

**Kentucky Department of Education  
 District Application for School  
 Improvement Funds (Section 1003g)  
 Transformation Model  
 Cover Page**

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

**District:** Jefferson County  
**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:** Marco Munoz  
**Position:** Priority School Manager  
**Contact Email:** marco.munoz@jefferson.kyschools.us  
**Contact Street Address 1:** VanHoose Education Center  
**Contact Street Address 2:** 3332 Newburg Road  
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<b>District Name</b>	<b>NCESID#</b>	<b>Total Awarded</b>
Jefferson County	2102990	\$

<b>School Name</b>	<b>NCESID#</b>	<b>Intervention</b>
Olmsted Academy North Middle School	210299000781	Transformation Model
Stuart Middle School	210299001427	Transformation Model
Westport Middle School	210299000670	Transformation Model

## District Verification

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

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

The district must assure that it will-

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

M. Hill 8/8 11/7

Superintendent Signature

Date

Sherry C. Fields  
Notary Public

01/27/2019  
My commission expires

Notary seal

## **District Actions**

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

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

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

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

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

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

The Priority School Office:

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

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

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

### **District Budget Narrative**

**Districts have the option of withholding funds for district level services to support the selected model in each identified SIG school. The application must contain complete budget information for each year of the grant cycle for the district. If a district chooses not to reserve funds for district level services, a line item budget must be submitted showing that no funds will be withheld.**

**If funds are reserved for district level activities, identify how the district intends to use the school improvement funds for each school(s) it will serve and explain how these expenditures correlate with the schools' intervention model to address the causes and contributing factors to low student achievement at each of the schools.**

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

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

The district will invest general funds, Family Resource/Youth Service Center, Title I, Title II and Title III funds to support the improvement efforts at Stuart Academy,

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

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

Stuart Academy, Olmsted North Academy, and Westport Middle School all selected the Transformation model. Each of the Transformation components will be addressed:

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

**Effective principals (Transformation #1):**

Because we know that an effective principal is a key component to turnaround, it is critical to support the principals in these Priority Schools. All principals involved have participated in the National Institute for School Leadership (NISL) initiative, including the supervising Area Superintendents for each school as well as the Director of Priority Schools. The Achievement Area Assistant Superintendents and ETC will provide ongoing support to the new Principal in collaboration with KDE Education Recovery staff. The principals also participate in district-led Principal Professional Learning Communities (PPLCs) within their respective achievement areas providing support and assistance in a cohort-based setting. Hire dates for all principals are as follows:

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

### **Rigorous evaluation system (Transformation #2):**

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

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

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

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

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

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

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

**Identifying and rewarding staff (Transformation #3):**

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

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

**Providing high quality, job-embedded professional development (Transformation #4):**

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

**Implementing recruitment strategies (Transformation #5):**

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

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

**Implementing a research-based instructional program (Transformation #6):**

The district focuses instructional efforts around the Professional Learning Community model (DuFour, 2004). The purpose is to cultivate a culture of collaboration, self-reflection, and continuous improvement. The Instructional Leadership Team at each school will provide additional support to PLCs, along with veteran teachers previously trained in the processes, to enhance their effectiveness. District support from content specialists remains available to all priority schools to support programming. Further, district content specialists provide opportunities for priority schools, at no cost, to participate in pilot programs for the district aimed at increasing the internal capacity of the teachers in implementing a research-based instructional program (i.e. ALEKS and Illustrative Mathematics for math personnel).

**Increasing learning time (Transformation #7):**

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

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

**Providing operational flexibility (Transformation #8):**

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

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

**Establishing a system of data collection (Transformation #9):**

The district has a well- developed data collection system that supports priority school work. The system was developed by in-house programmers and, as such, is highly adaptive to school needs. JCPS has developed an assessment system that requires schools to participate in three district proficiencies centered on the core content areas. The results of these proficiencies are used by the school to analyze instruction and make adjustments. Additionally, schools may elect to administer a diagnostic test to provide information of student mastery prior to teaching a specific set of standards.

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

**Transformation Model - Permissible Activities**

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

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

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

Area superintendents, Education Recovery staff, ETC’s and additional district personnel

provided critical feedback on all SIG applications aimed at supporting school-based decisions. Grant applications for each school were shared with the Site-Based Decision Making Councils at each location for feedback and revision.

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

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

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

## School Application

**District:** Jefferson County

**School:** Westport Middle

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

### Commitment To Serve

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

#### Literacy Data

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

**Content Type:** Reading

**Grade:** 6

<b>Student group</b>	<b>#</b>	<b>N</b>	<b>A</b>	<b>P</b>	<b>D</b>	<b>P/D</b>
All	388	38.7	22.7	26.8	11.9	<b>38.7</b>
Male	202	42.1	21.8	25.2	10.9	<b>36.1</b>
Female	186	34.9	23.7	28.5	12.9	<b>41.4</b>
White (Non-Hispanic)	194	28.4	22.7	33.5	15.5	<b>49.0</b>
African American	122	58.2	19.7	18.0	4.1	<b>22.1</b>
Hispanic	36	33.3	33.3	22.2	11.1	<b>33.3</b>
Asian	13	38.5	23.1	30.8	7.7	<b>38.5</b>
American Indian or Alaska Native	0					
Native Hawaiian or Other Pacific Islander	0					
Two or more races	20	35.0	20.0	20.0	25.0	<b>45.0</b>
English Learners	19	68.4	21.1	10.5	0.0	<b>10.5</b>
Free/Reduced-Price Meals	269	48.3	23.8	21.9	5.9	<b>27.9</b>
Disability-With IEP (Total)	71	66.2	15.5	15.5	2.8	<b>18.3</b>
Gap Group (non-duplicated)	309	46.6	23.9	23.3	6.1	<b>29.4</b>

**Content Type:** Reading

**Grade:** 7

<b>Student group</b>	<b>#</b>	<b>N</b>	<b>A</b>	<b>P</b>	<b>D</b>	<b>P/D</b>
All Students	396	35.4	25.3	29.0	10.4	39.4
Male	217	39.6	24.9	30.0	5.5	<b>35.5</b>
Female	179	30.2	25.7	27.9	16.2	<b>44.1</b>

<b>Student group</b>	<b>#</b>	<b>N</b>	<b>A</b>	<b>P</b>	<b>D</b>	<b>P/D</b>
White (Non-Hispanic)	196	30.1	21.9	32.1	15.8	<b>48.0</b>
African American	132	46.2	31.1	20.5	2.3	<b>22.7</b>
Hispanic	40	30.0	17.5	42.5	10.0	<b>52.5</b>
Asian	0					
American Indian or Alaska Native	***					
Native Hawaiian or Other Pacific Islander	0					
Two or more races	18	33.3	38.9	27.8	0.0	<b>27.8</b>
English Learners	0					
Free/Reduced-Price Meals	285	41.4	26.0	27.0	5.6	<b>32.6</b>
Disability-With IEP (Total)	51	58.8	27.5	11.8	2.0	<b>13.7</b>
Gap Group (non-duplicated)	326	39.3	26.7	27.9	6.1	<b>34.0</b>

**Content Type:** Reading  
**Grade:** 8

<b>Student group</b>	<b>#</b>	<b>N</b>	<b>A</b>	<b>P</b>	<b>D</b>	<b>P/D</b>
All Students	338	35.5	30.2	25.7	8.6	34.3
Male	179	42.5	30.7	20.7	6.1	<b>26.8</b>
Female	159	27.7	29.6	31.4	11.3	<b>42.8</b>
White (Non-Hispanic)	146	28.8	29.5	28.8	13.0	<b>41.8</b>
African American	133	44.4	31.6	18.8	5.3	<b>24.1</b>
Hispanic	34	35.3	26.5	32.4	5.9	<b>38.2</b>
Asian	11	9.1	36.4	45.5	9.1	<b>54.5</b>

## 2015-16 District Reading Proficiency Assessment Results

**Content Type:** Reading

**Grade:** 6

Group	#	N	A	P	D	PD
All Students 2015-16	398	46.7	12.6	22.9	16.6	39.4
All Students 2016-17	383	40.5	15.1	24.8	19.3	44.1

**Content Type:** Reading

**Grade:** 7

Group	#	N	A	P	D	PD
All Students 2015-16	403	60	19.9	13.6	5.5	19.1
All Students 2016-17	354	54	18.9	16.7	10.5	27.1

**Content Type:** Reading

**Grade:** 8

Group	#	N	A	P	D	PD
All Students 2015-16	340	61.8	18.8	11.8	7.6	19.4
All Students 2016-17	386	45.1	19.2	23.3	12.4	35.8

Assessment data indicate the following in the area of Reading:

- Overall, our reading scores have improved from 34.1% Proficient/Distinguished (P/D) to 37.7% P/D (+3.5) in grades 6-8. Our 6<sup>th</sup> grade percentage P/D increased at 3.2% while the 7<sup>th</sup> grade P/D rate improved 2.9%. Finally, our 8<sup>th</sup> grade P/D percentage improved 2.5%.
- Westport Middle School's reading scores remain a major concern for all gap groups. In 2014-15, we met our targets for percent P/D for GAP students at the 7<sup>th</sup> grade level only. In 2015-16, our efforts produced increased performance at all levels (grades 6-8), and we met every target in KPREP Reading. Our performance increases ranged from a low of +0.4 (6<sup>th</sup> grade) to +3.3 (7<sup>th</sup> grade). Our 8<sup>th</sup> grade performance increased by +2.6 overall.
- In Novice Reduction for Reading, we met our GAP targets for Hispanic, Free/Reduced (F/R) lunch, and Non-duplicated GAP students. While we still need to decrease the percentage of African American students who score Novice (49.4%), our greatest need remains with our LEP (70.5% Novice) and ECE students (61.9% Novice).
- District Proficiency Data shows improvement for all grade levels 6-8 in reading with 8<sup>th</sup> grade showing the greatest gains from 19.4% P/D in 2015-16 to 35.8% P/D in 2016-17. Also, 8<sup>th</sup> grade proficiency data shows improvement in Novice Reduction with a decrease of 16.7% Novice from

2016-2017. Our 7<sup>th</sup> grade data also shows improvement in reading over the last school year with an increase of 8% P/D for all students. Novice Reduction at 7<sup>th</sup> grade also shows a decrease of 6% for all students. Sixth grade students scored the highest percentage of P/D performance level in reading at 44.1%. However, their data showed the least improvement in all three grades in reading on district proficiencies with only a 5.3% increase in students performing at the P/D level.

**The following data is from the 2015-2016 Kentucky Performance Rating for Educational Progress (KPREP)**

**Content Type:** Language Mechanics

**Grade:** 6

<b>Group</b>	<b>#</b>	<b>N</b>	<b>A</b>	<b>P</b>	<b>D</b>	<b>PD</b>
<b>All Students</b>	<b>388</b>	<b>47.2</b>	<b>29.6</b>	<b>17.0</b>	<b>6.2</b>	<b>23.2</b>
Male	202	53.5	27.2	13.9	5.4	<b>19.3</b>
Female	186	40.3	32.3	20.4	7.0	<b>27.4</b>
White (Non-Hispanic)	194	38.7	32.5	19.6	9.3	<b>28.9</b>
African American	122	62.3	23.8	10.7	3.3	<b>13.9</b>
Hispanic	36	44.4	33.3	22.2	0.0	<b>22.2</b>
Asian	13	46.2	30.8	23.1	0.0	<b>23.1</b>
American Indian or Alaska Native	0					
Native Hawaiian or Other Pacific Islander	0					
Two or more races	20	45.0	30.0	15.0	10.0	<b>25.0</b>
English Learners	19	73.7	15.8	10.5	0.0	<b>10.5</b>
Free/Reduced-Price Meals	269	57.2	27.5	11.9	3.3	<b>15.2</b>
Disability-With IEP (Total)	71	64.8	25.4	8.5	1.4	<b>9.9</b>
Gap Group (non-duplicated)	309	54.0	29.4	12.9	3.6	<b>16.5</b>

**LANGUAGE MECHANICS**

- Language mechanics is a concern for all students, but especially for our gap groups with only 23.2% of all 6<sup>th</sup> grade students scoring at the P/D performance levels. Westport's greatest concern in language mechanics are African Americans (AA) (13.9% P/D), English Language Learners (ELL) (10.5% P/D), and students with disabilities (9.9% P/D).
- Novice percentages in these three gap groups remain at high levels: AA (62.3%), ELL (73.7%), and students with disabilities (64.8%).

The following data is from the 2015-2016 Kentucky Performance Rating for Educational Progress (KPREP)

**Content Type:** Writing

**Grade:** 6

<b>Group</b>	<b>#</b>	<b>N</b>	<b>A</b>	<b>P</b>	<b>D</b>	<b>PD</b>
<b>All Students</b>	<b>388</b>	<b>34.8</b>	<b>37.4</b>	<b>25.5</b>	<b>2.3</b>	<b>27.8</b>
Male	202	44.1	37.6	16.8	1.5	18.3
Female	186	24.7	37.1	34.9	3.2	38.2
White (Non-Hispanic)	194	27.8	41.2	27.8	3.1	30.9
African American	122	49.2	32.8	17.2	0.8	18.0
Hispanic	36	25.0	41.7	33.3	0.0	33.3
Asian	0					
American Indian or Alaska Native	0					
Native Hawaiian or Other Pacific Islander	0					
Two or more races	20	40.0	20.0	35.0	5.0	40.0
English Learners	19	26.3	52.6	21.1	0.0	21.1
Free/Reduced-Price Meals	269	41.6	39.0	17.8	1.5	19.3
Disability-With IEP (Total)	71	62.0	31.0	5.6	1.4	7.0
Gap Group (non-duplicated)	309	40.8	38.8	19.1	1.3	20.4

**Content Type:** Writing

**Grade:** 8

<b>Group</b>	<b>#</b>	<b>N</b>	<b>A</b>	<b>P</b>	<b>D</b>	<b>PD</b>
<b>All Students</b>	<b>338</b>	<b>28.4</b>	<b>44.7</b>	<b>25.1</b>	<b>1.8</b>	<b>26.9</b>
Male	179	36.3	41.9	20.1	1.7	21.8
Female	159	19.5	47.8	30.8	1.9	32.7
White (Non-Hispanic)	146	26.7	48.6	22.6	2.1	24.7
African American	133	36.8	43.6	18.8	0.8	19.5
Hispanic	34	11.8	38.2	47.1	2.9	50.0
Asian	11	0.0	18.2	72.7	9.1	81.8
American Indian or Alaska Native	***					
Native Hawaiian or Other Pacific Islander	***					
Two or more races	14	28.6	50.0	21.4	0.0	21.4
English Learners	12	8.3	41.7	33.3	16.7	50.0
Free/Reduced-Price Meals	236	32.6	44.1	22.0	1.3	23.3
Disability-With IEP (Total)	60	50.0	41.7	8.3	0.0	8.3
Gap Group (non-duplicated)	284	30.3	45.8	22.5	1.4	23.9

## ON-DEMAND WRITING

Of great concern is the disparity between the male and female populations in both 6th and 8th grades. In 6th grade, 38.2% of females scored P/D while their male counterparts scored only 18.3% P/D. At the 8th grade level, 32.7% of all females scored P/D while males only scored 21.8% P/D. Another concern is with our students with disabilities who scored only 7% P/D in On-Demand Writing at the 6th grade level and 8.3% P/D at the 8th grade level.

Novice performance also shows a great disparity for males and females at both grade levels. At 6th grade, 44.1% of all males scored at the novice level compared to 24.7% of all females. At the 8th grade level, 36.3% of all males scored novice while 19.5% females scored at the same level. In addition, 62% of all students with disabilities at the 6th grade level and 50% at the 8th grade level scored novice.

### Mathematics Data

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

**Content Type:** Mathematics

**Grade:** 6

Group	#	N	A	P	D	PD
All Students	388	35.1	31.4	23.2	10.3	33.5
Male	202	41.1	26.7	20.3	11.9	32.2
Female	186	28.5	36.6	26.3	8.6	34.9
White (Non-Hispanic)	194	29.9	25.3	28.4	16.5	44.8
African American	122	45.1	41.8	11.5	1.6	13.1
Hispanic	36	33.3	38.9	25.0	2.8	27.8
Asian	13	23.1	23.1	38.5	15.4	53.8
American Indian or Alaska Native	0					
Native Hawaiian or Other Pacific Islander	0					
Two or more races	20	35.0	20.0	30.0	15.0	45.0
English Learners	19	57.9	21.1	15.8	5.3	21.1
Free/Reduced-Price Meals	269	43.5	34.2	17.5	4.8	22.3
Disability-With IEP (Total)	71	62.0	23.9	9.9	4.2	14.1
Gap Group (non-duplicated)	309	42.1	34.6	18.4	4.9	23.3

**Content Type:** Mathematics**Grade:** 7

<b>Group</b>	<b>#</b>	<b>N</b>	<b>A</b>	<b>P</b>	<b>D</b>	<b>PD</b>
<b>All Students</b>	<b>396</b>	<b>29.3</b>	<b>41.4</b>	<b>25.5</b>	<b>3.8</b>	<b>29.3</b>
Male	217	32.3	43.8	19.8	4.1	<b>24.0</b>
Female	179	25.7	38.5	32.4	3.4	<b>35.8</b>
White (Non-Hispanic)	196	17.9	43.4	32.1	6.6	<b>38.8</b>
African American	132	45.5	42.4	11.4	0.8	<b>12.1</b>
Hispanic	40	27.5	32.5	40.0	0.0	<b>40.0</b>
Asian	0					
American Indian or Alaska Native	***					
Native Hawaiian or Other Pacific Islander	0					
Two or more races	18	50.0	38.9	11.1	0.0	<b>11.1</b>
English Learners	13	53.8	46.2	0.0	0.0	<b>0.0</b>
Free/Reduced-Price Meals	285	36.5	41.1	20.0	2.5	<b>22.5</b>
Disability-With IEP (Total)	51	51.0	31.4	15.7	2.0	<b>17.6</b>
Gap Group (non-duplicated)	326	34.7	41.1	21.8	2.5	<b>24.2</b>

**Content Type:** Mathematics**Grade:** 8

<b>Group</b>	<b>#</b>	<b>N</b>	<b>A</b>	<b>P</b>	<b>D</b>	<b>PD</b>
<b>All Students</b>	<b>338</b>	<b>40.5</b>	<b>29.6</b>	<b>24.9</b>	<b>5.0</b>	<b>29.9</b>
Male	179	45.8	29.1	21.8	3.4	<b>25.1</b>
Female	159	34.6	30.2	28.3	6.9	<b>35.2</b>
White (Non-Hispanic)	146	30.8	35.6	26.0	7.5	<b>33.6</b>
African American	133	55.6	24.1	18.8	1.5	<b>20.3</b>
Hispanic	34	29.4	29.4	38.2	2.9	<b>41.2</b>
Asian	11	9.1	9.1	63.6	18.2	<b>81.8</b>
American Indian or Alaska Native	***					
Native Hawaiian or Other Pacific Islander	***					
Two or more races	14	50.0	35.7	7.1	7.1	<b>14.3</b>
English Learners	12	41.7	25.0	33.3	0.0	<b>33.3</b>
Free/Reduced-Price Meals	236	47.0	31.8	16.9	4.2	<b>21.2</b>
Disability-With IEP (Total)	60	68.3	18.3	10.0	3.3	<b>13.3</b>
Gap Group (non-duplicated)	284	44.7	31.0	20.1	4.2	<b>24.3</b>

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

## 2015-16 District Mathematics Proficiency Assessment Results

**Content Type:** Mathematics

**Grade:** 6

Group	#	N	A	P	D	PD
All Students 2015-16	396	32.8	31.3	25	10.1	35.1
All Students 2016-17	392	34.9	28.6	25.8	10.5	36.2

**Content Type:** Mathematics

**Grade:** 7

Group	#	N	A	P	D	PD
<b>All Students 2015-16</b>	399	35.6	36.8	20.3	6.3	26.6
<b>All Students 2016-17</b>	383	55.1	25.6	14.1	5.2	19.3

**Content Type:** Mathematics

**Grade:** 8

Group	#	N	A	P	D	PD
<b>All Students 2015-16</b>	334	48.5	28.4	20.1	3.0	23.1
<b>All Students 2016-17</b>	403	42.2	33.7	20.8	3.2	24.1

### MATH

- Math remains an area of great concern at all grade levels. In 6th grade, 33% of all students scored P/D while 35.1% scored at the novice performance level. Among all 7th grade students, 29.3% scored P/D and another 29.3% scored at the novice level. While only 29.9% of all 8th graders scored P/D, 40.5% scored at the novice performance level.
- Students in the gap groups remain a concern across all three grade levels as well.
- At the 6th grade, only 14.1% all students with disabilities scored P/D while 62% scored at the novice level. At the 7th grade, students with disabilities scored 17.6% P/D while 51% scored novice. 8th grade students with disabilities show the same levels of performance with 13.3% P/D and 68.3% novice.
- There is a great discrepancy between our African American population and our white population. At the 6th grade level, only 13.1% of African Americans scored P/D compared to 44.8% of all white students. In addition, 45.1% of all African American students scored at the novice level while, in comparison, only 29.9% of all white students scored novice. At the 7th and 8th grade levels, 12.1% and 20.3% of all African Americans respectively scored at the proficient or distinguished levels. In addition, 45.5% of all 7th grade African Americans scored novice in math and 55.6% of all 8th grade African Americans scored at that same level of performance.

- Among all English Language Learners (ELL) students, 21.1% scored P/D in 6th grade while 57.9% scored at the novice level. No 7th grade ELL student scored at proficient or distinguished levels and 53.8% scored novice. While no ELL student scored at the distinguished level in 8th grade, 33.3% scored proficient. At the same time, 41.7% of all 8th grade ELL students scored novice.
- District Proficiency data shows only minimal increase at the P/D performance levels: 6th grade (+1.1%) and 8th grade (+1.0%). Our 7th grade data shows a decrease in performance of 7.3%. Only 8th grade shows novice reduction from 48.5% N (2015-16) to 42.2% N (2016-17). Our 6th graders showed an increase in novice performance (+2.1%) and 7th grade showed a major increase in novice learners of 20.5% from 35.6% novice (2015-16) to 55.1% (2016-17).

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

### 2016-2017 Non-Cognitive Data

#### Student Attendance Rate

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
93.4	93.7	93.8	93.4	93.5	94.2	94.3	93.7

#### Student Retention Rate

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
0.0	0.4	0.6	0.1	0.2	0.8	0.6	0.2

#### Student Suspensions

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
322	332	405	416	352	222	215	389	577

#### Teacher Attendance Rate

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
95.76	96.58	96.43	96.14	96.70	96.77	96.50	95.36	95.87

#### Behavior Referral Data

School	In-School Removal	Out of School Suspension	Restraint	Seclusion	Other	Grand Total
16-17 Westport Middle School	1778	506	5		1576	3865

Student attendance at Westport is the highest of all priority schools in the district. However, in 2015-16, we still had 80 students who missed 25 days or more of school, up from 60 students in 2014-15 and 56 students in 2013-14. There is still a need for continued improvement as student achievement can only be sustained through consistent and uninterrupted student attendance in classroom learning.

Behavior and discipline data points to a continued need for more behavioral supports for students and a strengthened Positive Behavior Interventions and Supports (PBIS) system. Student suspensions were up dramatically in 2015-16 (577) as compared to previous years. Inappropriate behaviors negatively impact student learning not just for those exhibiting the behaviors, but all students. Westport has implemented the PBIS system to provide positive interventions and remediation for inappropriate behaviors and will continue to focus on improving this system in the coming years.

**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:

- While performance on KPREP testing has improved over the past year, especially in reading and math, it is still not at the desired levels overall. We continue to emphasize classroom instruction that is aligned to state standards, is both rigorous and engaging for all students, and that provides Tier 1 interventions at the classroom level.
- Attendance at Westport Middle School is the highest of all priority schools in Jefferson County. While we have improved our attendance averages, there is still a need for continued improvement as student achievement can only be sustained through consistent and uninterrupted student attendance in classroom learning.
- For the 2016-2017 school year, Westport Middle School has developed and implemented a PBIS system designed to provide positive interventions and remediation for inappropriate behaviors in both classrooms and common areas. While this has had a positive impact for some students, inappropriate behaviors in the classrooms and common areas still negatively impact student learning.
- There is little evidence that students at all grade levels are actively engaged in rigorous mathematics instruction. The JCPS District Math support team, led by the district Math Secondary Math Curriculum Specialist, conducted a math audit in February of 2017 to observe math instruction in process and provide both school feedback as well as follow-up individual teacher conferences on instructional strategies. Walkthrough and observational data indicate that instructional quality and rigor varies from one classroom to another with little assurance of instructional equity.
- Collaborative strategies for the regular education teacher and the special education cooperating teacher needs improvement. In most classrooms, the special education teacher is more of an instructional observer/support than a co-teacher. One cause for this issue is that all ECE co-teacher schedules do not

allow for shared PLC time with their assigned teachers.

- While literacy across the curriculum has improved, students need to be engaged in rigorous reading and writing activities that stimulate critical thinking skills in all subject areas.
- While Westport Middle school has invested in preliminary Novice Reduction training, instructional walkthroughs indicated minimal implementation of intentional practice of these strategies in daily classroom instruction.

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

Westport Middle School received a Diagnostic Review in November of 2015. The diagnostic review team triangulated extensive evidence (i.e., classroom observations, interviews and school documents). As a result, the team arrived at the following recommendations: The principal does have the ability to lead the intervention and remains as the principal of Westport Middle School to continue the roles and responsibilities established in Kentucky statute. The diagnostic review team identified the following as improvement priorities for Westport Middle School:

- Indicator 3.3 — Develop, implement and monitor a process that ensures teachers are consistent and deliberate in planning and using instructional strategies (e.g., student collaboration, self-reflection, use of critical thinking skills). Implement with fidelity and monitor the effectiveness of a clearly defined process whereby teachers personalize instructional strategies and interventions to address the individual learning needs of students.
- Indicator 3.6 — Develop, implement, and monitor a school wide “Instructional Process” that ensures all students are 1) clearly informed of learning expectations, 2) provided exemplars of high quality work and 3) given multiple opportunities to demonstrate understanding of content through daily formative assessments. Further ensure that the implementation of the instructional process requires the consistent use of assessment data (including formative assessment data) to inform instructional modifications (e.g., differentiated/individualized instruction) and that students are provided specific and timely feedback about their learning.
- Indicator 4.7— Create and implement a clearly defined, systematic and collaborative process by which personnel can determine the counseling, assessment, referral, educational, and career planning needs of all students. Use information generated from this determination to design, implement, and coordinate programs and services to effectively address student needs and, in particular, to intervene for students whose behaviors are persistently disruptive. Ensure that student support programs and services include both those provided by the school/school system and community organizations and agencies. Further establish valid and reliable measures to determine effectiveness for support services and programs and use data to guide continuous improvement.

**Literacy and Math Resources and related supports needed to improve student achievement include the following:**

Needed Resource	Rationale
1 Goal Clarity Coach position	<p>This position will focus on providing both academic and social, emotional and behavioral Rtl support. This position will work closely with classroom teachers during PLC's to frame lessons that embed rigor and student engagement and develop quality formative and summative assessments congruent with core curriculum. This position will also be instrumental in the classroom walkthrough process as well as our reflective coaching system developed to meet the differentiated needs of our teaching staff, especially in regard to our school vision which focuses on coaching teachers to build relationships, frame lessons, embed rigor and student engagement, quality assessment and feedback, and reflection. *(Marzano, Hattie, Danielson, Dufours)*</p>
2 Instructor positions	<p>One instructor will provide academic classroom support through the following: differentiation, Tier 1 interventions, small group cooperative learning. The other instructor will work more specifically with behavior as it relates to targeted students who need more personalized or individual support.</p>
Peace Ed	<p>Peace Ed provides workshops designed to engage youth in problem solving and cooperative play. They offer trainings in conflict resolution, cooperative games, peer mediation and prejudice reduction. Westport Middle School would like to expand on this program that currently we are only able to provide once or twice per year through our Youth Service Center. This program will provide consistent social, emotional, and behavioral support for students over the course of the next three years to improve and sustain a positive culture to support our vision for continuous improvement.</p>
<p>*NOTE: The above resources will support our school improvement initiatives based upon the research of John Hattie (High Impact Strategies), Stephen and Rebecca DuFour (Professional Learning Communities), Charlotte Danielson (Framework for Teaching), and Robert Marzano (Design Questions).</p>	

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

Westport has selected the Transformation Model option as a continuation of the previously identified Transformation Model in 2011. In May 2015 a new principal was selected for Westport, and in alignment with the Transformation Model, it was a candidate that had specific training in turning around low-achieving schools. The new principal had previously worked as an Education Recovery Leader working with other priority schools in Jefferson County. The other aspects of the Transformation Model aligned well with the work taking place in Westport, including utilizing the Professional Growth and Effectiveness System (PGES) for teacher evaluation, providing high-quality job-embedded professional development, supporting effective teaching and learning through content best-practices, community outreach and understanding, and differentiated instruction. Westport has put a lot of time and effort in getting Professional Learning Communities (PLCs) established. In these PLCs, teachers collaborate to design, develop, and implement formative and summative assessments and provide opportunities to analyze data and adjust instruction and support accordingly. Westport's enrollment has grown annually for the last 6 years, and because of the growth in population, we have had the opportunity to hire new staff and help shift the culture of the building. We determined the Transformation Model would be the best model to continue with and support the continuous improvement of our school and for the ongoing support of student learning.

**Transformation Model Required Activities**

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

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

A new principal was selected on April 23, 2015, and started at Westport in May of 2015. The interview committee included all existing Site-Based members, as well as other representatives, including athletics, University of Louisville partnership, Parent Teacher Student Association (PTSA) representative, classified staff representative, and the district assistant superintendent for Westport. The interview committee came to a unanimous decision on the best candidate to move the work forward at Westport.

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

Priority schools have the ability to write a special budget request to the district for request funding for a program that will support the work at the school. These requests are carefully considered by the superintendent and funded if found to be central to the work. A recent example of these is WMS' request for funding updated textbooks, RTI staffing support, and a school-wide behavior coach.

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.”

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

Kentucky's PGES system will be implemented in accordance with our district Certified Evaluation Plan (CEP). This plan has been developed by district and Jefferson County Teachers Association (JCTA) leaders to meet the expectations of the PGES system while at the same time ensure appropriate supports are in place for teachers. Each fall teachers will be provided an opportunity to establish a student growth goal that is reflective of a big rock in the content area or in alignment with a school improvement area. This goal is established with baseline data, and staff will be provided an opportunity late fall/early spring to review their growth goal and see where their students are in relation to the expected level of achievement. Late in the spring, teachers will close their student growth goal with student achievement data that aligns with their goal, reflect on the results, and then consult with their administrator on appropriate next steps and how their student growth impacts their overall summative evaluation. JCPS's CEP outlines the minimal number of observations teachers receive for both non-tenured teachers and teachers on a continuous contract. At a minimum,

non-tenured teachers must receive a mini-observation, a peer observation, and a full observation during each school year. Teachers on a continuous contract follow the same pattern of observations, but over a three-year period instead of annually. Teachers needing additional support and feedback may receive many more observations and feedback. Westport's Instructional Leadership Team (ILT) meets bi-weekly and uses an established student achievement data review protocol to analyze student performance on common formative assessments developed by PLCs or district proficiency assessments, reflect on the impact of those results, and determine next steps and supports necessary to improve proficiency and reduce novice. Westport is a middle school and does not have a graduation rate goal. Westport completes a quarterly report that reviews student achievement data, non-cognitive data such as student and teacher attendance, and student behavior and discipline data. It also includes an on-going needs assessment and 30-60-90 day plan that is aligned to our diagnostic review improvement priorities.

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

Under the current teacher contract, as an enticement for teachers to transfer to a Priority School, the district and the teacher 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, WMS 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, WMS has implemented several strategies to train and retain staff. Our PLCs have been trained by not only in-house support staff but also nationally recognized trainers from Solution Tree 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, WMS works to recognize staff for their work to move our students toward proficiency.

In aligning with the PGES system, WMS's staff support program is intended to help move teachers along the effectiveness rubric and support their continuous professional growth.

To help reward and assist principals of priority schools, district staff and assistant superintendents provide differentiated support and assistance. Priority schools are given special emphasis, support, and attention when the district makes decisions and assigns resources to foster success. In addition, the district's Priority Schools Office provides targeted, ongoing support for principals and teachers.

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

In addition, Stuart's principal had the opportunity to participate in National Institute for School Leadership (NISL) training to build capacity for sustainable improvements because of his position at a Priority School.

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

Below is the language pulled directly from the KDE approved JCPS CEP:

The Kentucky Framework for Teaching and Other Specialists Frameworks stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific domains. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence gathering, feedback, and eventually, evaluation. Supervisors organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of an educator's cycle. Required: Provide a summative rating for each domain based on evidence. All ratings must be recorded in the department-approved technology platform.

\*At any time, when significant deficiencies in work performance have been observed, an employee may be placed in Intensive Support. At that time, the district-designed process will be instituted, which includes a specific timeline for observations, support, and conferences. At the end of the specified timeline, the evaluator will provide a written summary of the conferences to the employee. All employees included in the JCTA bargaining unit will follow the process as specified in the JCBOE-JCTA labor

agreement.

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

Westport provides multiple opportunities for staff to be trained on school initiatives and curriculum. We provide our staff curriculum building days in the summer for departments to get together to review curriculum, analyze standards and pacing guides, reflect on last year's practices, and design assessments. These sessions are coached by our goal clarity coaches and department chairs. Westport also has a literacy committee that provides training to staff on school-wide cross-disciplinary literacy strategies, annotation strategies, writing strategies, and ODW/ERQ writing strategies. Throughout the year, Westport also hosts a new teacher cadre for staff who are new to Westport where we provide on-going support for those who are new to these expectations. Westport also has monthly embedded professional development sessions led by teachers and aligned to our instructional protocol. We added book studies to our annual professional development process and allowed staff an opportunity to select one of 10 books to do a book study on throughout the school year. These books are reflective of teaching best practices, and staff shared their learning with each other. Westport has contracted with Solution Tree to provide expert consultants to support our staff's professional development in regards to PLCs, data analysis, and next steps. Westport's KDE Education Recovery Staff have also provided content-specific literacy professional developments throughout the school year to our staff.

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

Under the current teacher contract, as an enticement for teachers to transfer to a Priority School, the district and the Teachers 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, WMS 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, WMS has implemented several strategies to train

and retain staff. Our PLCs have been trained by not only in-house support staff, but also nationally recognized trainers from Solution Tree and are supported by members of the Admin Team during their implementation. 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, WMS works to recognize staff for their work to move our students toward proficiency.

WMS also has developed a wellness program that includes walking clubs, healthy choice support, and complimentary weekly yoga classes.

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

Westport's literacy program is aligned to the state and district academic standards, and we utilize grade-level PLCs to ensure proper implementation of standards, pacing, and assessment of student learning. Westport also has monthly vertical PLC meetings for entire departments to get together to determine the effectiveness of our programs. Literacy cross-cutting themes are reviewed in all content areas and strategies are consistently implemented across all content areas. All staff work with their students on common annotation strategies, SEEL (ERQ/ODW writing) strategies, Real Talk strategies, live scoring protocols, and reading and writing across the curriculum. Our math program works through their grade-level and vertical PLCs to assess the effectiveness of their program. Our math department borrows heavily from research-based programs such as Connected Math, Carnegie Math, Engage New York, and others. After researching a variety of programs, our math department has decided to implement/pilot a new program call Illustrative Math and are working with our district math specialist for receiving the proper training and support necessary to implement with fidelity.

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

Westport's RTI model relies on teachers providing daily formative assessments for teachers to determine the success of their daily lessons and inform their day-to-day differentiation in-class. Westport relies on PLC-developed weekly common formative assessments to determine big picture how a specific teacher's students are performing in comparison to their peers and see if

there are any larger-scale interventions that need to take place. Westport uses district- developed proficiency assessments roughly every quarter to determine student success on units of study. Each of these data sets are analyzed to inform instructional practices and differentiate instruction in the classroom. Westport has also implemented an RTI period during our day where students are selected by teachers to receive content-specific interventions while others are provided enrichment opportunities and yet others are provided additional social/emotional/behavior supports. This period is used two days a week to provide school-wide advisory lessons and three days a week to provide RTI. Data is analyzed in our biweekly ILT meetings.

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

Along with the additional embedded RTI time during the school day, Westport participates in the JCPS ATTAIN program. This program allows students a chance to extend their school day and work with certified teachers in targeted subject areas. This year our ATTAIN program provided an additional 2.5 hours with students every week. Students were identified based on their KPREP scores, specifically targeting students scoring at the novice level. Transportation and an additional meal are provided to students as a part of the ATTAIN program. In total, the ATTAIN program provided approximately 60 additional hours of instructional time for students.

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

One of the challenges at Westport is that our students come from primarily two different areas of our county. Westport has its local resides area, and a satellite resides area. Our satellite area is geographically on the opposite side of the county and is considered one of the most severely impoverished communities in Jefferson County. In an effort to bridge the geographic and opportunity gap between Westport and our community, we have begun to host parent-teacher conferences at both our school and at a local restaurant in our satellite community. We have also partnered with a community center in our resides area that attracts many students and families and make monthly informal visits to the community center. We are in the works of planning to create a satellite ATTAIN program at the community center so we can attract and support some of our most needy students. This community center also sends some of their employees to Westport weekly to sit down and conference with our students and check in and build relationships with students and staff. When orientation is scheduled over the summer, we provide bus transportation for students and parents to come and be a part of the orientation process and not have to miss out. Westport has also hosted parent involvement nights to review our vision and mission. We share our student achievement data annually with our parents, and we

partner with our PTA to recruit and engage more parents into our school.

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

The district has provided the support and assistance of a specialist in our resource development office in the drafting of the SIG grant, collection of data, development of budget, and review of our narrative application. We have also had the support of our Assistant Superintendent and Director of Priority Schools in the brainstorming and development of strategies to meet AMO, support our Improvement Priorities, and develop strategies to include in our SIG application. Westport has also included our KDE Education Recovery team in the development of strategies and activities for our SIG application.

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

- 1. What is the element to be modified?**
- 2. How will the element be modified?**
- 3. How does this modification continue to meet the intent of the originally required element?**

Not applicable.

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

**Transformation Model - Permissible Activities Please Note:** You may only type in the gray areas.

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

A new principal was selected on April 23, 2015, and started at Westport in May of 2015. Under a previous diagnostic review, and reaffirmed with the most recent diagnostic review in the fall of 2015, the SBDM council has retained its ability to provide local decision-making authority at Westport. Westport Middle staffed our school with both teachers already under contract and with new teachers to the building who are committed to our improvement plans, including the PLC process, job-embedded professional development, development and implementation of a Positive Behavior Intervention Support (PBIS) system, and intensive work surrounding alignment of instruction and assessment to the Common Core

Standards. The protocol for content level and grade level PLC's is designed to ensure teachers have the opportunity to review standards, develop common formative assessments (CFA's) and then analyze student data to inform their classroom instruction based on the needs of their students. Job-embedded professional development will be provided throughout the year to continue to provide teachers the most up-to-date instructional research-based strategies that they can then implement within their classrooms. Student data generated through CFA's and district proficiencies in content areas will be used to monitor student progress and provide on-going Tier 2 & Tier 3 interventions designed to meet student needs.

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

The Jefferson County Public Schools Human Resources Department works closely with priority schools to ensure availability of top-quality teaching staff in the event of a vacancy. In addition, priority schools are exempted from the requirements of the teachers' union contract in regard to hiring off the district transfer list. In essence, priority schools have first choice in hiring any teacher on the district transfer list; however, they are not required to take those teachers. Priority schools may take new hires even if current teachers remain on the transfer/overstaff list.

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

The Jefferson County Public Schools Curriculum Office, led by an assistant superintendent of curriculum and instruction and composed of content area specialists, provide district elementary, middle and high schools with curriculum maps, pacing guides, diagnostic and proficiency assessments. Further, this office provides content area specialists who collaborate with schools in the area of content instruction to ensure the curriculum is implemented with fidelity and modified if ineffective. In addition, there are content area specialists and resource teachers who also collaborate with related arts and practical living teachers. District personnel, especially area superintendents, regularly visit their assigned schools to dialogue with building leadership to ensure curriculum implementation that is aligned to district pacing guides and curriculum maps. These same area assistant superintendents are also responsible for monitoring district proficiency data for their assigned schools and providing feedback for building leadership.

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

classrooms on a daily basis and regularly conduct classroom walk-throughs and utilize the results to inform coaching conversations.

All Priority Schools complete the KDE Quarterly Report. This tool is useful for school self-monitoring, district monitoring, and state monitoring. The quarterly report provides data on formative assessments, summative assessments, academic interventions and other cognitive data. Each section of the Quarterly Report has a reflection section that is completed by the school's Principal and instructional leaders. The reflection sections contain information on which instructional practices are achieving the desired results, and which are not. In combination with the Quarterly Reports, Westport completes and updates a 30-60-90 plan which details academic benchmarks. These 30/60/90 plans are used to track implementation and make refinements as necessary and are updated each quarter. This is a living document for the ILT at Westport and truly guides the school improvement work in the building.

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

Every priority school in the district is provided a special education consulting teacher. This is a full-time position with specific job responsibilities designed to ensure support for students with disabilities. Those responsibilities include the following:

- Ensure implementation of research-based instructional practices in core content areas for students with significant underachievement to close the achievement gap.
- Ensure classroom teachers deconstruct content standards for students with significant academic and cognitive deficits.
- Collaborate with classroom teachers to teach social skills for students with behavioral deficits.
- Collaborate with classroom teachers to teach organization, problem solving and decision-making skills for students with functioning deficits.
- Work with teachers in planning and executing co-taught classes.
- Develop and monitor Individual Education Programs, Functional Behavioral Assessments, and Behavior Intervention Plans.
- Collaborate with school-based ECE teachers to ensure students are placed in the least restrictive environment.
- Design and implement data collection systems as a basis for instruction.

Limited English Proficiency students are supported with not only an ESL teacher who focuses on language arts instruction for our LEP students, but also Bilingual Instructors (BAI) who work to support the inclusion of LEP students in our instructional program. Westport currently has 1 ESL teacher and 2 BAIs, but will be adding another ESL teacher for the 2017-18 school year. The district has an ESL office that provides support, training, translation services, etc. to schools, students

and parents. The district also provides targeted PD opportunities for teachers of LEP students.

**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.**

Westport Middle School mails invitations to every student each year to test for the Advanced Program. According to our most recent data, Westport Middle School has increased participation in AP courses. In 2014-15, Westport Middle had 137 students in our Advanced Program. By 2015-16, we had increased our numbers to 192 and by 2016-17, Westport Middle School counted 230 students in advanced course work. Westport Middle School increased participation by 93 students over the course of three years, which is more than any other priority school in Jefferson County Public Schools.

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

In the fall of 2016, Westport Middle School began hosting representatives from the high schools to share information with interested 8<sup>th</sup> graders who were considering options for their high school careers. In March of 2017, Westport Middle again hosted area high school representatives back to our building to meet with those students who had been accepted into their high school program. These reps discussed their programs and scheduling with their respective anticipated 8<sup>th</sup> grade scholars to aid the transition into their high school careers.

**Describe strategies to increase graduation rates.**

N/A

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

Westport Middle school has a functioning Parent Teacher Student Association (PTSA) organization that includes all school stakeholders, i.e., parents, teachers and students. Our PTSA is an integral part of our school community and plans many of our student activities throughout the school year. The PTSA is also instrumental in supporting teachers in their instructional goals. Overall, the PTSA has been and continues to be a positive and productive partner in our continued work at Westport MS.

**Describe the strategies implemented to improve school climate and discipline.**

To improve student achievement and a positive school culture, Westport Middle School has developed and implemented a school-wide PBIS system (Positive Behavior and Intervention Supports). A PBIS committee, comprised of building administrators and

teachers, developed the supports necessary to achieve the level of behavioral expectations at Westport Middle School. These expectations were then shared with whole staff to ensure fidelity of implementation. Behavior data and other pertinent non-cognitive data are shared at both administrative and Instructional Leadership Team meetings to address any concerns or issues and to celebrate successes. In addition, we celebrate both student academic and behavior success every six weeks with team celebrations during Warhawk Wrap-up and Fab Days. Likewise, every month, Westport Middle celebrates teachers through the Warhawk five awards. Teachers vote for peers in five categories which mirror the expectations for Westport MS: Building Relationships, Framing the Lesson, Rigor, Quality Assessment and Feedback, and Reflection. Another strategy that we use to improve school culture with our faculty is to have community chili and soup cook-offs during PD days when students are not present. Teachers and administrators alike compete to earn the honor of taking home a trophy for their culinary efforts. In the spring of each year, we honor our teachers during Teacher Week with goodies every day.

**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.”

Jefferson County Public Schools allows for Section 7 funds to be tied to the district's Equity Scorecard and must be used for strategies to address the achievement gaps identified within each school. Those strategies must also be in each participating school's Comprehensive School Improvement Plan. Schools must submit budget applications that include a program description, SMART goals, a quantified budget request, details on the needs assessment data, targeted outcomes, and information on implementation and management. The bulk of available Section 7 funds are used for Title I and Priority Schools.

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

No expenses have been incurred at this time, but we have had the opportunity to engage our district leadership team, our school administrative team, our KDE support team, our instructional leadership team, and our SBDM committee in reviewing the application and budget request that would help the successful implementation of our SIG activities. The only external partner that is included in this application is Peace Ed, which we already have a relationship with through occasional programs provided by our Youth Service Center. This grant would allow us to expand the supports provided by Peace Ed from occasional activities to regularly scheduled support programs for specific students. Prior to this application, Westport has reviewed and drafted new vision and mission statements beginning with the 2015-16 school year. As a part of this process, Westport's leadership held vision and mission workshops with students, staff, and parents. Input from each group was used to draft the new vision and mission statements that are the focus of our ongoing Transformation work. Westport has also already begun the work of transforming our community relationships. We have partnered with the Love City Community Center in our satellite Portland community for regular events and community gatherings. We have also partnered with a restaurant in the Portland community, The Table, to be a host for our parent- teacher conferences so we can better engage our parents and community. These outreach events also allow us to better find ways to communicate and engage our community that often has barriers to getting involved on campus.

### **Actions**

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

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

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

All Priority Schools complete the KDE Quarterly Report. This tool is useful for school self- monitoring, district monitoring, and state monitoring. The quarterly report provides data on formative assessments, summative assessments, academic

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

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

Every spring as Westport has a better idea of what our staffing needs and plans are, the administrative and leadership team review the placement of staff. This placement takes into account the various strengths and needs of specific teachers/teams/content areas/assessment areas/etc. The intention of these shifts are to create an opportunity for the school to leverage our human capital to have a positive impact on our improvement goals and student success. This work is facilitated by the principal and based on consensus of the committee.

Teachers new to Westport also have the opportunity to participate in a new teacher cadre where school leaders provide on-going support for those who are new to school expectations. This program helps reduce potential teacher isolation, provides mentoring opportunities and offers teachers extensive support.

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

Through the school budgeting process, the budget committee is reminded regularly the importance of using our funds and positions to support student learning and our improvement priorities. As a result of this focus, the budget committee has worked to utilize positions in ways that support our improvement priorities. We have repurposed goal clarity coach positions to provide additional support to PLCs and to our RTI programming. We have utilized a behavior coach to provide support to students needing differentiated behavior support. We have purchased a mental health counselor to better support the mental health needs of our students. We are working extremely hard to use our human capital to overcome barriers to student learning and support our school-wide goals and improvement priorities.

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

The JCPS Board of Education engaged in a thorough review process of all district policies. The Curriculum and Instruction policies were revised and approved by the Board on January 13, 2014. The revised policies were drafted to ensure there are no barriers to prevent full implementation of School Improvement Models. Certain policies are quite strongly aligned to this purpose. For example, Policy 8.111 Professional Learning Communities states “the district will support appropriate infrastructure and systems to support the PLC process of teachers working collaboratively to ensure academic achievement for each student.” The district also provides sample SBDM policies to all schools in developing their own SBDM policies. JCPS has a process to ensure these sample policies are aligned with all Jefferson County Board of Education policies, laws and regulations and administrative procedures. Specific steps of this process are available to all district SBDM council members. Procedures to screen model/sample policies include the following:

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

Procedures to screen actual school policies include the following:

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

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

The biggest challenge with the implementation of RTI in a middle school of nearly 1,300 students is having the schedule structure and other logistics that would support

the successful implementation of an intervention period. Westport has created a master schedule that allows for a flexible use period each day. That period is used for school-wide advisory lessons and RTI intervention and enrichments. Logistically, the challenge of finding enough staff who are available to provide enrichment opportunities and social/emotional/behavior supports while our certified classroom teachers provide instructional and content intervention has been a challenge, as well. To address this challenge, we have engaged all available support staff (Goal Clarity Coaches, Teacher in Residence, School Administration Manager, Youth Service Center Coordinator, Home-School Coordinator, Mental Health Counselor, AmeriCorps, special education Consulting Teacher, Building Assessment Coordinator, Instructors, Counselors, Athletic Director, etc.) to work with these enrichment opportunities and supports.

We have worked with RTI consultants (through district-provided PD) that have helped shape our approach and design, but are in the process of identifying specific curriculum programs for our social/emotional/behavior support groups that will provide a more structured protocol for how these supports will function.

~~We are requesting funding for a goal clarity coach specialist who would help manage the logistics and other challenges that present themselves throughout implementation of our RTI model. This specialist would also be responsible for tracking data to monitor the effectiveness of implementation.~~ The instructors we are requesting will provide direct behavior and academic RTI support during our RTI periods, but will also be available to continue supporting students throughout the day and provide an additional layer of classroom follow-up that is necessary for some of our most challenging students.

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

Westport has the support of our KDE Education Recovery (ER) team and a partnership with the University of Louisville that are in direct alignment to our improvement efforts. The work of our KDE ER team is directly related to our improvement priorities, and they support our efforts to improve our day-to-day instructional practices and implementation of our instructional protocol by providing feedback and support to teachers. These are people with extensive experience and knowledge about school improvement efforts and are willing to roll up their sleeves and help.

The University of Louisville provides a strategic partnership with Westport by providing additional funding and opportunities for staff professional development and

continuing education. UL professors also provide targeted support and feedback to our teachers as well as coordinate and support our 6<sup>th</sup> grade orientation/bridge program. UL also provides a summer enrichment program for our students that is in alignment with our literacy goals.

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

In addition, we plan to expand our partnership with Peace Ed, a local nonprofit organization that has trained youth and adults on how to build and sustain positive relationships for 34 years. They provide learning experiences to reduce violence, enhance personal integrity and foster mutual respect. Peace Ed has a network of 88 schools and offers EILA credits for its Training of Educators course. Students who participate in the Peace Ed will complete evaluations at key points in the year to determine the effectiveness of the program from their perspective, and we will monitor the behavior data for students that participate in their programming to determine the impact it is having on student behavior.

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

The positions that would be created are focused on support and not necessarily direct functioning of our day-to-day instruction. Over the course of three years, we will work to phase out the supports provided by the instructors. As systems grow more robust and teacher-driven, they will be less dependent on the positions created by the SIG grant. Elements of the SIG grant will be added to our biweekly data analysis to ensure that we are seeing the impact necessary from the work of our SIG grant. Targeted data will include the number of students supported through our RTI efforts, analysis of our novice reduction work, improving student proficiency, and walkthroughs looking for student engagement/rigor and teacher implementation of our instructional protocol. Each year we will set goals that provide continuous improvement and outline strategies to achieve those goals with the support of our SIG-funded positions.

If at the end of the grant period we determine a critical need to maintain the Instructors I and III positions, the district has a budget request protocol for schools to identify specific projects they need district support to either initiate or maintain. With data that will be collected over the course of the SIG timeline, it would be easy to document and demonstrate the need and effectiveness of the initiatives (work of the Instructor I and III) for which we would be requesting funding. If a budget request is not granted, the school will look at other grant funding sources (e.g. Title I) to see if those sources could maintain the positions. Finally, if the positions cannot be funded

through a budget request or other grant funding, we have the flexibility to reassign positions within our school budget to take on the responsibilities of the SIG-funded Instructors I and III.

Upon grant completion, we will work with our Youth Service Center Coordinator to continue funding the educational consultant work provided by PeaceEd.

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

School leaders and teachers will assess student learning and behavioral data during weekly PLCs and the bi-weekly Instructional Leadership Team meetings. The data will be used to adjust improvement initiatives and prioritize practices and strategies that demonstrate the greatest impact on student achievement. JCPS will frequently monitor student data through the school's KDE required quarterly report, CASCADE, and the district's dashboard system to ensure continuous school improvement is occurring.

Our ILT members will assist faculty in a continuous improvement cycle to develop their long-term capacity to carry out the school's improvement goals, especially goals pertaining to effective PLCs, more rigorous and engaging classroom practice, and PBIS.

While the level of funding from SIG funds cannot be maintained, the systems for curriculum alignment, deeper learning, formative and summative assessments, multiple interventions, and data analysis establish a lasting culture of high expectations for students and collaborative professional learning for staff, and continuous school improvement for the leadership team.

The school will provide extensive professional development to develop teacher expertise in providing effective instruction, developing quality formative assessments, and using the results of assessments to adjust instruction to meet the needs of all students. Developing internal capacity of the staff will ensure training and support will continue at Westport past the life of the SIG funding.

Ideally, at the end of the three years of this grant, the systems developed and the support provided to teachers is self-sustaining because not only are systems more robust, but also teacher abilities have grown and no longer require the direct support the SIG-funded positions provided through this grant. In the event that there is still work to be done, the district has a budget request protocol for schools to identify specific projects they need district support to either initiate or maintain. With data that will be collected over the course of the SIG timeline, it would be easy to document

and demonstrate the need and effectiveness of the initiatives for which we would be requesting funding. In the event a district budget request was not granted, the responsibilities of the SIG-funded positions could be redistributed to other support staff or administrative staff in the building.

## Timeline

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

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

2017-18 School Year

(Focus on system implementation, deepening learning, and raising expectations)

May 2017

- Submit SIG grant

Summer 2017

- Hire and train staff funded by SIG grant (June 2017)
- RTI Committee (admins, teacher reps, RTI specialists, support staff) meets to reflect on RTI successes and needs to prepare changes for 17-18 school year (June 2017)
- Staff summer retreat with Solution Tree PD consultant working with teachers on RTI strategies, PLC development, assessment strategies (July 2017)
- New teacher cadre support sessions outlining instructional
  - expectations and RTI model (August 2017)
- Student orientation programs to share academic and behavior expectations with students and parents. RTI programming and other scheduling and supports will be shared with parents and students. (August 2017)

Fall 2017

- Begin implementation of school-wide RTI (September 2017)
- First quarterly assessment for all four core content areas (October 2017)
- KPREP accountability is released (October 2017)
- Review goals based on most recent data (October 2017)
- Ongoing bimonthly ILT data analysis protocol
- Ongoing embedded PD aligned to engagement, differentiation, RTI, etc.
- Parent open house, share achievement data with families/community (October 2017)
- Second quarterly assessment for all four core content areas (December

2017)

#### Spring 2018

- Continue RTI systems
- Review progress on quarterly assessments in relation to goals (March 2018)
- Ongoing bimonthly ILT data analysis protocol
- Continue ongoing embedded PD
- Third quarterly assessment for all four core content areas (March 2018)
- Annual state accountability assessment (May 2018)
- Fourth quarterly assessment for all four core content areas (May 2018)

#### 2018-19 School Year

(Focus on refining systems, continuous improvement, and raising expectations)

#### Summer 2018

- RTI Committee (admins, teacher reps, RTI specialists, support staff) meets to reflect on RTI successes and needs to prepare changes for 18-19 school year (June 2018)
- Staff summer retreat with Solution Tree PD consultant working with teachers on RTI strategies, PLC development, assessment strategies (July 2018)
- New teacher cadre support sessions outlining instructional expectations and RTI model (August 2018)
- Student orientation programs to share academic and behavior expectations with students and parents. RTI programming and other scheduling and supports will be shared with parents and students. (August 2018)

#### Fall 2018

- Begin implementation of school-wide RTI (September 2018)
- First quarterly assessment for all four core content areas (October 2018)
- KPREP accountability is released (October 2018)
- Review goals based on most recent data (October 2018)
- Ongoing bimonthly ILT data analysis protocol
- Ongoing embedded PD aligned to engagement, differentiation, RTI, etc.
- Parent open house, share achievement data with families/community (October 2018)
- Second quarterly assessment for all four core content areas (December 2018)

#### Spring 2019

- Continue RTI systems
- Review progress on quarterly assessments in relation to goals (March 2019)
- Ongoing bimonthly ILT data analysis protocol
- Continue ongoing embedded PD

- Third quarterly assessment for all four core content areas (March 2019)
- Annual state accountability assessment (May 2019)
- Fourth quarterly assessment for all four core content areas (May 2019)

## 2019-20 School Year

(Focus on shifting responsibilities, system refinement, and personalizing learning)

### Summer 2019

- RTI Committee (admins, teacher reps, RTI specialists, support staff) meets to reflect on RTI successes and needs to prepare changes for 19-20 school year (June 2019)
- Staff summer retreat with Solution Tree PD consultant working with teachers on RTI strategies, PLC development, assessment strategies (July 2019)
- New teacher cadre support sessions outlining instructional expectations and RTI model (August 2019)
- Student orientation programs to share academic and behavior expectations with students and parents. RTI programming and other scheduling and supports will be shared with parents and students. (August 2019)

### Fall 2019

- Begin implementation of school-wide RTI (September 2019)
- First quarterly assessment for all four core content areas (October 2019)
- KPREP accountability is released (October 2019)
- Review goals based on most recent data (October 2019)
- Ongoing bimonthly ILT data analysis protocol
- Ongoing embedded PD aligned to engagement, differentiation, RTI, etc.
- Parent open house, share achievement data with families/community (October 2019)
- Second quarterly assessment for all four core content areas (December 2019)

### Spring 2020

- Continue RTI systems
- Review progress on quarterly assessments in relation to goals (March 2020)
- Ongoing bimonthly ILT data analysis protocol
- Continue ongoing embedded PD
- Third quarterly assessment for all four core content areas (March 2020)
- Annual state accountability assessment (May 2020)
- Fourth quarterly assessment for all four core content areas (May 2020)
- Prepare to transfer RTI responsibilities to existing support staff, admin team, etc. (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.**

### Reading

- Westport Middle School will achieve 36% proficient/distinguished performance in 6th grade reading (up from a baseline of 34%) and a reduction of at least 10% novice performance (28%) by the end of 2017-18 as measured by the annual state assessment.
- Westport Middle School will achieve 40% proficient/distinguished performance in 6th grade reading (up from a baseline of 36%) and a reduction of at least 10% novice performance (25.2%) by the end of 2018-19 as measured by the annual state assessment.
- Westport Middle School will achieve 44% proficient/distinguished performance in 6th grade reading (up from a baseline of 40%) and a reduction of at least 10% novice performance (22.7%) by the end of 2019-20 as measured by the annual state assessment.
- Westport Middle School will achieve 40% proficient/ distinguished performance in 7th grade reading (up from a baseline of 36%) and a reduction of at least 10% novice performance (28.8%) by the end of 2017-18 as measured by the annual state assessment.
- Westport Middle School will achieve 44% proficient/distinguished performance in 7th grade reading (up from a baseline of 40%) and a reduction of at least 10% novice performance (25.9%) by the end of 2018-19 as measured by the annual state assessment.
- Westport Middle School will achieve 48.4% proficient/distinguished performance in 7th grade reading (up from a baseline of 44%) and a reduction of at least 10% novice performance (23%) by the end of 2019-20 as measured by the annual state assessment.
- Westport Middle School will achieve 42% proficient/ distinguished performance in 8th grade reading (up from a baseline of 38%) and a reduction of at least 10% novice performance (28.8%) by the end of 2017-18 as measured by the annual state assessment.
- Westport Middle School will achieve 46.2% proficient/distinguished performance in 8th grade reading (up from a baseline of 42%) and a reduction of at least 10% novice performance (25.9%) by the end of 2018-19 as measured by the annual state assessment.
- Westport Middle School will achieve 51% proficient/distinguished performance in 8th grade reading (up from a baseline of 46.2%) and a reduction of at least 10% novice performance (23%) by the end of 2019-20 as

measured by the annual state assessment.

## MATH

- Westport Middle School will achieve 36.3% proficient/ distinguished performance in 6th grade math (up from a baseline of 33%) and a reduction of at least 10% novice performance (27%) by the end of 2017-18 as measured by the annual state assessment.
- Westport Middle School will achieve 40% proficient/distinguished performance in 6th grade math (up from a baseline of 36.3%) and a reduction of at least 10% novice performance (24.3%) by the end of 2018-19 as measured by the annual state assessment.
- Westport Middle School will achieve 44% proficient/distinguished performance in 6th grade math (up from a baseline of 40%) and a reduction of at least 10% novice performance (21.9%) by the end of 2019-20 as measured by the annual state assessment.
- Westport Middle School will achieve 37.4% proficient/ distinguished performance in 7th grade math (up from a baseline of 34%) and a reduction of at least 10% novice performance (27%) by the end of 2017-18 as measured by the annual state assessment.
- Westport Middle School will achieve 41.1% proficient/distinguished performance in 7th grade math (up from a baseline of 37.4%) and a reduction of at least 10% novice performance (24.3%) by the end of 2018-19 as measured by the annual state assessment.
- Westport Middle School will achieve 45.2% proficient/distinguished performance in 7th grade math (up from a baseline of 41.1%) and a reduction of at least 10% novice performance (21.9%) by the end of 2019-20 as measured by the annual state assessment.
- Westport Middle School will achieve 29.7% proficient/distinguished performance in 8th grade math (up from a baseline of 27%) and a reduction of at least 10% novice performance (30.6%) by the end of 2017-18 as measured by the annual state assessment.
- Westport Middle School will achieve 32.6% proficient/distinguished performance in 8th grade math (up from a baseline of 29.7%) and a reduction of at least 10% novice performance (27.5%) by the end of 2018-19 as measured by the annual state assessment.
- Westport Middle School will achieve 35.9% proficient/distinguished performance in 8th grade math (up from a baseline of 32.6%) and a reduction of at least 10% novice performance (24.7%) by the end of 2019-20 as measured by the annual state assessment.

## WRITING

- Westport Middle School will achieve 31% proficient/ distinguished performance in 8th grade On Demand Writing (up from a baseline of 28%) and a reduction of at least 10% novice performance (18%) by the end of 2017-18 as measured by the annual state assessment.
- Westport Middle School will achieve 34.1% proficient/distinguished performance in 8th grade On Demand Writing (up from a baseline of 31%) and a reduction of at least 10% novice performance (16.2%) by the end of 2018-19 as measured by the annual state assessment.
- Westport Middle School will achieve 37.5% proficient/distinguished performance in 8th grade On Demand Writing (up from a baseline of 34.1%) and a reduction of at least 10% novice performance (14.6 %) by the end of 2019-20 as measured by the annual state assessment.

**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.**

Content/Grade	Baseline		SY2017-18 Goals		SY2018-19 Goals		SY2019-2020 Goals	
	%N	%P/D	Nov	P/D	Nov	P/D	Nov	P/D
RD Gr. 6 Q1	38.0	34.0	34.2%	36.0%	30.8%	40.0%	27.7%	44.0%
Q2			34.2%	36.0%	30.8%	40.0%	27.7%	44.0%
Q3			34.2%	36.0%	30.8%	40.0%	27.7%	44.0%
Q4			34.2%	36.0%	30.8%	40.0%	27.7%	44.0%
RD Gr. 7 Q1	32.0	36.0	28.8%	40.0%	25.9%	44.0%	23.0%	48.4%
Q2			28.8%	40.0%	25.9%	44.0%	23.0%	48.4%
Q3			28.8%	40.0%	25.9%	44.0%	23.0%	48.4%
Q4			28.8%	40.0%	25.9%	44.0%	23.0%	48.4%

Content/Grade	Baseline		SY2017-18 Goals		SY2018-19 Goals		SY2019-2020 Goals	
	%N	%P/D	Nov	P/D	Nov	P/D	Nov	P/D
RD Gr. 8 Q1	32.0	38.0	28.8%	42.0%	25.9%	46.2%	23.0%	51.0%
Q2			28.8%	42.0%	25.9%	46.2%	23.0%	51.0%
Q3			28.8%	42.0%	25.9%	46.2%	23.0%	51.0%
Q4			28.8%	42.0%	25.9%	46.2%	23.0%	51.0%
MA Gr. 6 Q1	30.0	33.0	27.0%	36.3%	24.3%	40.0%	21.7%	44.0%
Q2			27.0%	36.3%	24.3%	40.0%	21.7%	44.0%
Q3			27.0%	36.3%	24.3%	40.0%	21.7%	44.0%
Q4			27.0%	36.3%	24.3%	40.0%	21.7%	44.0%
MA Gr.7 Q1	30.0	34.0	27.0%	37.4%	24.3%	41.4%	21.7%	45.2%
Q2			27.0%	37.4%	24.3%	41.4%	21.7%	45.2%
Q3			27.0%	37.4%	24.3	41.4%	21.7%	45.2%
Q4			27.0%	37.4%	24.3%	41.4%	21.7%	45.2%
MA Gr. 8 Q1	34.0	27.0	30.6%	29.7%	27.5%	32.6%	24.7%	35.9%
Q2			30.6%	29.7%	27.5%	32.6%	24.7%	35.9%
Q3			30.6%	29.7%	27.5%	32.6%	24.7%	35.9%
Q4			30.6%	29.7%	27.5%	32.6%	24.7%	35.9%
Writing Gr. 8 Q1	20.0	28.0	18.0%	31.0%	16.2%	34.1%	14.6%	37.5%
Q2			18.0%	31.0%	16.2%	34.1%	14.6%	37.5%
Q3			18.0%	31.0%	16.2%	34.1%	14.6%	37.5%
Q4			18.0%	31.0%	16.2%	34.1%	14.6%	37.5%

Westport Middle School will continue to administer district proficiency assessments quarterly as well as our content area common formative assessments weekly. These common assessments will continue to measure instructional efficacy and student mastery of standards. PLC's will continue to remain the framework for data review, analysis of student work and planning for interventions in both reading and math based on the data analysis.

**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.**

Both school stakeholders and district leadership will analyze each quarter's data to make informed decisions regarding school improvement. Depending on the results of the analysis for Westport, district leadership will develop a plan of action to improve student achievement.

**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.**

Westport submits a quarterly report to the district and state turnaround office outlining our progress and results. That data is broken down into achievement data, non-cognitive data, 30- 60-90 day plans, and needs assessment. If data is not trending in the right direction, we will request support from the district in the appropriate areas. Our assistant superintendent and priority school director will help identify and leverage necessary supports to aid the turnaround efforts. The district will continue to work with the state office of school turnaround to make sure schools are making adequate progress toward addressing improvement priorities that are identified through diagnostic reviews.

### **Consultation**

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

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

A meeting including Principals, Assistant Superintendents, ETCs, Education Recovery Leaders, the Priority School Director and Resource Development staff occurred on September 6, 2016 to discuss the SIG application template and the grant development process. A team of district and school-based staff developed the intervention model described in the SIG for Westport Middle School. This team

considered suggestions from the JCPS Chief Academic officer with input from the area assistant superintendent and the Priority Schools Manager. The plan was reviewed by our SBDM committee and district 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, counselors, goals clarity coaches, team leaders, and content chairs. 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

**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 grant will be to support the building of a robust RTI program at Westport. This grant would fund two instructor positions (Instructor III calculated at \$24,527 and Instructor I calculated at \$18,326 during year one with 3% annual increase in salaries during years two and three) that would focus on providing RTI support for behavior and academic intervention. These instructors would allow us to provide continuous support to more students outside of our dedicated RTI periods. Mandatory fringe benefits for the instructors include life insurance (\$46), liability insurance (\$88), long term disability (\$129), FICA for the Instructor I (\$1,136), employer Medicare contribution (\$382), Ky. Teacher Retirement Systems for the Instructor III (\$3,950), County Employees Retirement Systems (CERS) for the the Instructor I (\$3,515) KSBAs unemployment insurance (\$120), workmen's compensation insurance (\$124), federally-funded health care (\$14,400), federally-funded life insurance (\$24), and federally-funded state administration fee (\$192). Salaries of the positions funded by the SIG grant are based on the district's board-approved salary schedule for 2017-18 with a 3% increase for 2018- 19 and 2019-20. Fringe costs above reflect year one rates and will increase slightly in years two and three as salaries increase. The budget requests for an Instructor III and Instructor I would be recurrent for the three years of the grant. However, SIG funding would not cover the full cost of the Instructor I's salary and fringe benefits during year 3 of the grant. The goal is for the school to cover any remaining salary and fringe costs, not covered by SIG funding, of the Instructor I during year 3 of the grant.

The instructor positions funded would help Westport transform student achievement and achieve its goals. Our students are in need of additional time with specialists to remediate basic skills and provide a stronger base for normal instruction to build off of, and we believe that the additional targeted instruction, during the school day, is the best way to help provide the foundational skills and content knowledge.

We are also requesting \$5,000 for educational programming that would support the work of a Peace Ed consultant who would provide regular, ongoing support to our students with significant social/emotional/behavior needs. This budget request would be recurrent for the three years of the grant. The RTI goal clarity coach would also be responsible for providing job-embedded RTI professional development and personal coaching sessions for our teaching staff.

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

The primary other state and federal funds that will be used to support these Transformation efforts include our Youth Services Center Coordinator funds (promote family involvement in attendance, participation in conferences, and remove barriers to attendance and academic success), Title I funds (ensure that historically underprivileged children have a fair, equitable, and significant opportunity to obtain a high-quality education), ECE Consulting Teacher (works with staff to promote effective differentiated instruction, appropriate placement for ECE students, successful IEP implementation). In addition, school PD funds will be spent to align with our goals, whether that is on consultants to work with our staff or other PD opportunities for our staff to attend.

## Year 1 School Budget

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

**District:** Jefferson County Public Schools

**School:** Westport Middle School

<b>MUNIS CODE</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
130	Classified Salaries – Instructor III (1 FTE position) – 187 days @ \$24,527; Instructor I (1 FTE position) – 187 days @ \$18,326	\$42,853
211	Life Insurance benefits for Instructors	\$46
213	Liability Insurance benefits for Instructors	\$88
215	Long Term Disability benefits for Instructors	\$129
221	FICA for Instructor I	\$1,136
222	Employer Medicare Contribution benefits for Instructors	\$382
231	Ky. Teacher Retirement Systems (KTRS) benefits for Instructor III	\$3,950
232	County Employees Retirement System (CERS) benefits for Instructor I	\$3,515
253	KSBA Unemployment Insurance benefits for Instructors	\$120
260	Workmen’s Compensation Insurance benefits for Instructors	\$124
294	Federally funded health care benefits for Instructors	\$14,400
295	Federally funded life insurance benefits for Instructors	\$24
296	Federally funded state administration fee for Instructors	\$192
322	Educational Consultant – Peace Ed	\$5,000
	<b>Total Amount Requested</b>	<b>\$71,959</b>

## Year 2 School Budget

Please Note: You may only type in the gray areas

**District:** Jefferson County Public Schools

**School:** Westport Middle School

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
130	Classified Salaries – Instructor III (1 FTE position) – 187 days @ \$25,263*; Instructor I (1 FTE position) – 187 days @ \$18,876* (*3% increase over 2017-18)	\$44,139
211	Life Insurance benefits for Instructors	\$47
213	Liability Insurance benefits for Instructors	\$88
215	Long Term Disability benefits for Instructors	\$133
221	FICA for Instructor I	\$1,170
222	Employer Medicare Contribution benefits for Instructors	\$640
231	Ky. Teacher Retirement Systems (KTRS) benefits for Instructor III	\$4,069
232	County Employees Retirement System (CERS) benefits for Instructor I	\$3,620
253	KSBA Unemployment Insurance benefits for Instructors	\$120
260	Workmen’s Compensation Insurance benefits for Instructors	\$128
294	Federally funded health care benefits for Instructors	\$14,400
295	Federally funded life insurance benefits for Instructors	\$24
296	Federally funded state administration fee for Instructors	\$192
322	Educational Consultant – Peace Ed	\$5,000
	<b>Total Amount Requested</b>	<b>\$73,770</b>

**Year 2 School Budget**

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

**District:** Jefferson County Public Schools

**School:** Westport Middle School

MUNIS Code	Description of Activity	Amount Requested
130	Classified Salaries – Instructor III (1 FTE position) – 187 days @ \$26,021*; Instructor I (1 FTE position) – 187 days @ \$19,442* total (Only \$1,597 (8.215%) paid through SIG funds) (*3% increase over 2018-19)	\$27,618
211	Life Insurance benefits for Instructors**	\$30
213	Liability Insurance benefits for Instructors**	\$48
215	Long Term Disability benefits for Instructors**	\$83
221	FICA for Instructor I**	\$99
222	Employer Medicare Contribution benefits for Instructors**	\$400
231	Ky. Teacher Retirement Systems (KTRS) benefits for Instructor III	\$4,191
232	County Employees Retirement System (CERS) benefits for Instructor I**	\$306
253	KSBA Unemployment Insurance benefits for Instructors**	\$65
260	Workmen’s Compensation Insurance benefits for Instructors**	\$80
294	Federally funded health care benefits for Instructors**	\$7,791
295	Federally funded life insurance benefits for Instructors**	\$13
296	Federally funded state administration fee for Instructors**	\$104
322	Educational Consultant – Peace Ed	\$5,000
	<b>Total Amount Requested</b>	<b>\$45,828</b>

\*\*SIG funds will pay 100% of Instructor III salary and fringe benefits and 8.215% of Instructor I salary and fringe benefits