removing student from situation to hall) to assist the de-escalation

Teacher uses calm voice, commits to calming situation, and provides space for student to regain composure

Debrief with student after incident has wound down

Should these not work, the student moves to Tier 2: School-base intervention

Possible assignment to time-outs, including single-period in-school suspension or whole day in- school suspension

Admin-student conferences

Behavior modification plans

Other site-based interventions, such as anger management or social skills instruction through the Youth Service Center, mental health counseling through our mental health counselor, or informal conferences with our school resource officer

Should these not work, the student moves to Tier 3: Out of school suspension

In order to maintain a safe learning environment, JCPS' Code of Conduct requires out of school suspension for some behavior code violations (drugs, weapons, fighting, etc.).

Students who are ECE or repeat offenders may be placed on Behavior Intervention Plans.

The district's school response team may be activated to assist the school in next steps for troubled students.

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

NOT APPLICABLE.

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

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

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

Additional funding as indicated District provided funding

Mental Health Counselor to work with students with identified mental health conditions

Home to School Coordinator to work with and monitor students who are chronically absent (monitors greater than 15% absent. Intervenes regularly with those with greater than 30% absent.)

Family and Youth Services Center Coordinator provides assistance in removing non-academic barriers to school attendance and academic success. Functions as liaison between student, family, and community services.

College Access Resource Teacher works with all Early College program students to provide support

Kentucky Department of Education
Section 10 03g LEA Application
Turnaround Model (KY HB 176 Restaffing Model)

and monitoring during their on-campus experience.

Funding for Early College on-campus program, so 50 students can complete college credit while still in high school.

SY2015-16 School Improvement mini-grant

Math Resource Teacher to build capacity in Math teachers, to develop an effective student standards monitoring system, to guide the identification of essential concepts and skills, and to develop a workable remediation/ intervention program.

Math Interventionist to provide at-point-of-need interventions in math in both the classroom and in pullout situations.

2017 Summer School Improvement Grant

Professional Development and stipends for teachers to support work on identification of essential concepts and skills, development of PBLs, and deepening of PLC work.

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

WHS will continue to participate in all activities sponsored the Kentucky Department of Education related to Priority School work. Additionally, WHS will continue to participate in all district level PD related to school leadership and Priority School work.

Phase 1- Preparation for implementation

Activity	Status of implementation
<p>Teachers participate in PD on Design in 5, Fundamental 5, and other related instructional systems</p>	<p>All teachers have completed PD</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce the Design in 5 and Fundamental 5 systems <input type="checkbox"/> Supported practice in Design in 5 concepts with a fully aligned common formative assessment completed for use <input type="checkbox"/> Independent practice in Design in 5 concepts with a fully aligned common formative assessment completed for use <p>Scheduled for SY2017-18</p> <ul style="list-style-type: none"> <input type="checkbox"/> PD on implementation of Fundamental 5 into classroom practices <input type="checkbox"/> Admin Team work to identify key indicators of success with Fundamental 5 and Design in 5 and the refinement of the walk- through tool to monitor both Di5 and Fun5 <input type="checkbox"/> Regular walk-throughs to monitor and then debriefing conversations to refine implementation of Di5 and Fun5 <input type="checkbox"/> Support PD on aspects of either program that are weaknesses or confusion in the faculty

Kentucky Department of Education
Section 10 03g LEA Application
Turnaround Model (KY HB 176 Restaffing Model)

Activity	Status of implementation
Teachers participate in PD on problem-based learning (PBL) and implement the process into instruction to increase student critical thinking skills	<input type="checkbox"/> About 50% of teachers participated in the first school-wide training in PBL and developed at least one unit for use. <input type="checkbox"/> All teachers have completed PD at the orientation level. Scheduled for SY2017-18 <input type="checkbox"/> Further refresher PD on PBL techniques <input type="checkbox"/> PLC work time to design PBLs for use during SY2017-18 (minimum of 3) <input type="checkbox"/> Admin Team work to identify key indicators of success with PBL and the refinement of the walk-through tool to monitor PBL use.
	<input type="checkbox"/> Regular walk-throughs to monitor and PBL <input type="checkbox"/> Support PD on aspects of either program that are weaknesses or confusion in the faculty
Teachers participate in all aspects of Professional Learning Communities (PLC)	All teachers have completed informal PD <input type="checkbox"/> Plan-Do-Study-Act cycle of PLC work <input type="checkbox"/> Meet in PLCs regularly (weekly) to complete PLC work
	Scheduled for SY2017-18 <input type="checkbox"/> Formal PD on PDSA cycle for PLC work and PLC work expectations <input type="checkbox"/> Compilation of all WHS instructional expectations into a teacher handbook and training on the handbook <input type="checkbox"/> Continued refinement of all data analysis support systems to assist PLC work <input type="checkbox"/> Refined Admin Team monitoring of PLC work through new community-wide online reporting system—Warrior Armory
Teachers understand all aspects of Talent Development Academies (TDAs)	All teachers have completed formal PD <input type="checkbox"/> Introduction to TDAs, their structure, and student expectations <input type="checkbox"/> Work on the development of academy structure and expectations
	Scheduled for SY2017-18 <input type="checkbox"/> Full development of academy structure <input type="checkbox"/> Refinement and alignment of all academy practices across the school
Realignment/ refinement of school's CSIP to reflect reorganization to the TDA model and current instructional practices	Completed <input type="checkbox"/> WHS has system for developing objectives and activities for CSIP that includes all stakeholders <input type="checkbox"/> Team has identified key goals and objectives to be included in revision

Kentucky Department of Education
Section 10 03g LEA Application
Turnaround Model (KY HB 176 Restaffing Model)

Activity	Status of implementation
	<p>Scheduled for Summer 2017 or SY2017-18</p> <ul style="list-style-type: none"> <input type="checkbox"/> Team will complete full draft of CSIP and prepare it for review <input type="checkbox"/> WHS will review CSIP draft according to current system
<p>Science teachers will implement all NGSS and skills needed for science accountability into instruction in ALL science classes.</p>	<p>All science teachers have completed PD</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduction to all aspects of the new science accountability system <input type="checkbox"/> Specific work with Through Course Tasks and State Summative Assessments <input type="checkbox"/> Collection and analysis of student performance data and perception data and the refinement of all instruction and assessment preparation based on findings
	<p>Scheduled SY2017-18</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work session to build practice and instructional support materials for TCTs and SSAs, The goal is to provide purposeful practice in all science thinking skills in all science courses. <input type="checkbox"/> Analysis of all student performance data compared to baseline established during SY2016-17 and the refinement of science instruction based on findings.
<p>Preparation for move to Mattos' model of Response to Interventions (RTI)</p>	<p>Completed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Members of the Admin Team participated in formal training in Mattos' model for RTI. <input type="checkbox"/> All Admin Team participated in informal, school-based PD on Mattos' model for RTI. <input type="checkbox"/> Admin Team developed structure for RTI for school and plan for RTI roll-out <input type="checkbox"/> All teachers participated in PD to introduce RTI and demonstrate system for identifying the essential concepts and skills for unit. <input type="checkbox"/> PLCs have begun identifying essential concepts and skill for current units. <p>Scheduled for SY2017-18</p> <ul style="list-style-type: none"> <input type="checkbox"/> All PLCs will produce list of essential skills and concepts for each instructional unit. <input type="checkbox"/> All PLCs will develop RTI support materials for all essential skills and concepts. <input type="checkbox"/> Admin Team will refine current school-wide tracking system to better address monitoring under RTI system.

Actions

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

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

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

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

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

Please note: No teacher will be overstaffed for this school reorganization unless funding for the position is lost.

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

To fill any vacancy, WHS will follow all JCPS contractual requirements. WHS will actively retain teachers who possess the capacity to carry out the school's improvements goals.

These teachers will subsequently provide professional support and mentoring to newly hired staff. WHS also will provide on-going formal and informal, embedded professional development to continually develop capacity in the school's staff.

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

SIG Grant- Through the addition of the 3 Resource Teachers in Literacy, Science, and Social Studies, WHS will continue to build capacity in the faculty who teach core subjects. Because we have seen notable success through the work of our Math Resource Teacher, we have a proven model of support we will implement in the other 3 core areas. Our improvement work under the new Resource Teachers will focus on proven techniques and will be designed to have strategic impact on student growth in those contents.

Because student deficits in literacy skills continue to slow our growth across all contents, WHS will use the Literacy Interventionist to reinforce classroom instruction, provide at-point-of-need intervention to all students, and supplement student work with iLIT, our reading recovery system. We anticipate the need for the position to be temporary, as we further refine our system to identify struggling students earlier and intervene with them more effectively and quickly.

Section 7 (Gap) Funds- Provides funding for literacy intervention. In particular, provides additional support for struggling readers and professional development to build capacity in teachers regarding effective literacy instruction.

Title I Funds- Shifted to provide additional Positive Behavior Intervention Systems support. Purchased additional PBIS coaches to assist with security and 2 instructor-3's to provide intervention and academic support

ESS/ After school learning funds—Provides stipends for teachers who work in extended learning sessions, bus tickets for students who miss school transportation in order to stay for ESS, and administrative monitoring of the program in compliance with district policy.

Early College Funds- Provides tuition, transportation, books, and fees for up to 50 students to attend classwork at Jefferson Community and Technical College. Funding also provides instructional support system for these students.

Summer SIG Funds-- The new Summer SIG will provide stipends to teachers for PLC work on problem-based learning, continued identification of essential concepts and skills, development of common formative and summative assessments under Design in 5, and the inclusion of critical thinking skill development activities in all coursework.

Talent Develop Academy Grant—The TDA funds will
Purchase a teacher for our new General Construction and Maintenance career pathway
Support the expansion of our Business pathways from 1 to 3
Purchase the remodel of a school space into a construction lab
Purchase an additional counselor so each academy (Freshman, Business, and Services) has its own
Support the reorganization of the school into smaller learning communities
Purchase an Academies Coach to liaison with community partners to develop internships, job shadowing, cooperative learning, and other opportunities for our students

School-based Funds—The Advisory SBDM approved the spending plan for SY2017-18 to increase

available classroom technology, provide required equipment and supplies to support hands-on instruction, and to continue professional development to build capacity in the staff. The funds will also continue to support our use of Edgenuity (credit recovery system), iLIT (reading recovery system), and Math XL (computational recovery system).

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

WHS continues to work to build our partnership with our parents, but with our limited success in revitalizing our PTSA and devising successful parent participation activities, we also look to other stakeholder groups for input on our planning.

Parent input through our stakeholder survey. WHS reviews survey data and adjusts planning to reflect common trends, particularly in perception. We will use the stakeholder survey to monitor our success in informing our stakeholders of our goals and purposes for the TDA reorganization.

Academies Coach—Will continue to work to improve parent involvement with the school. Will act as liaison with all community partners.

CTE Advisory Board—Will review all program and pathway development planning and make recommendations for refinement, adjustment, or development. Will monitor pathways for alignment with current industry expectations and local workforce needs.

Individual Community pathway partners (Texas Roadhouse, UPS, Leonard Sanderson Insurance)—Participate in the development of pathway programming. Make recommendations for pathway development. Monitor alignment between pathway coursework and industry certification and workforce needs.

JCTC Early College Liaison—Reviews all Early College planning. Monitors program development and implementation from the JCTC side. Assists with updates on planning based on JCTC policy changes.

Shively Businessmen's Association—Will provide recommendations for the development of our internship and cooperative learning programs.

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

Please note: Western High School currently has an ADVISORY SBDM only.

A process is in place to ensure all sample policies are aligned with JCBOE policies, applicable laws, and administrative practices.

Procedures to screen model/ sample policies include the following:

SBDM specialist will determine the applicable laws, JCBOE policies, and administrative procedures that relate to the sample policy to be developed.

SBDM specialist will contact the appropriate content specialist for assistance in drafting the SBDM policy. Once drafted, a copy of the sample policy will be forwarded to all cabinet members for final review and approval. SBDM specialist and content specialist will be available to meet with cabinet if needed.

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

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

Procedures to screen actual school policies include the following:

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

All council-approved SBDM policies are forwarded to the SBDM specialist for review.

Implementation of this review process begins once SBDM sample policies are forwarded to SBDM principals.

Implementation of this review process begins once SBDM sample policies are forwarded to SBDM principals.

Given the SBDM council at Western was placed in advisory capacity based on the findings from the original school leadership audit, all advisory council actions are merely recommendations to the superintendent or designee. The district SBDM specialist completed a review of the school's advisory SBDM council record keeping in December 2014 and provided feedback to the council. Any school level policies are reviewed by the Advisory council and approved by the principal and the area superintendent.

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

District level policies and practices

PD for principals, assistant principals, Goals Clarity Coaches, and other specialists charges with guiding school improvement. PD is designed to support aspects of the work to improve student achievement (i.e. training in RTI, Positive Behavior Improvement, using data to support and monitor improvement, etc.).

Continual monitoring of school progress on all accountability goals through CASCADE and district Dashboard.

School-level policies and practices

Alignment of all school-wide behavior and academic expectations to common definitions and description. Full implementation of refined behavior code.

Full implementation of the school's Advisory program to include all 7 areas of instruction recommendation by the KY CTE office. All students will be assigned to advisors of their choice within their academies (Current placement may not reflect new academy structure.). Advisors will have independence to select lessons at the point of interest for their advisees.

Reorganization of the school into 3 smaller learning communities—Freshman, Business, and Services. All students will be placed into these academies based on personal interest or individual need.

Full implementation of the Design in 5 system for instructional development. System will standardize instructional planning to ensure it is completed with deeper thought and based on student need.

Implementation of Problem-based Learning—Instructional activity will likely increase student engagement and promote deeper learning through the use of critical, real-world questions for research and experiment.

Implementation of Fundamental 5—System will standardize instructional delivery to support students with common, predictable steps to follow. System will encourage teachers and students to engage more with the content through increased interaction and activity.

Implementation of expanded career-exploration activities and senior mastery projects. System will provide students with opportunities to experience career related work in a guided and monitored manner. Senior mastery projects will help students prepare to work in their areas independently.

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

Full implementation of student-choice driven scheduling based on career pathways and academy placement.

Full development of the virtual pathway to accommodate all students who need credit recovery in order to graduate on time.

Implementation of a school-wide data analysis and student monitoring system, used by all stakeholders to ensure continual school progress.

Development and implementation of student and teacher induction programs. These programs will be designed to provide support as people new to the building make transitions to WHS expectations. Programs will provide direct instruction in expectations, practices, systems, and processes related specifically to the individual.

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

Positive Behavior Intervention System Team— District team trained in PBIS techniques provides PD to school-based team. The PBIS team also provides support for the school when faced with challenging students who do not respond to school management systems.

Edgenuity—Credit recovery system and support program.

Louisville Rotary Mentoring Program—Team provides one-on-one and small group mentoring for students identified as college bound. Program includes career exploration, college application support, and instruction

to demystify college.

KDE recovery staff- The team consists of a math specialist, a literacy specialist, and an educational recovery leader. The ER team actively supports the development of sustainable continuous school improvement by building capacity in school leaders and staff. Through evaluation of the school's CSIP and review of student growth data, the ER team assists the Admin Team in policy development and planning.

JCTC Liaison

Kentuckiana Works and Louisville Education and Employment Partnership—Both provide support for at-risk students in career planning, academics, and goal-setting.

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.

WHS' plan for the SIG funds is to develop capacity within the staff and administration to fully implement the reorganization to the Talent Development Academies and to provide experienced leaders to mentor and train new staff after the expiration of the SIG. If necessary, the school will direct its flexible spending funds toward the support of the on-going professional development designed to reinforce and deepen instructional practices in the faculty or to bring new teachers up to independence with each system. School leaders will ensure teacher professional growth plans align with the school's improvement goals and all staff who attend PD outside the building will provide instruction on their learning to appropriate staff in order to maximize use of PD funds and time. The school's master schedule will reflect the goal of sustaining high-functioning PLCs and development of teachers capacity by maintaining embedded time in the daily schedule for PLC work and embedded PD activities. School administrators will continue to evaluate the effectiveness of PLCs and implementation of school-wide systems through regular participation in PLC work, frequent classroom walk-throughs, and monitoring of all student growth data. The school's Title I funds will also be directed toward the continuous development of the improvement initiatives necessary to meet the school's improvement goals.

All planned work under this SIG has been designed specifically to build expertise within our staff, so specialists and increased amounts of professional development support will be replaced by local experts by the expiration of the grant. We have also redesigned our system of PD under a framework to ensure the development of expertise is an on-going process and all new staff are supported as they transition into our PD system. We are currently refining our system to provide supports even when there is a large staff turn over, so we decrease the likelihood of our system to fail.

PLC work for deeper learning

We will be using the funds under this grant to build a solid foundation through purposeful and directed staff professional development and the work of the content area specialist. As part of the PD funded by the grant, by the end of the second year, we will train several staff members in each department to LEAD effective PLCs, to GUIDE data analysis and appropriate instructional planning, and to SUPPORT new staff and do so independent of the content and instructional specialists. Beginning in Year 3, our homegrown experts will then assume the task of continuing to train PLC leaders, so at all times, we have a core of experts in our PLC protocols and a reserve should we lose an expert to transfer or retirement.

Use of the content specialist

In addition to provide training and leadership for our core experts, the content specialists—including the one provided by this grant—will support classroom instruction through one-on-one teacher coaching. Again, by the end of Year 1, the need for frequent classroom coaching across the school will be reduced, so

for Years 2 and 3, the content specialists' focus will switch to training peer mentors to provide additional classroom support for developing teachers. During Year 2, the content specialists will work with the peer mentors on communication skills, techniques for working with adults, and deepening their understanding of effective instructional practices. In Year 3, the content specialists will slowly release mentoring duties to the peer mentors as they become more proficient in the process and begin training a reserve group of mentors. The content specialist will also develop materials for a formal program for training peer mentors in order to provide us with a core and reserve of trained mentors.

Professional development

Under the plan for these grant funds, all staff will be fully trained by the end of Year 2. Beginning with Year 3, we will implement a "maintenance" PD program, meaning all staff new to the school will participate in the induction program where they will participate in instruction on all WHS PLC and instructional protocols and veteran staff will participate in refresher PD sessions as indicated by student achievement and walk through data. The Admin Team will routinely monitor the implementation of all PD and adjust the PD schedule to meet any developing instructional needs. Since the school's current PD funding is adequate to provide stipends for the specialized mentor and new teacher induction training and all refresher PD can be hosted during our regular contracted extra "hour" per week, we feel we will be able to maintain our system once the staff is brought to proficiency.

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.

District procedures

Area superintendent and the evaluation transition coordinator will work regularly with the school to ensure a sustainable plan is created to positively affect student achievement. As all parties work together, it will be incumbent on them to refine plans as new data are analyzed.

The school's work will be captured in the quarterly report and short term action plans. These will also be used to meet the federal requirement for record keeping.

District and ER staff will work together to monitor the school's planning and ensure school teams are working together to provide effective instruction to improve student achievement.

School procedures

All school-based stakeholders will have access to the school's QR for review.

The WHS Admin Team will continue to review the CSIP in 30 day intervals to ensure adequate school progress. All reviews, changes, and refinements of action plans will be recorded in the school's QR.

Process will include review of all student performance data, reports on action planning, and analysis of data from walk-throughs and other sources.

The Admin Team will make recommendations for improvement to any PLC who is struggling to meet goals. If additional support is needed, the Admin Team will provide it.

PLCs will review student growth data at least once per 3 week period and refine or adjust planning to accommodate findings. If they note a need for additional support, they request it from the Admin Team. All evidence of PLC work is returned to the school online system (Warrior Armory) to become part of the work record.

PBIS team will review student behavior data monthly and adjust action planning to accommodate findings. They will submit their findings and adjustments to their planning to the Admin Team for review.

The Home to School Coordinator and supervising AP will review monthly student attendance data and adjust action planning to accommodate findings. They will submit their findings and adjustments to their planning to the Admin Team.

The GCC will regularly monitor all findings reports and planning to determine if changes need to be made to the school's CSIP. If changes are necessary, the GCC will draft change and submit it to the appropriate PLC and the Admin Team for review and refinement.

Sustainability

Admin Team will regularly analyze reports of PLC work to determine if PLC is continuing to develop skills in designing, implementing, and assessing quality instruction. If PLC shows signs of needed further support, the Admin Team will secure the necessary support.

GCC and Resource Teachers will monitor the implementation of all instructional systems, make recommendations for further informal or formal PD, and provide point-of-need support for PLCs who are struggling.

Admin Team will complete frequent and purposeful walkthroughs to monitor the implementation of the instructional systems. The Team will analyze data from walkthroughs, share them with appropriate content resources specialists. The GCC, content resource teachers, and Academy Principals will develop a support system to specifically address the concerns of each PLC.

The content resource teachers purchased under this grant will identify and train teachers who are skilled in the new systems in order to provide a sustainable pool of trainers who understand the systems and can provide support for new or inexperienced staff.

Timeline

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

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

Please note: The following chart of activities does not reflect those that are currently part of our practice, such as allocation of adequate time for PLCs. This chart reflects those things that are new or recently introduced to staff only.

YEAR ONE—Establish systems, deepen learning, raise expectations, train the trainer Activity	Person Responsible	Completion date
Reorganization logistics		
Reorganization of school into smaller learning communities based on student interest.	Principal, Academy Admin Teams	July 2017
Design of academy identity, promotional materials, etc.	Academy Team	September 2017

Kentucky Department of Education
Section 10 03g LEA Application
Turnaround Model (KY HB 176 Restaffing Model)

YEAR ONE—Establish systems, deepen learning, raise expectations, train the trainer Activity	Person Responsible	Completion date
Publish materials to all stakeholders, hold meetings to inform stakeholders of the reorganization and instruct them in the pathways, etc.	Academy Admin Teams	September 2017
Gather and review all data on transition to new structure for trends, successes, and concerns	Academy Admin Teams	Quarterly beginning Oct 2017
Publish information describing TDAs to all stakeholders	Admin Team	August 2017
Refinement and use of data analysis system		
Provide refresher training on school system for data collection and analysis.	GCC and Admin Team	September 2017
Monitor PLC work with data to ensure team understands expectations and process	GCC and resource team	October 2017
Annual review of KDE accountability progress data to determine SMART goals for year.	All staff	15 October each year
Departments will establish intermediate goals for each core courses and develop action plans to promote success with the goals.	Resource teachers, Dept Chairs, GCC	30 October each year
PLCs will provide copies of the intermediate goals and action plans to the Admin Team through the community online armory,	Resource teachers, Dept Chairs, GCC	30 October each year
School data from all district and identified local common summative assessments are analyzed for trends and student needs, and the findings are used to adjust instructional planning and develop interventions.	Resource teachers, Dept Chairs, GCC	Quarterly and as indicated
Professional Development		
All PGPs, survey data, and other sources will be reviewed for PD needs. Team will draft a PD schedule and submit to Admin Team/ Dept Chairs for review.	GCC and team	5 September each year
Dept Chairs/ Admin Team will review PD plan and make suggestions for improvement. PD plan will be revised as needed and published to all faculty.	Admin Team, Dept Chairs, GCC	10 September each year

Kentucky Department of Education
Section 10 03g LEA Application
Turnaround Model (KY HB 176 Restaffing Model)

YEAR ONE—Establish systems, deepen learning, raise expectations, train the trainer Activity	Person Responsible	Completion date
Implement new teacher induction program, including content resource specialists	Induction Team	August 2017
Provide refresher PD on Design in 5, Fundamental 5, and Problem-based learning	GCC and team	August 2017
Provide PD on full implementation of Design in 5, Fundamental 5, and		July 2017
PBL for all teachers.	GCC and team	October 2017
Provide PLC work sessions to develop PBLs, common assessments, and align curriculum	GCC, PLCs Dept Chair	July-August 2017
Provide refresher PD on Plan-Do-Study-Act structure for PLC work for all teachers	GCC Dept chairs	July-August 2017
Provide PLC leadership training to identified leads for all PLCs	GCC and Admin Team	July- August 2017
Provide on-going embedded PD through PLCs and Department meetings on Di5, Fun5, and PBL to address challenges/weaknesses and to deepen understanding	GCC and team	On-going as indicated by data analysis
Provide PD for science teachers to further develop their understanding of the NGSS and the new assessment system.	Science Resource Teacher	August 2017
Release time for all PLCs for data analysis, development of PBLs and common assessments, and curriculum alignment. Science PLCs will develop bank of training materials to support TCTs and SSAs.	Admin team, Content resource teachers	Quarterly
Embedded PD during PLC time as indicated by PLC requests or analysis of data and current instructional challenges. Walk-through data will also inform this activity.	PLCs, content resource teachers, Admin Team	On-going
PD for all PLCs on retrieving assessment data, organizing it for effective data analysis, and results reporting using WHS tools.	GCC	August 2017 and as needed
Work to deepen instruction		
Alignment of instructional learning targets and activities to include more	PLCs and content	Prelim by Oct 2017

Kentucky Department of Education
Section 10 03g LEA Application
Turnaround Model (KY HB 176 Restaffing Model)

YEAR ONE—Establish systems, deepen learning, raise expectations, train the trainer Activity	Person Responsible	Completion date
specific to career pathways of the academy	resource teachers	On-going afterward
Identification of content essential skills and concepts for all core subjects	PLCs and content resource teachers	Prelim by Oct 2017 On-going afterward
Department peer review of essentials lists, common assessments, and critical thinking activities for appropriate depth and effectiveness.	Content resource teachers	Monthly Dept PLCs
After PD to provide initial introduction to PLC leadership, content resource teachers will train PLC leads in protocols, working with adult learners, managing conflict, and increasing group efficiency and efficacy.	Content resource teachers	September 2017 and on-going as needed
Embedded PD on appropriate questioning techniques to promote critical thinking	Content resource teachers	October 2017 and on- going as needed
Embedded PLC work and PD if needed to promote development of effective PBLs and other hands-on critical thinking learning experiences.	Content resource teachers	Ongoing
Embedded PLC work and PD if needed to promote development of effective common assessments aligned to essential concepts and skills.	Content resource teachers	Ongoing
Embedded PLC work and PD if needed to promote development of common use rubrics, criteria, or checklists for all major assignments, projects, and assessments.	Content resource teachers	Ongoing
Stakeholder involvement activities		
Publish information describing TDAs to all stakeholders to develop an understanding of TDAs, their purposes, and how to navigate them.	Admin Team	August 2017
Staff members engage in a process to articulate and endorse collective commitments that will advance the school toward its vision.	Principal, staff	October and March each year
School will develop relationships with local business and services companies in order to promote community engagement with the school	Academy	December 2017 then ongoing as

Kentucky Department of Education
Section 10 03g LEA Application
Turnaround Model (KY HB 176 Restaffing Model)

YEAR ONE—Establish systems, deepen learning, raise expectations, train the trainer Activity	Person Responsible	Completion date
and to develop opportunities for WHS students to intern, co-op, and job shadow.	coach	needed
School will meet with community and business leaders to elicit their		
input on trends in industry and business and to review current CTE instructional planning.	Principal, CTE team	Semi-annually
Team will review current CTE practices using the recommendations from the CTE Advisory Board and others and adjust planning as appropriate.	Academy Coach CTE PLC leads	Semi-annually
Assessments		
Use of district proficiencies (current practice)	Dept Chair/ PLCs	Quarterly designated pts
Use of locally written common assessments (current practice, now formalized)	Dept Chair/ PLC	every 3 weeks/ end of unit as approved
Provide refresher PD on Design in 5 effective assessment development to all PLCs	GCC	July 2017
PLC work to identify best points during instruction for common formative and summative assessments, ID essential learning targets to cover in assessments, and develop common assessments.	PLC leads	Summer 2017, then Weekly PLC
Department review of common assessments for alignment to essentials and learning targets	Dept Chair	Monthly Dept PLCs
All KDE accountability assessments will be administered in accordance with KY state law.	Building Assessment Coordinator	As indicated by KDE's schedule
All assessment data—both local and state—will be reported in the Quarterly Report. The report will also include reflection on the data analysis.	Principal/ Admin Team	Updated monthly, Reported quarterly
Leadership Activities		
Redesign school CSIP to reflect all TDA planning	GCC and Admin Team	August 2017

Kentucky Department of Education
Section 10 03g LEA Application
Turnaround Model (KY HB 176 Restaffing Model)

YEAR ONE—Establish systems, deepen learning, raise expectations, train the trainer Activity	Person Responsible	Completion date
Using the WHS process for including stakeholders in the development of the CSIP, host meetings with stakeholder groups to review draft CSIP and make recommendations for revision or refinement.	Principal, Admin Team	September – October 2017
Refine CSIP as recommended by stakeholder groups, provide it for Advisory SBDM review, and publish it to all stakeholders.	Principal	October 2017
Refine all quarterly and other reporting documents to reflect reorganization and CSIP activities as required	Principal, GCC, Academy Admin	1 November 2017 and ongoing as needed
WHS will refine walk through documents to reflect the new systems and instructional expectations. Document will be published to all faculty and will be used to monitor growth in instructional planning and delivery	Admin Team, Content resource teachers	November 2017
Deliver PD sessions as described above	Content resource teachers, GCC, Admin Team	July-August 2017 and ongoing as described herein
Participate in GCC, Assistant Principal, and Principal PLCs at the district level	GCC, APs, and Principal	As directed by the district
Design and develop new teacher induction program and materials, including content resources specialists	GCC and team	July 2017
Complete review of all ongoing improvement activities to determine effectiveness and sustainability and refine processes or systems as needed to reflect findings.	Admin Team Dept Chairs	May 2018
YEAR TWO—Refine systems, raise expectations again, finish training the trainer/ leader, refine instruction	Person Responsible	Completion date

Activity		
Implement all refinements to ongoing systems and processes as indicated by YEAR ONE end of year review.	Principal, all persons responsible	September 2018

Kentucky Department of Education
Section 10 03g LEA Application
Turnaround Model (KY HB 176 Restaffing Model)

Activity		
Continue all on-going and yearly activities from YEAR ONE as appropriate AFTER completing review of effectiveness.	All persons responsible	Ongoing as needed
WHS will review all planning for Year Two of the grant in light of Year One performance and achievement and modify planning as needed to achieve stated goals.	Admin Team	September 2018
Complete review of KDE accountability data and refinement of improvement planning based on findings	Principal, Admin Team, staff	October 2018
Review CSIP based on findings from the KDE accountability data analysis and make adjustments as indicated.	Principal, Admin Team, staff	November 2018
Adjust school-wide and course goals to reflect performance on the KDE accountability assessments. Publish to all stakeholders. Record in all reporting files.	Content resource teachers, PLCs, Principal, GCC	November 2018
All new teachers and staff will be trained in WHS systems for instruction, data analysis, PLC work, and other areas as appropriate.	GCC, Content resources teachers	August 2018, then ongoing as needed
WHS will refine the walk-through document to reflect teachers' deeper understanding and proficiency with school systems for instruction. The walk-through document will be published to all faculty and will be used to monitor school growth.	Admin Team	September 2018
WHS will review all PGPs, student performance data, and data from walk-throughs to determine PD needs for the school and draft a plan.	GCC	5 September 2018
Faculty will review PD plan and make suggestions for improvement.	All PLCs	15 September 2018
Develop next steps plan to promote sustainability of systems, training, and improvement once grant funding is lost.	Admin Team	December 2018
Complete review of all ongoing improvement activities to determine effectiveness and sustainability and refine processes or systems as needed to reflect findings.	Admin Team Dept Chairs	May 2019
Refine next steps plan to promote sustainability of systems, training, and improvement once grant funding is lost.	Admin Team	May 2019

Kentucky Department of Education
Section 10 03g LEA Application
Turnaround Model (KY HB 176 Restaffing Model)

Activity		
YEAR THREE- Shift responsibilities to the trained, refine systems, continue to deepen learning and refining instruction Activity	Person Responsible	Completion date
Implement all refinements to ongoing systems and processes as indicated by YEAR ONE end of year review.	Principal, all persons responsible	September 2019
Continue all on-going and yearly activities from YEAR ONE as appropriate AFTER completing review of effectiveness.	All persons responsible	Ongoing as needed
WHS will review all planning for Year Two of the grant in light of Year One performance and achievement and modify planning as needed to achieve stated goals.	Admin Team	September 2019
Complete review of KDE accountability data and refinement of improvement planning based on findings	Principal, Admin Team, staff	October 2019
Review CSIP based on findings from the KDE accountability data analysis and make adjustments as indicated.	Principal, Admin Team, staff	November 2019
Adjust school-wide and course goals to reflect performance on the KDE accountability assessments. Publish to all stakeholders. Record in all reporting files.	Content resource teachers, PLCs, Principal, GCC	November 2019
All new teachers and staff will be trained in WHS systems for instruction, data analysis, PLC work, and other areas as appropriate.	GCC, Content resources teachers	August 2018, then ongoing as needed
WHS will refine the walk-through document to reflect teachers' deeper understanding and proficiency with school systems for instruction. The walk-through document will be published to all		
faculty and will be used to monitor school growth.	Admin Team	September 2019
WHS will review all PGPs, student performance data, and data from walk-throughs to determine PD needs for the school and draft a plan.	GCC	5 September 2019
Faculty will review PD plan and make suggestions for improvement.	All PLCs	15 September 2019
Complete review of all ongoing improvement activities to determine effectiveness and sustainability and refine	Admin Team Dept Chairs	May 2020

Kentucky Department of Education
 Section 10 03g LEA Application
 Turnaround Model (KY HB 176 Restaffing Model)

Activity		
processes or systems as needed to reflect findings.		
Refine next steps plan to promote sustainability of systems, training, and improvement once grant funding is lost.	Admin Team	December 2019 June 2020

Annual Goals

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

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

Since literacy and computational skills affect progress in all areas, we are including SMART goals for science and social studies, too. The goals will also assist with the monitoring of the effectiveness of the Content Resource Teachers for Science and Social Studies requested under this grant.

Overview of Targets	SY2017-18		SY2018-19		SY2019-20	
	Nov	P/D	Nov	P/D	Nov	P/D
English/ Reading	40.7	45	25	55	10	55
English/ Writing	10	24	5	50	5	55
Algebra 2	10.2	40	5	55	5	60
Science 3/ Biology	17.2	36	10.2	46	5	55
US History	22	50	12	55	5	60

It is our practice to use ALL achievement trend data as listed in the original application for regular review of school progress. The areas we monitor monthly include: reading, writing, math, science, social studies, graduation rate, college/ career readiness, freshman transition success, overall student academic success, attendance, and student behavior/ school safety. Our goal is to improve each area except attendance and graduation rate by 5% each year; for attendance and graduation rate, we strive to grow by 2%. See chart below for our annuals goals under the SIG. All numbers are percentages and represent students who achieve “proficiency” with standards or meet expectations (no behavioral referrals, attend school, etc.).

Annual Goals

	Baseline	Year 1	Year 2	Year 3
Reading –grade 10	27.4	45	50	55
Writing- grades 10, 11	19.7	25	50	55
Math- Algebra II	20.4	40	55	60
Science- Biology	22	35	45	55
Social Studies- US History	45	50	55	60
College readiness	58.6	64	69	74
Career readiness	6.2	12	17	22
Freshman transition success	50.6	56	61	66
Overall student success	61.3	67	72	77
Student behavior/ no incidents	29.8	35	40	45
Graduation rate	76	78	80	82
Attendance	87	89	91	93

English/ Reading

Western High School will achieve 45% proficient/ distinguished performance in English 2 and a reduction to no more than 40.7% novice performance by the end of SY2017-18 as measured by common summative cumulative assessments, district proficiency exams, and/ or End of Course assessments.

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

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

English/ Writing

Western High School will achieve 40% proficient/ distinguished performance in 11th grade writing and a reduction to no more than 10% novice performance by the end of SY2017-28 as measured by common summative cumulative assessments, district proficiency exams, and/ or K-PREP assessments.

Western High School will achieve 50% proficient/ distinguished performance in 11th grade writing and a reduction to no more than 5% novice performance by the end of SY2018-19 as measured by common summative cumulative assessments, district proficiency exams, and/ or K-PREP assessments.

Western High School will achieve 55% proficient/ distinguished performance in 11th grade writing and a reduction to no more than 5% novice performance by the end of SY2019-20 as measured by common summative cumulative assessments, district proficiency exams, and/ or K-PREP assessments.

Math

Western High School will achieve 40% proficient/ distinguished performance in Algebra 2 and a reduction to no more than 10.2% novice performance by the end of SY2017-18 as measured by common summative cumulative assessments, district proficiency exams, and/ or End of Course assessments.

Western High School will achieve 55% proficient/ distinguished performance in Algebra 2 and a reduction to no more than 5.0% novice performance by the end of SY2018-19 as measured by common summative cumulative assessments, district proficiency exams, and/ or End of Course assessments.

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

Science

Western High School will achieve 36% proficient/ distinguished performance in Science 3/ Biology and a reduction to no more than 17.2% novice performance by the end of SY2017-18 as measured by common summative cumulative assessments, district proficiency exams, and/ or End of Course assessments.

Western High School will achieve 46L% proficient/ distinguished performance in Science 3/ Biology and a reduction to no more than 10.2% novice performance by the end of SY2018-19as measured by common summative cumulative assessments, district proficiency exams, and/ or End of Course assessments.

Western High School will achieve 55% proficient/ distinguished performance in Science 3/ Biology and a reduction to no more than 5% novice performance by the end of SY2019-20 as measured by common summative cumulative assessments, district proficiency exams, and/ or End of Course assessments.

Social Studies

Western High School will achieve 50% proficient/ distinguished performance in US History and a reduction to no more than 22% novice performance by the end of SY2017-18 as measured by common summative cumulative assessments, district proficiency exams, and/ or End of Course assessments.

Western High School will achieve 55% proficient/ distinguished performance in US History and a reduction to no more than 12% novice performance by the end of SY2018-19 as measured by common summative cumulative assessments, district proficiency exams, and/ or End of Course assessments.

Western High School will achieve 60% proficient/ distinguished performance in US History and a reduction to no more than 5% novice performance by the end of SY2019-20 as measured by common summative cumulative assessments, district proficiency exams, and/ or End of Course assessments.

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.

*These figures start at zero each year, so the quarterly benchmarks are built differently than those for other performance areas.

** Attendance, behavior, and graduation rate start at 100% each year. Our goal is to LOSE as little as possible.

Quarterly Goals -- Year 1

	Baseline	October	December	March	June
Reading –grade 10	27.4	29.25	30.5	31.75	33
Writing- grades 10, 11	19.7	21.25	22.5	23.75	25
Math- Algebra II	20.4	22.25	23.5	24.75	26
Science- Biology	22	23.25	24.5	25.75	27
Social Studies- US History	45	46.25	47.5	48.75	50
College readiness*	58.6	25	40	52	64
Career readiness*	6.2	3	4	10	12
Freshman transition success	50.6	50.6	53	54.5	56
Overall student success	61.3	61.3	64	65.5	67
Student behavior/ no incidents**	29.8	70	55	43	35
Graduation rate**	76	90	87	84	78
Attendance**	87	98	95	92	89

Quarterly Goals—Year 2

	Baseline	October	December	March	June
Reading –grade 10	33	34.25	35.5	36.75	38
Writing- grades 10, 11	25	26.25	27.5	28.75	30
Math- Algebra II	26	27.25	28.5	29.75	31
Science- Biology	27	28.25	29.5	30.75	32
Social Studies- US History	50	51.25	52.5	53.75	55
College readiness*	64	28	44	58	69
Career readiness*	12	4	8	13	17
Freshman transition success	56	54	58	59	61
Overall student success	67	65	68	68	72
Student behavior/ no incidents**	35	75	60	50	40
Graduation rate**	78	93	90	85	80
Attendance**	89	98	96	94	91

Quarterly Goals—Year 3

	Baseline	October	December	March	June
Reading –grade 10	38	39.25	40.5	41.75	43
Writing- grades 10, 11	30	31.25	32.5	33.75	35
Math- Algebra II	31	32.25	33.5	34.75	36
Science- Biology	32	33.25	34.5	35.75	37
Social Studies- US History	55	56.25	57.5	58.75	60
College readiness*	69	30	48	62	74
Career readiness*	17	8	12	18	22
Freshman transition success	61	58	62	62	66
Overall student success	72	68	72	75	77
Student behavior/ no incidents**	30	80	65	55	45
Graduation rate**	31	94	90	86	82
Attendance**	32	98	96	94	93

These quarterly goals will be tracked through our Quarterly Report and our electronic Big Green Book of accountability (eBGB). We will also use trend data from the past three years as stored in our eBGB in order to deepen our understanding of growth and achievement data and to help identify negative trends earlier and more precisely. All adjustments to our planning and implementation will be based on these data.

It is our practice to monitor all quarterly goals through PLC and the Admin Team and should progress appear to be trended downward, we immediately set our tiered system of supports into place. These supports

include:

Tier 1- Group average performance to about 15% below expectations

Goals Clarity Coach, content specialist, or supervising Admin member reviews all data analysis with the PLC team to determine if anything was missed and to assure the plan to address the performance challenges will likely address the challenge. Low performing students are identified and specific plans are made for remediation.

Content specialist or classroom teacher executes all remediation plans and students are retested to ensure they have met standard.

Tier 2- Group average performance between 15 and 20% below expectations Besides those steps listed above,

PLC prepares and then teaches remediation lessons for the whole group. These lessons are purposefully designed to address a wide range of learning styles in order to increase the likelihood of student achievement.

The lowest performing students (typically the novice range students) work individually with the content specialist or a teacher to ensure the learning obstacle is overcome.

Tier 3—Group average performance 20 or more below expectations Besides the steps listed above, PLC meets with content specialist who guides their instructional planning for remediation for the entire group. Lesson design includes approaches such as “stations” in order to include ways of approaching the standard for many learning styles. These lessons also include strategies such as placing students with the teacher who is strongest in the standard for remediation in order to ensure struggling students have the best chance of mastering the standard.

Any student who demonstrated proficiency or near proficiency functions as an additional peer tutor during the remediation process. Should there not be any proficient students within the classroom, older students are “borrowed” during their English classes to function as peer tutors.

At the end of the remediation sequence, the entire group is retested and any student who has not shown significant progress toward mastery is placed back through the tier system.

The PLC or content specialist makes recommendations for targeted PD to address any instructional challenges reflected in the data. The content specialist or other expert provides the PD to the PLC during regular meeting time.

Please read these goals as you did the ones from the last section. The freshman goals are based on the likelihood trends seen in incoming freshmen preparation will remain constant as they have for the past 7 years. Freshman goals assume an initial 92% novice performance in English and a 60% novice performance in math, so the goals for the first quarter of each year reflect this constant. In addition, we find that even with assistance, our incoming freshmen struggle to transition to high school rigor, so we anticipate a slow initial growth in P/D; however, by January most freshmen have made the adjustment and are ready to move performance levels.

Kentucky Department of Education
Section 10 03g LEA Application
Turnaround Model (KY HB 176 Restaffing Model)

Quarter	Baseline		SY2017-18		SY2018-19		SY2019-2020	
	Nov	P/D	Nov	P/D	Nov	P/D	Nov	P/D
English 1-Q1	92.3	3.8	90	4	90	4	90	4
Q2			88	10	86	12	84	14
Q3			75	15	70	18	70	20
Q4			65	20	60	23	55	25
English 2-Q1	71	22	62	25	55	30	50	25
Q2			55	33	42	40	35	35
Q3			48	40	32	48	25	45
Q4			40.7	45	25	55	10	55
English 3-Q1	57.2	30.6	45	40	30	45	30	45
Q2			35	48	25	48	22	50
Q3			27	54	20	53	14	55
Q4			20	60	15	55	5	60
Algebra 1-Q1	60	9.6	60	9	60	9	60	9
Q2			55	15	53	18	54	19
Q3			50	23	46	26	48	28
Q4			45	30	40	35	42	38
Geometry – Q1	50.3	18	45	20	45	30	40	35
Q2			32	30	32	37	32	42
Q3			27	37	26	43	27	49
Q4			20	45	20	50	20	55
Algebra 2-Q1	37	22	37	22	20	40	20	50
Q2			25	30	15	45	15	55
Q3			18	35	10	50	10	58
Q4			10.2	40	5	55	5	60
English 4 – Q1	74.2	25.3	40	30	65	35	60	40
Q2			50	45	50	55	30	55
Q3			30	60	30	70	20	70
Q4			10	75	10	85	10	85
Senior Math/Q1 College Algebra	74.0	11.2	70	25	65	30	55	40
Q2			40	40	45	50	40	55
Q3			25	60	25	70	25	70
Q4			51	75	51	85	51	85

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

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

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

Consultation

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

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

A team of district and school-based staff developed the intervention model described in the SIG for Western High School. This team considered suggestions from the JCPS Chief Academic officer with input from the area superintendent, the JCPS Career and Technical Education Coordinator, and the Priority Schools Manager. The plan was reviewed by team members for content and budget checks. Student progress will be measured using the district proficiency assessments for each content area.

Progress will be monitored by the Instructional Leadership Team which includes the principal, assistant principals in charge of academies, counselors, goals clarity coach, and content resource teachers. Adjustments will be made to the planning based on the findings of the data analysis from the Quarterly Report and other data sources. All results will be shared with the area superintendent, the Priority Schools manager, and the larger school community.

School Budget Narrative

Please Note: You may only type in the gray areas. The budget must include a minimum amount of \$50,000 per school per year and may not exceed \$2 million per school per year.

Describe how the school intends to use the SIG funds for each year of the grant's duration. Funds must be used to implement the selected model to address the causes and contributing factors to low student achievement.

The main focus for this SIG will be to build capacity for long-term improvement in the faculty, especially the teachers of the core subjects—Math, Science, English, Social Studies. Through the SIG, we will hire content resource teachers for English, Science, and Social Studies. These specialists will focus their efforts on establishing strong PLCs that follow the WHS protocols for deep PLC work; support teachers as they develop

instruction and activities aligned to the Fundamental 5, Design in 5, and PBL models; supervise identification of essential concepts and skills for all courses in their content areas; and monitor the continual alignment of instruction vertically and horizontally to the new systems and processes. Besides working with their core teachers, the resource teachers will also work with teachers across the school in deepening instruction on skills specific to the resource teacher's content. For example, the literacy resource teacher will help all teachers implement strategies to strengthen literacy instruction and to support struggling readers and writers. Similarly the science resource teacher will provide support across the school on tasks requiring analysis of data, representing data in graphic form, or developing procedures or processes and the social studies resource teacher will support instruction on research and use of primary source documents for argument.

Salaries of Resource Teachers based on district average for a high school resource teacher for 2017-18 with a 3% increase for 2018-19 and 2019-20. Per current negotiated collective bargaining agreement, all teachers are also paid for three extended days at their daily rate which include two days for parent teacher conferences and one day prior to the start of school to prepare for the school year.

PD stipends will be provided for teachers to meet outside normal work hours in order to continue work on identifying essential concepts and skills, developing appropriate assessments, and aligning curriculum to the school's instructional processes and frameworks. The PLC work will also cover embedded PD on deeper analysis of student growth data and student work, two practices with which are teachers are familiar but not highly skilled. Collaborative work to deepen analysis and planning will support improve student growth for the school. Per the current negotiated collective bargaining agreement, teachers are paid their hourly/daily rate for all mandatory PD unless they choose to take credit for the PD when occurring on a non-contracted day.

Also requesting funding to pay substitutes as some professional learning, coaching and support will occur during the school day requiring teachers to be out of the classroom. Substitute rates based on district average.

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.)

Besides funding mentioned earlier, other district, resources that will be used to support the reorganization will be:

TDA funding—For SY 2017-18, the district will pay for the remodel of rooms to establish a lab and classroom for the new General Construction and Maintenance pathway. For SY2018-19, the district will also provide funding to develop another pathway related to Health Sciences.

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

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

District provided funding for mental health counselor, home to school coordinator, Family and Youth Services Center Coordinator, College Access Resource Teacher, funding to support our Early College on-campus program.

SY2015-16 School improvement mini-grant funding a math resource specialist and a math interventionist
2017 Summer school improvement grant funding professional development and stipends for teachers for PLC work in essential concepts and skills, development of problem based learning units, and deepening all aspects of PLC work.

Additional school funding Federal

Title 1 funding-

Monies from this fund paid for staff wide training in Positive Behavior Implementation Strategies training and PLC work across the school for the development of higher quality activities to increase student engagement with instruction in all courses, especially the core academic subjects.

State

Section 7 Funding

These funds pay for our literacy specialist who supports all reading and writing instruction across the school and oversees the reading improvement program for the 9th and 10th grades. The literacy specialist is also charged with developing and supervising the implementation of common schoolwide literacy activities and practices.

District

Talent Development Academies Grant

All of the reorganizational and restructuring costs for the Talent Development Academies redesign will be funded over three years by the school district under a TDA grant. This grant will cover the costs of repurposing and supplying classrooms for each of the new career academies—Graphic Design, General Maintenance, Allied Health, and Business Administration. In addition, the grant will also cover all costs for maintaining our Early College on-campus program through Jefferson Community and Technical College for the same period.

Adjusted budget for this SIG application - \$427,839

	Year 1	Year 2	Year 3
1 Resource teacher-- Science			
@ 72,100 each for 187 days	\$72,100	\$74,263	\$76,491
Resource teacher Extended days (contract) 3@ \$385.57	\$1,163	\$1,198	\$1,234
Certified stipends (Professional Development)	\$27,010	\$27,025	\$26,003
Certified substitute 4 teams @6 teachers times 3 days @\$150.00/day	\$10,800	\$11,124	\$11,458
Certified benefits (insurance, retirement, etc.)	\$20,548	\$20,548	\$20,548
Certified extended time benefits	\$219	\$219	\$219
Certified stipends benefits	\$2864	\$1909	\$1909
Certified substitutes benefits	\$3099	\$3158	\$3222

Year 1 School Budget

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

District: Jefferson County Public Schools
School: Western High School – Early College

MUNIS Code	Description of Activity	Amount Requested
110	Certified-Resources Teacher – Science – 187 days @ \$72,100	\$72,100
111	Certified Extended Days – Science Resource Teacher – 3 days @ \$387.57 per day – 2 PTC days and 1 day prior to the start of school – required per contract	\$1,163
113	Certified Stipends – mandatory PD for certified teachers – per contract paid hourly/daily rate	\$27,010
120	Certified Substitutes for teacher teams – 4 teams @ 6 teachers each @ 3 days @ \$150 per day (based on an average daily rate)	\$10,800
	FRINGES PAID ON CERTIFIED TEACHERS/CERTIFIED EXTENDED DAYS/CERTIFIED STIPENDS/CERTIFIED SUBSTITUTES	
211	Life Insurance (Certified Teacher Only)	\$54
213	Liability Insurance (Certified Teacher & Substitutes Only)	\$44/\$1,036
215	Long Term Disability (Certified Teacher Only)	\$216
222	Employer Medicare Contribution	\$1,045/\$17/\$392/\$157
231	KY Teacher Retirement System (KTRS)	\$11,612/\$187/\$4,350/\$1,739
253	Unemployment Insurance	\$60/\$12/\$270/\$108
260	Workers Compensation Insurance	\$209/#3/\$78/\$31
294	Federal Health Insurance (Certified Teacher Only)	\$7,200
295	Federal State Life Insurance (Certified Teacher Only)	\$12
296	Federal State Administrative Fee (Certified Teacher Only)	\$96
	Total Amount Requested	\$140,001

Year 2 School Budget

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

District: Jefferson County Public Schools
School: Western High School – Early College

MUNIS Code	Description of Activity	Amount Requested
110	Certified-Resources Teacher – Science – 187 days @ \$74,263	\$74,263
111	Certified Extended Days – Science Resource Teacher – 3 days @ \$399320 per day – 2 PTC days and 1 day prior to the start of school – required per contract	\$1,198
113	Certified Stipends – mandatory PD for certified teachers – per contract paid hourly/daily rate	\$27,025
120	Certified Substitutes for teacher teams – 4 teams @ 6 teachers each @ 3 days @ \$150 per day (based on an average daily rate)	\$11,124
	FRINGES PAID ON CERTIFIED TEACHERS/CERTIFIED EXTENDED DAYS/CERTIFIED STIPENDS/CERTIFIED SUBSTITUTES	
211	Life Insurance (Certified Teacher Only)	\$54
213	Liability Insurance (Certified Teacher & Substitutes Only)	\$44/\$1,036
215	Long Term Disability (Certified Teacher Only)	\$216
222	Employer Medicare Contribution	\$1,077/\$17/\$392/\$161
231	KY Teacher Retirement System (KTRS)	\$11,960/\$193/\$4,352/\$1,792
253	Unemployment Insurance	\$60/\$12/\$270/\$111
260	Workers Compensation Insurance	\$209/\$3/\$78/\$32
294	Federal Health Insurance (Certified Teacher Only)	\$7,200
295	Federal State Life Insurance (Certified Teacher Only)	\$12
296	Federal State Administrative Fee (Certified Teacher Only)	\$96
Total Amount Requested		\$142,993

Year 2 School Budget

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

District: Jefferson County Public Schools
School: Western High School – Early College

MUNIS Code	Description of Activity	Amount Requested
110	Certified-Resources Teacher – Science – 187 days @ \$76,491	\$76,491
111	Certified Extended Days – Science Resource Teacher – 3 days @ \$399320 per day – 2 PTC days and 1 day prior to the start of school – required per contract	\$1,234
113	Certified Stipends – mandatory PD for certified teachers – per contract paid hourly/daily rate	\$26,003
120	Certified Substitutes for teacher teams – 4 teams @ 6 teachers each @ 3 days @ \$150 per day (based on an average daily rate)	\$11,458
	FRINGES PAID ON CERTIFIED TEACHERS/CERTIFIED EXTENDED DAYS/CERTIFIED STIPENDS/CERTIFIED SUBSTITUTES	
211	Life Insurance (Certified Teacher Only)	\$54
213	Liability Insurance (Certified Teacher & Substitutes Only)	\$44/\$1,036
215	Long Term Disability (Certified Teacher Only)	\$216
222	Employer Medicare Contribution	\$1,077/\$17/\$392/\$166
231	KY Teacher Retirement System (KTRS)	\$11,960/\$193/\$4,352/\$1,845
253	Unemployment Insurance	\$60/\$12/\$270/\$115
260	Workers Compensation Insurance	\$209/\$3/\$78/\$33
294	Federal Health Insurance (Certified Teacher Only)	\$7,200
295	Federal State Life Insurance (Certified Teacher Only)	\$12
296	Federal State Administrative Fee (Certified Teacher Only)	\$96
Total Amount Requested		\$144,485