**Kentucky Department of Education**

**Integration Project Application**

**BACKGROUND:**

At the Kentucky Department of Education, we believe that

* districts and schools are key partners and have a critical role in supporting student academic success.
* improving student outcomes is a shared goal.
* improvements in these areas at the district-level will help ensure there is an effective teacher in every classroom and an effective leader in every school.
* the KDE should support districts by partnering to identify challenges, learning new ways to address them and thinking innovatively and systematically about solutions.

To pursue reform work associated with our beliefs, the Kentucky Department of Education seeks eight districts to integrate two critical strategies for raising student achievement: implementing the *KY Core Academic Standards (Common Core State Standards)* to improve instruction and implementing a new system of support to improve educator effectiveness.

**OVERVIEW:**

If selected, pilot districts will receive the following:

* Embedded Support from effectiveness coaches to pilot New Educator Effectiveness System before Statewide Rollout
* Opportunity to provide Input on new educator effectiveness system tools and training guides
* $65,000 per year (3 years) to pay for: stipends for teacher leaders/teacher release time for participation in grant professional learning and activities; support up to .5 FTE for a district project manager to coordinate grant activities and collect necessary data
* Opportunity to develop and provide resources for the Continuous Instructional Improvement Technology System (CIITS), an online resource for educators
* Access to and professional learning in implementing the KCAS through the Literacy Design Collaborative (LDC) and Mathematics Design Collaborative (MDC) frameworks, including embedded, onsite support from KDE content specialists

**COMMITMENTS/ RESPONSIBILITIES:**

The KY Department of Education will

* prioritize training and professional development related to the new educator effectiveness system.
* rely on input from the pilot districts to inform the new educator effectiveness system.
* allow the pilot districts to field test any new assessments.
* provide the pilot LEAs and schools with support for 3 years to implement the LDC and MDC strategies.
* provide the pilot LEAs with support for 3 years to implement the new educator evaluation system.
* build the CIITS to support data driven human capital decision making at the district and school level.

The pilot districts will

* align district curriculum to the KCAS: curriculum maps, syllabi, units and/or lesson plans.
* establish an educator effectiveness and a district Leadership Network Committee and identify a project manager to liaison with the KDE and other pilot districts.
* prioritize professional learning to focus on the KCAS, including LDC/MDC, and educator effectiveness.
* conduct benchmarking and inter-rater reliability activities on educator effectiveness tools.
* participate in LDC and MDC professional learning and implement the frameworks.
* align district funds to support integration initiatives after the end of the grant period.
* eliminate conflicting professional development and unproven curriculum and instruction tools.
* agree to mid- and end-of year reporting necessary for evaluation and progress monitoring.
* participate in research through data collection and use—commit to develop, implement and review common assignments; use data to set and monitor improvement goals for student and teacher performance.
* align central office curriculum and educator effectiveness support tools to pilot strategy.
* obtain approval of the school board and schools’ SBDMs.
* utilize Integration Project funds according to guidelines for allowable expenditures.

**ACKNOWLEDGEMENT:**

We, the undersigned, understand that if selected as a pilot district for the KY Integration Project, we will be expected to uphold the above-stated expectations. We further understand that failure to actively uphold these obligations may result in termination of pilot district status, reduction or elimination of grant funding, and may further limit the district’s ability to participate in future pilot projects.

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Signature (Superintendent)

\_\_Dorothy B. Perkins (Dot)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name (Superintendent)

\_\_\_\_\_\_July 20, 2011\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

**Kentucky Department of Education**

**Integration Project**

**Application Questions**

District: \_\_\_\_\_Gallatin County\_\_\_

Total student enrollment: \_\_\_\_\_\_\_\_\_1688 (Approximate)

Total percent of students on free/reduced price lunch: \_\_\_\_\_\_\_\_70%

Staff:

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Position** | **Phone Number** | **Email Address** |
| Dot Perkins | Superintendent | (859)567-2828 | Dorothy.perkins@gallatin.kyschools.us |
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| Ray Spahn  Asst. Superintendent | Leadership Network Committee Members (indicate lead/point of contact with \*) | (859)567-2828 | [Ray.spahn@gallatin.kyschools.us](mailto:Ray.spahn@gallatin.kyschools.us) |
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District Organization: Please provide an attached organizational chart, clearly identifying roles and responsibilities of central office staff.

**QUESTIONS:**

Please attach responses to each of the following questions (in 250 words or less per response).

1. Please describe any work underway in your district to implement reform strategies involving educator effectiveness or KCAS implementation.

***The Gallatin County School District is currently participating in the both the design of the teacher and principal effectiveness rubric. We are knowledgeable with the work that is going on with the re-design of this program and are eager to field test these instruments if given the opportunity.***

***Our district has also been involved with the Stiggins work and have had extensive professional development throughout our district over the past two years+. We are also active participants in all Kentucky Leadership Content Networks.***

1. Please describe your district's capacity to implement the Literacy and Mathematics Design Collaborative frameworks to support implementation of the KCAS.

***The Gallatin County School District has built our internal capacity and continues to work to have our own resident experts to move our district forward. We have a 35 member District Instructional Leader Team that meets for two days prior to our school year opening and then for 2-hours each month to train, discuss, analyze, and communicate the work of our district. This team is made up of all of our administrators and our top teachers. We also utilize our instructional coaches to train and implement. One of our LA instructional coaches, Pam Scudder, is a regional facilitator.***

***Our district is also involved in Instructional Rounds and we continue to research and find solutions to our problems of practice.***

1. Please describe your district's capacity to implement the teacher and leader effectiveness system.

***The Gallatin County School District is already familiar with this work in the teacher and leader effectiveness system due to our participation this past year. We are eager to pilot both of these programs.***

1. What concerns and barriers does the district central office foresee in implementing KCAS and teacher effectiveness reforms, *and* what are your plans to address them?

***There are no barriers. Our biggest concern will be that we communicate effectively so that all stakeholders know what we are doing. Because we have been involved in the teacher and leader effectiveness rubric this past year, our principals and teachers are expecting these tools to be piloted and used in our district. We are a district that seeks opportunities and is willing to take risks to help our students achieve.***

1. What support do you expect from the School Board and community to implement these reforms and how will you create and implement a communication strategy to address any stakeholder concerns?

***The Gallatin County School Board and community will support our efforts to implement and improve. We will utilize our own internal communication strategies such as e-mail, faculty meetings, DILT meetings, memos, etc. to inform our internal stakeholders. We will use SBDM Council meetings, school board meetings, letters to parents, and our own local newspaper to inform our community.***