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| District of Innovation Application (TENTATIVE)  November, 2012 |

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| **Applicant Information** | | | | | | | | | | |
| District Name: | | | ***Gallatin County*** | | | |  | | | ***191*** |
| *District Name* | | | | | | |  | | | *County/District #* |
| Address: | ***75 Boardwalk*** | | | | | | | | |  |
|  | | *Street Address* | | | | | | | |  |
|  | ***Warsaw*** | | | | | | | | ***KY*** | ***41095*** |
|  | | *City* | | | | | | | *State* | *ZIP Code* |
| Phone: | | | | ***( 859 )567-1820*** | | Date of Application: | | ***March 8, 2013*** | | |
| Contact Person/Title: | | | | | ***Dorothy B. Perkins, Superintendent*** | | | | | |
| |  |  | | --- | --- | | **DISTRICT ASSURANCES**   * **Applicant assures that its application does not contain any request to waive the following Kentucky Revised Statutes or Kentucky Administrative Regulations:**   **a. Any statute or regulation related to health, safety, civil rights, or disability rights;**  **b. Compulsory attendance requirements under KRS 158.030 and 158.100;**  **c. The Kentucky Core Academic Standards outlined in KRS 158.685 and 704 KAR 3:303;**  **d. The minimum high school graduation requirements unless allowable under 704 KAR 3:305;**  **e. Compliance with requirements of the statewide assessment system as specified in KRS 158.6453;**  **f. Criminal background check requirements;**  **g. Open records and meetings requirements;**  **h. Purchasing requirements and limitations; or**  **i. Any plan to reduce the instructional time provided to students below the requirements outlined in KRS 158.070, except requests to implement competency-based strategies that measure a student’s mastery on the curriculum standards, regardless of the amount of instructional time completed.**   * **District assures that any school listed as participating in the district’s application did so voluntarily and attached to this application is a copy of the official minutes of the SBDM Council Meeting for each participating school showing at least 70% of the eligible employees, as defined in KRS 160.107, voted in the affirmative to participate in the plan.** * **District assures that it will comply with any reporting requirements of the Kentucky Department of Education, which at a minimum will include an annual reporting requirement that includes the following data points:** * **Number of students served by the innovation plan, total number and by:**   + - * **Elementary School**       * **Middle School**       * **High School** * **Number of at-risk students (*with particular emphasis on graduation from high school*) total number and by:**   + - * **Socio-economic status**       * **Race/ethnicity**       * **Gender**       * **Disability**       * **Grade level** * **Total number of certified teachers participating in the innovation plan and roles/responsibilities** * **Documentation of certified and classified staff operating in a non-traditional setting** * **Documentation of any extended learning opportunities in which students participate for the purposes of earning or recovering credit, including:**   + **Qualification of instructors**   + **Time spent**   + **Student outcomes (completion rates)** * **Documentation of other measurable outcomes, described in the initial application or through modification of the original plan** * **District assures that it has obtained broad support for this application as evidenced by letters of support attached to this application from key stakeholder groups.**   **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Superintendent Date**  **­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Chair, Board of Education Date**   |  | | --- | | **Recommended Process for Districts of Innovation** |   **In order to assist districts and schools with a *recommended* process, please see the process below:**   * **District Level Team (DLT) reviews current CDIP and discusses current models and/or initiatives which clearly demonstrate innovation.** * **DLT takes Readiness for Innovation Self-Assessment and analyzes results.** * **DLT conducts a needs assessment based on results of Self- Assessment.** * **Request for Technical Assistance/Information from KDE *(not required*).** * **DLT determines feasibility of application process. If DLT decides to apply, it will solicit a School Level Team (SLT) for each school of innovation.** * **Each SLT completes Readiness for Innovation Self-Assessment, to begin the process for establishing buy-in and completing the school sub-plan.** * **Each SLT determines whether it will participate based on the requirements of the statute and begins the process of writing school level sub-plan.** * **All school sub-plans are reviewed by the DLT for final approval. DLT begins writing district application for submission.** * **Submit application which includes Administrative Acknowledgment and Assurances, District Level Plans, School Level Plans.** * **Scoring Process by KDE Program Review Team.** * **Selection/Designation of Districts of Innovation.** | | **District’s Vision/Mission** |   ***Please describe the significance of the District of Innovation designation to your district. Be sure to include justifications for why your district should be granted “District of Innovation” status. Your response must address/answer the following (\*Please use charts, tables, and graphs, if necessary):***   * **Describe the district’s vision and mission statements or educational philosophy. Explain how the goals and performance standards in your plan help to re-invent or transform current models of student learning in ways that produce students better prepared for next generation learning. How do the transformations prepare students for dynamic and rigorous standards for college- and career-readiness?** * ***Mission: “Maximizing Student Learning & Achievement”***   ***Vision: “Preparing All Students to be 21st Century Learners & Ready for College, Career & Life”***  ***Belief Statements:***  ***1. All Gallatin County Students WILL BE Proficient ready for college, career, and life.***  ***2. Everything we do should be STUDENT centered.***  ***3. TEACHERS influence learning more than any other factors.***  ***4. TOGETHER, our schools, parents, and community help students reach their highest potential***  ***5. Students learn best when what we want them to know is RIGOROUS and RELATIVE and we build positive RELATIONSHIPS with them.***  ***Research tells us that teacher effectiveness is the strongest predictor of student achievement. As a pilot district for the new teacher effectiveness system over the last two years, Gallatin County Schools has seen the power of implementing and utilizing the Professional Growth and Effectiveness System model to improve teacher effectiveness and drive student achievement. We believe that all teachers want to be the best that they can be for our students and that principals want to be able to provide teachers with effective professional development and put tools in their toolboxes to help our students be successful. We also believe that if the PGES does not get down to the students’ desktop, then we have failed and this new teacher evaluation system will be no more than what we currently have, compliance that we check off as completed. Our experience to date with the PGES indicates that it is a true coaching model for teachers and with the right structures and processes in place will increase student learning and achievement results which is our mission. We know that teachers who are trained and understand the PGES model embrace the feedback that their peers and principal provide. They are eager to improve their teaching. Principals are better after going through the on-line modules provided by TeachScape and are comfortable providing feedback that is based on research. Teachers, principals, and peer observers are working together to implement the new core standards. This process will prepare students to be ready for college, career, and life, which is obtainable and achievable when teachers and principals are provided the time to reflect and discuss their professional practices and the student data that is generated.***  ***Our Goal::***   1. ***Implement the Professional Growth and Effectiveness System with fidelity district wide with every teacher in 2013-2014 and positively impact student achievement and increase the percentage of students who are ready for college, career, and life as measured by students meeting benchmarks on the EXPLORE in eighth grade, PLAN in tenth grade, and the ACT in the eleventh grade, and increasing the percentage of students who are proficient in Reading in Math as measured on the state assessment, K-PREP.***   ***Strategies:***   1. ***Train all principals, assistant principals, superintendent, assistant superintendent, deputy superintendent, director of special education in PGES and the Teacher Proficiency modules on TeachScape so that all trained become certified evaluators.*** 2. ***Provide professional development for teachers centered on the PGES. (Date July 29 & 30, 2013)*** 3. ***Provide Literacy coaches and Math coaches in each of our schools to assist teachers in modeling, developing, implementing, monitoring, and evaluating research-based best practices for instruction. (Pending available funding)*** 4. ***Provide college/career coaches in our middle school and high school to work with students and their families to prepare students for life beyond our middle school and high school doors. (Pending available funding)*** 5. ***Revise existing certified evaluation policies and procedures for teachers to align with the new PGES. (Certified Evaluation Committee currently meeting in 2012-2013 school year)***   **Describe how the district promotes continuous improvement and rewards risk tasking. Provide evidence of advancing student learning and achievement in the last three to five years.**  ***The Gallatin County Schools have historically been willing to take risks to improve learning for our students. We volunteered to be one of the original Voluntary Assistance Model districts in 2006 and underwent a voluntary scholastic review. We are currently involved in the Gates Grant implementing the Literacy Design Collaborative and the Math Design Collaborative. We are currently a pilot for the PGES. Below is a chart that depicts Gallatin County’s growth and continuous progress on the ACT over the last five years.***     * **Describe how the proposed plan reflects a commitment to change process/agenda and explain how proposed innovation “fits in” with current district-wide reforms.**   ***The new Professional Growth and Effectiveness System when implemented with fidelity and the necessary supports and structures in place for success goes well beyond a system of teacher evaluation compliance. The new PGES is a true growth and coaching model for professionals that fits with our district-wide reforms to improve teacher effectiveness and impact student learning so that we increase the percentage of our students who are college/career ready from 21% in 2010 to 61% in 2015 while increasing the percentage of students who are proficient in reading and math on the state assessment (K-PREP), from 29.8% in 2012 to 65% in 2017.***   * **Identify and describe, particularly when focusing on achievement gaps, *specific* barriers that impact student learning.**   ***Our barriers include a lack of time and training in reflecting upon professional teaching practices based on standards and the tools necessary to make the changes we need to make for continuous progress. The Kentucky Adapted Danielson Framework provides a starting point for conversations and practical methods for a teacher to grow professionally while helping our students achieve more. The TeachScape modules for Teacher Proficiency helps principals and other administrators with evaluation responsibility to have the skills necessary to know what good teaching looks like and why. These administrators will also have the tools necessary to help teachers become proficient moving along the continuum from “Developing” to “Exemplary.”***  ***\*\*\*Funding is a concern in providing professional development for teachers to become “Accomplished” and/or “Exemplary” in each standard of the Kentucky Adapted Danielson Framework. Training is needed for all staff in the TGPES as well as the Teacher Proficiency through TeachScape for evaluators.***   * **Explain how innovation status will help the district overcome these barriers in order to ensure 21st Century Learning success for all, especially low-achieving students. *Include the specific waiver requests and justifications for the waivers.***   ***Our waiver request consists of requesting to waive our current existing certified evaluation policies and procedures and current rules and regulations for teachers in order to implement the Teacher Professional Growth & Effectiveness System district wide in the Gallatin County School District with every teacher with the exception of KTIP teachers. We seek access to any and all available funding to supply the necessary supports to help teachers improve. We believe full-time literacy and math coaches in each of our schools are needed to provide professional development and guidance to our teachers to achieve “Accomplished” or “Exemplary” on the standards of the Kentucky Adapted Danielson framework. We also believe there is a demonstrated need for a full-time district curriculum specialist to help us align our curriculum to the new standards in language arts, math, science, and social studies.***   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | **District of Innovation Implementation Plan** |  |  |  |  |  | | --- | --- | --- | --- | | **School Name** | **Innovation Strategies/Models** | **Goals for Improved Student Outcomes** | **Evidence of 70% Affirmative Vote of Eligible Employees to Participate** | | ***Gallatin County Lower Elementary*** | ***Professional Growth & Effectiveness System*** | **An effective teacher in every classroom that improves student growth as measured on MAPS and K-Prep** | **District of Innovation Readiness Survey= 100% participation in Survey. Rubric Score 74** | | ***Gallatin County Upper Elementary*** | ***Professional Growth & Effectiveness System*** | **An effective teacher in every classroom that improves student growth as measured on MAPS and K-Prep** | **District of Innovation Readiness Survey = 100% participation in Survey. Rubric Score = 70** | | ***Gallatin County Middle School*** | ***Professional Growth & Effectiveness System*** | **An effective teacher in every classroom that improves student growth as measured on MAPS and K-Prep and EXPLORE** | **District of Innovation Readiness Survey = 100% participation in Survey. Rubric Score = 65.6** | | ***Gallatin County High School*** | ***Professional Growth & Effectiveness System*** | **An effective teacher in every classroom that improves student growth as measured on MAPS and K-Prep, PLAN, ACT, and End of Course Assessments** | **District of Innovation Readiness Survey = 100% participation in Survey. Rubric Score = 71** | | ***Gallatin County Alternative School*** | ***Professional Growth & Effectiveness System*** | **An effective teacher in every classroom that improves student growth as measured on MAPS and K-Prep, EXPLORE, PLAN, ACT, and End of Course Assessments** | **Results included in High School Results.** | | **District Created School** | **Innovation Strategies/Models** | **Goals for Improved Student Outcomes** |  | | **N/A** | **N/A** | **N/A** |  | |  |  |  |  |   **\*Note to applicant: Add more rows as needed.**  **\*Please complete this section for each school participating in the application. Additional school applications are in the Appendix.**   |  |  | | --- | --- | | **School Information** | | | **School Name:** | **Gallatin County Upper Elementary** | |  | | | |  | | --- | |  | | **Rationale/Needs Assessment** | |  * **What is the vision and mission statement of the school and how will innovation status improve the quality of student learning?** Same as the districts * **Provide an overview of how the innovation school process was developed. Explain specific roles and responsibilities of design team members.** The Superintendent met with the upper elementary staff during a joint meeting with the middle school on January 16, 2013. At that time she explained the district goal of implementing the Professional Growth and Evaluation System beginning with the 2013-14 school year. The superintendent presented possible challenges to implementation. She then discussed the possibility of applying for Innovation District Funds. A district survey was conducted which identified the Upper Elementary as ready for innovation. Both schools have been involved in the pilot for the PGES and have several teachers and principals involved. * **Identify specific barriers that currently impact student achievement. Explain how innovation status will help the school overcome the barriers and/or assist the school in carrying out its mission.** The PGES is a growth model for teacher evaluation. It connects evaluation to professional learning, to grow as a teacher. A barrier we have experienced is identifying, finding, and/or designing professional development to “pin point” training and professional learning for teachers to help them improve their skills. The PGES connects learning and teaching for teachers. It allows for a connection to resources such as PD360 to help teachers grow. * Over 11% of our students are identified as students with disabilities * 8% of our students are Hispanic * Much of our community is economically disadvantaged (approximately 73% of students are F/R) Many of our students live with relatives and come from single parent households.   We share 2 instructional coaches with the lower elementary, and have a ½ time math instructional coach in the building. All instructional coaches have teaching responsibilities which also limit their ability to coach, plan, and co-teach. Providing time for these coaches to plan and co-teach will provide the students with additional support.   |  |  | | --- | --- | | **School Name:** | **Gallatin County Middle School** | |  | | | |  | | --- | |  | | **Rationale/Needs Assessment** | |  * **What is the vision and mission statement of the school and how will innovation status improve the quality of student learning? Same as district** * **Provide an overview of how the innovation school process was developed. Explain specific roles and responsibilities of design team members. The Superintendent met with the middle school staff on 1/16/13. At that time she explained the district goal of implementing the Professional Growth and Evaluation System beginning with the 2013-2014 school year. The superintendent presented possible challenges to implementation. She then discussed the possibility of applying for Innovative District Funds. A survey was conducted which identified the middle school as ready for innovation.** * **Identify specific barriers that currently impact student achievement. Explain how innovation status will help the school overcome the barriers and/or assist the school in carrying out its mission.** * **Possible Barriers to student achievement- Through the first 119 days of school 23 students have moved from the school and 24 have enrolled. This seriously impacts the learning of these students.** * **12.7 % of our students are identified as students with disabilities.** * **9% of our students are Hispanic.** * **Much of our community is economically disadvantaged (appox. 70% of students are F/R)\*\***   **Although our part time coaches do a wonderful job, their time is limited with teaching duties. Providing time for these coaches to plan and co-teach will provide the students with additional support. The opportunity to identify and implement strategies to target these barriers will grow.**   |  |  | | --- | --- | | **School Information** | | | **School Name:** | **Gallatin County Lower Elementary** | |  | | | |  | | --- | |  | | **Rationale/Needs Assessment** | |  * **What is the vision and mission statement of the school and how will innovation status improve the quality of student learning?** * **Like our school District we share the vision of Maximizing Student Learning and Achievement at Gallatin Lower Elementary. For Primary age students we focus on developing reading, writing, and math skills to a proficient level as measured on a national standardized assessment. We believe the instructional and climate changes of PGES will help us better reach our goal of each child exiting Primary at or above grade level in reading, writing, and math skills.** * **Provide an overview of how the innovation school process was developed. Explain specific roles and responsibilities of design team members.** * **The innovations of PGES like ones before it (RTI, Program Review, Stiggins’ assessment system) we innovate at grade levels. Each grade level team is also a PLC. They meet at least once a week. They have goal focused meetings, share information, and plan adjustments. The 3 team leaders along with academic coaches in Math and Reading and the administrators meet and share the success and concerns of innovations. We share across teams, successful strategies or methods. Each team measures the success of a strategy with student achievement data. We use multiple assessments to monitor student growth but focus on MAP scores (as they are nationally standardized).** * **Identify specific barriers that currently impact student achievement. Explain how innovation status will help the school overcome the barriers and/or assist the school in carrying out its mission.** * **The most frequent barriers we currently find are sharing the high quality skills some of our staff have with less experienced staff. Our staff that do not succeed often find it is because they “do not know what they do not know”.** * **We have outstanding teachers on our staff- 5 National Board certified teachers, a Milliken Award winner, and other talented and differently recognized teachers. Still we are working to build bridges from our ‘islands of excellence’ to make our staff more consistently successful with raising student achievement. Through PGES observations, a focus on specific elements of instruction, and rubrics that emphasize continuous improvement, we can more uniformly share quality instruction with all of our students.** | | | **Summary/Overview of School Plan Development** | | | * **Use the following table as a *reference* to describe the program innovation component(s) specific to this school.**  |  |  | | --- | --- | | **Program Component** | **Guided Questions/Design Considerations** | | **Competency Based Credit** | * + **Description of how students demonstrate mastery of content and competencies**   + **To create a skill set description of our students we use learning continuums; in Reading PAST (Phonological Awareness Skills Test) and Phonics, in math we use SNAP (Student Numeracy Assessment Progression). These skill descriptors are used to plan small group instruction and continually assess to measure growth. We find the student becomes aware and invested in their own skill attainment. These measured skills are also assessed on unit tests. Report cards are a skills bank of essential skills put into SMART goal form that children are expected to attain.**   + **Description of how learning objectives will be measured**   + **Three times a year students are measured by MAP assessment. Scores are measured on a national standard. We aim for the 50th percentile as this would put the child in the middle of scored work for their age group.**   + **Description of how personalized learning will be utilized and/or student voice will be encouraged**   + **The PLC groups and leadership have begun a focus on individual goals for each student. They have this to be part of a spring Math parade around campus, and reading count point goals to be part of various celebrations. We are designing methods to help children become partners in their learning and the measuring of their growth and skill attainment.**   + **Description of how support will be differentiated to support individual learning needs**   + **RTI is a key program at our school. While it is not the only form of support given to learners that require different approaches or alternate forms of instruction it is a program designed to identify specific learning goals and apply a new approach.**   + **Description of how learning outcomes emphasize competencies that empower students to apply and create new knowledge and develop skills and dispositions—with particular focus on college/career readiness**   + **Some teachers are working with their students on 21st Century Skills (Civics, Financial, Health, and Ecology literacy) through investigation and research. Students that master essential skills are furthering their skill by use in research and sharing what they learned with other students in other classes. These are limited to a few teachers that are leading students ahead; we expect to have these strategies and methods become part of all classroom instruction.** | | **Expanded Learning Opportunities** | * + **Description of how the initiative provides additional opportunities for enrichment, personal growth, and engagement *beyond* a traditional school day and/or setting Growth for teachers will be in their approach to the classroom environment and methods of instruction. They will grow by being reviewers and getting more specific targeted feedback on the activity in their classrooms.**   + **Description of how the program may utilize expanded day/year, before- and after-school programs, Saturday, weekend, and summer programs, distance learning and early childhood initiatives N/A** | | **Multiple assessments/pathways to graduation** | * + **Description of how alternate assessment options will be utilized *to measure student performance outcomes* in non-traditional settings with particular focus on non-traditional educational opportunities such as:N/A**     - **Apprenticeships, private instruction, work-study, study in a foreign country, competency-based learning, community service/service learning, independent study and on-line learning opportunities, Early College High Schools, Early Graduation Options N/A** | | **Innovative Learning Environment** | * + **Description of how the learning environment will be created or changed *specifically* with student learning in mind We have initiated strategies from the book Daily 5 specifically the chapter on culture. Our target was to build skills in students to lead to more independent inquiry. We did this through improved questioning strategies, building a classroom partnership that meant the students felt the classroom was ‘their classroom’. We intend to build on the initial work we have begun.** | | **Alternate forms of governance** | * + **Description of how an alternate form of governance may be utilized, without the guidelines of KRS 160.345**   + **Description of how teachers, parents, and community members will be engaged in the decision-making of the professional learning community we successfully use the SBDM plan to guide our school and the changes we implement. Parent members are on SBDM and its committees. We have a PTSO that the Principal addresses directly or individually when input and guidance are needed. We succeed with innovations because all stakeholders feel they have a voice that is heard and considered. We work from consensus and are careful to consider other points of view.** | | **Job classifications** | * + **Description of how job classifications move beyond the current definition of teacher/instructional assistant, and/or may provide for an alternative means of compensation other than a single salary schedule.** | | **Other:** | * + **Description of how proposed innovation will result in the creation of rigorous, innovative, next generation learning opportunities for all students These innovations and opportunities will come and are only guesses but the direction we will be looking is student created project work. In its initial stages we have 1st graders doing power points to present and teach their classmates. 2nd graders did research and created tri-folds on a country and then did a carousel where every class taught their country’s qualities to the other 2nd grade classes.**   + **The next directions and products will be designed by educators more prepared to connect with other classrooms outside our school, state, and country.**   + **Description of how the proposed innovation will better prepare students for college- and career-readiness Acquire essential foundational skills in reading, writing, and math. Students use them to satisfy curiosity and explore the world where they live.** |  |  |  | | --- | --- | | **School Name:** | **Gallatin County High School** | |  | | | |  | | --- | |  | | **Rationale/Needs Assessment** | |  * **What is the vision and mission statement of the school and how will innovation status improve the quality of student learning?**   **The vision and mission of the High School is consistent with the District’s.**  **Mission: “Maximizing Student Learning and Achievement.”**  **Vision: “Preparing All Students to be 21st Century Learners and Ready for College, Career and Life.”**  **Belief Statements:**   1. **All Gallatin County Students WILL BE Proficient ready for college, career and life.** 2. **Everything we do should be STUDENT centered.** 3. **TEACHERS influence learning more than any other factors.** 4. **TOGETHER, our schools, parents, and community help students reach their highest potential.** 5. **Students learn best when what we want them to know is RIGOROUS and RELATIVE and we build positive RELATIONSHIPS with them.**   **The High School realizes we’ve repeated the mission, vision and belief statements. Our intent is not to be redundant but to reiterate these core statements are what shape the culture in our schools. A major focus we have is to move students from “ritual compliance” to “authentic engagement” in our classrooms. In order to do that we have to change our ways. We no longer can afford to be drifting, hoping we will land on something wonderful. We have to be intentional with instruction, increasing rigor and relevance. Giving students real challenges that they can relate to, create ownership in their learning and send them on their way as life-long learners. Today’s students face challenges that many of our adults have not experienced. We are preparing them for jobs that do not exist yet. How can we possibly accomplish such a task? The American people have enjoyed a great standard of living for many years because of the people’s innovative thinking. As educators we must inspire our students to become creative thinkers, develop the critical thinking skills that allows them to solve problems. We must meet their needs and help them overcome barriers such as: Needing to financially support a family while going to school. Getting career certifications they need in a timely manner without the hassle of traditional frameworks. Another barrier is we drive instruction at one pace for all not allowing much freedom of choice in their secondary education. Innovation status will allow us have the flexibility to dream and then make those dreams realities. Innovation status will allow us to train teachers in the “Framework for Teaching” authored by Charlotte Danielson. We will not only train with fidelity, we will be able to coach our teachers and collaborate as we improve our practices. There are five domains in the Framework for Teaching: Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities and Student Growth. Each of these domains have a direct impact on our students becoming college, career and life ready. The following is a list of focus areas for growth in each domain. Innovation status will allow our school to give our hearts totally to these tasks with the resources we need to walk us through these researched-based set of components of instruction.**  **Domain 1- Planning and Preparation**   1. **Demonstrating Knowledge of Content and Pedagogy** 2. **Demonstrating Knowledge of Students** 3. **Selecting Instructional Outcomes** 4. **Demonstrating Knowledge of Resources** 5. **Designing Coherent Instruction** 6. **Designing Student Assessment**   **Domain 2 – Classroom Environment**   1. **Creating an Environment of Respect and Rapport** 2. **Establishing a Culture for Learning** 3. **Managing Classroom Procedures** 4. **Managing Student Behavior** 5. **Organizing Physical Space**   **Domain 3 – Instruction**   1. **Communicating with Students** 2. **Using Questioning and Discussion Techniques** 3. **Engaging Students in Learning** 4. **Using Assessment in Instruction** 5. **Demonstrating Flexibility and Responsiveness**   **Domain 4 – Professional Responsibilities**   1. **Reflection on Teaching** 2. **Maintaining Accurate Records** 3. **Communicating with Families** 4. **Participating in a Professional Community** 5. **Growing and Developing Professionally** 6. **Demonstrating Professionalism**   **Domain 5 – Student Growth**   1. **Student Growth Goal Setting** 2. **Rigorous Student Goals** 3. **Student Growth Goal Setting Process** 4. **Student Growth Percentiles**   **The High School has teachers and administrators that are familiar with and have had some training with the Framework for teaching, the quality of student learning has improved these classrooms.**   * **Provide an overview of how the innovation school process was developed. Explain specific roles and responsibilities of design team members.**   **Our school participated in the PGES pilot. Five teachers, a peer tutor and the principal were trained in the process and used the Framework for Teaching to determine if we were ineffective, developing, accomplished or exemplary in each domain. The teachers and the administrators involved in the pilot all agreed that this process has made us better in each of these domains. The teachers realized this is a much greater evaluation and growth system than what we currently have. We can actually identify and give evidence of where we are ineffective, developing, accomplished or exemplary. Not only that, we have examples of each and we have a clear direction, high expectations that do not leave room for drifting. These five teachers have exhibited a great amount of professional growth. The peer observer, the instructional coach in this case, also learned how to be a more effective resource. By clearly identifying areas that need growth and having a clear picture of what accomplished or exemplary looks like we were able to get closer to the mark. Our principal has a great tool to use in developing the staff and therefore, improving student learning. We all concur that the process of training and implementing the tool is time consuming, very rigorous but more relevant than anything we have encountered in developing a framework for teaching at our school. We want the entire staff to have this experience. Each teacher will receive comprehensive training that covers the Framework for Teaching and the evaluation/growth process. The assistant principal and dean of students will receive training that will allow them to be certified evaluators. Thus allowing more resources to be poured into the classroom helping our teachers become more effective and improving the quality of learning for our students.**  **We would like to add resources in our building that will help our teachers through this process. Teachers that have received high marks on evaluations throughout their careers will be held to much higher standards and they will need support. The addition of math and literacy coaches will create an intense, school-wide focus that will build capacity for our teachers to be more effective in their teaching. We also desire more support directly for the students. We need someone that can focus solely on college and career readiness. Someone that can sit down with each student and talk about their futures and help create goals and develop road maps to accomplish their goals. A college/career coach would be a great addition to the mix.**   * **Identify specific barriers that currently impact student achievement. Explain how innovation status will help the school overcome the barriers and/or assist the school in carrying out its mission.**   **There is evidence of “ritual compliance” low attention and low commitment from students in our classrooms. They will do the minimum required every time. We have a hard time understanding that we control the “minimum required.” The Framework for Teaching and the Professional Growth and Effectiveness System will provide an avenue for us to raise our expectations of our evaluators, coaches, teachers, parents and most of all students. We do things sometimes because that’s how they are done, it’s not because we refuse to do it another way, we just simply don’t know how to implement a new way. We have experienced the PGES, we’ve stuck our toes in the water, and we are ready to swim because the water is warm. Our people definitely don’t want the pool to close now. The high school is confident the PGES is the most inclusive and effective system of evaluation and growth that we have seen. It leaves no room for subjective opinions, every part of the evaluation is based on collecting and siting evidence and then comparing the evidence to a set of standards that we can read and even see examples. It’s not a, “Gotcha now system,” it’s a growth model that provides supports at every step.**  **The rigor of instruction does not match the rigor of the ACT. Some students will have a solid GPA and score low on the ACT. The planning and preparation and instruction domains of the Framework for Teaching will guide us through a process of aligning our expectations, increasing our rigor and making the learning more relevant for our students. Participating in the PGES along with increasing our utilization of the tools in CIITs, we will be more effective in aligning our standards and monitoring student mastery. By becoming more standards based we can do a better job identifying exactly where students struggle and we can pour our energy into a laser like focus that will hit the target every time and improve the quality of learning for all students.**  **Sometimes we just don’t celebrate, or enjoy what we do because we tend to dwell on what we are not accomplishing. When teachers can effectively self-assess their practices by comparing what they do to the model, when peers can come alongside them and make even more comparisons and then when the principal can identify specific areas of growth teachers will feel good about working to get better. We all can celebrate small steps of growth that will lead to enormous changes. Teachers are much more effective when they are confident and feel good about what they are doing. When teacher morale is down, relationships with students suffer, student morale goes down as well and there goes the school’s framework for teaching.** | | | **Summary/Overview of School Plan Development** | | | * **Use the following table as a *reference* to describe the program innovation component(s) specific to this school.**  |  |  | | --- | --- | | **Program Component** | **Guided Questions/Design Considerations** | | **Competency Based Credit** | * + **Description of how students demonstrate mastery of content and competencies**   + **Description of how learning objectives will be measured**   + **Description of how personalized learning will be utilized and/or student voice will be encouraged**   + **Description of how support will be differentiated to support individual learning needs**   + **Description of how learning outcomes emphasize competencies that empower students to apply and create new knowledge and develop skills and dispositions—with particular focus on college/career readiness** | | **Expanded Learning Opportunities** | * + **Description of how the initiative provides additional opportunities for enrichment, personal growth, and engagement *beyond* a traditional school day and/or setting**   + **Description of how the program may utilize expanded day/year, before- and after-school programs, Saturday, weekend, and summer programs, distance learning and early childhood initiatives** | | **Multiple assessments/pathways to graduation** | * + **Description of how alternate assessment options will be utilized *to measure student performance outcomes* in non-traditional settings with particular focus on non-traditional educational opportunities such as:**     - **Apprenticeships, private instruction, work-study, study in a foreign country, competency-based learning, community service/service learning, independent study and on-line learning opportunities, Early College High Schools, Early Graduation Options** | | **Innovative Learning Environment** | * + **Description of how the learning environment will be created or changed *specifically* with student learning in mind** | | **Alternate forms of governance** | * + **Description of how an alternate form of governance may be utilized, without the guidelines of KRS 160.345**   + **Description of how teachers, parents, and community members will be engaged in the decision-making of the professional learning community** | | **Job classifications** | * + **Description of how job classifications move beyond the current definition of teacher/instructional assistant, and/or may provide for an alternative means of compensation other than a single salary schedule.** | | **Other:** | * + **Description of how proposed innovation will result in the creation of rigorous, innovative, next generation learning opportunities for all students**   + **Description of how the proposed innovation will better prepare students for college- and career-readiness** |  |  | | --- | |  |  |  | | --- | |  | | |  |  | | --- | |  | | **Student Service Plan** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Proposed Strategy** | **Expected Outcomes** | **Sources of Data** | **Total Number of Students Targeted by Grade level** | **Total Number of Students in Special Populations/Underrepresented Group** | | ***Implement with fidelity the PGES with every teacher across our district (Except KTIP)*** | ***Improved student performance on EPAS - EXPLORE, PLAN, and ACT.***  ***Increased percentage of students who are proficient in reading and math on K-PREP.*** | ***EXPLORE, PLAN, & ACT scores***  ***K-PREP*** | **Elem/Upper Elem:**  **841** | **SES: 630**  **Race/Ethnicity: (1)86 (2) 0 (3) 0 (4) 9 (5) 3 (6)722 (7) 21**  **Gender: M= 409 F = 432**  **Disability: 129** | |  |  |  | **Middle: 387** | **SES:**  **268**  **Race/Ethnicity:**  **(1)35 (2) 1 (3) 0 (4) 1 (5)2 (6)339 (7) 9**  **Gender:**  **M-205 F-182**  **Disability:**  **51** | |  |  |  | **High: 459** | **SES:**  **251**  **Race/Ethnicity:**  **(1)86 (2) 0 (3) 0 (4) 9 (5)3 (6)722 (7) 21**  **Gender:**  **M-244 F-215**  **Disability:**  **43** |  |  | | --- | |  | | | | | | | | **Summary/Overview of School Plan Development** | | | * **Use the following table as a *reference* to describe the program innovation component(s) specific to this school.**  |  |  | | --- | --- | | **Program Component** | **Guided Questions/Design Considerations** | | **Competency Based Credit** | * + **Description of how students demonstrate mastery of content and competencies**   + **Description of how learning objectives will be measured**   + **Description of how personalized learning will be utilized and/or student voice will be encouraged**   + **Description of how support will be differentiated to support individual learning needs**   + **Description of how learning outcomes emphasize competencies that empower students to apply and create new knowledge and develop skills and dispositions—with particular focus on college/career readiness** | | **Expanded Learning Opportunities** | * + **Description of how the initiative provides additional opportunities for enrichment, personal growth, and engagement *beyond* a traditional school day and/or setting**   + **Description of how the program may utilize expanded day/year, before- and after-school programs, Saturday, weekend, and summer programs, distance learning and early childhood initiatives** | | **Multiple assessments/pathways to graduation** | * + **Description of how alternate assessment options will be utilized *to measure student performance outcomes* in non-traditional settings with particular focus on non-traditional educational opportunities such as:**     - **Apprenticeships, private instruction, work-study, study in a foreign country, competency-based learning, community service/service learning, independent study and on-line learning opportunities, Early College High Schools, Early Graduation Options** | | **Innovative Learning Environment** | * + **Description of how the learning environment will be created or changed *specifically* with student learning in mind** | | **Alternate forms of governance** | * + **Description of how an alternate form of governance may be utilized, without the guidelines of KRS 160.345**   + **Description of how teachers, parents, and community members will be engaged in the decision-making of the professional learning community** | | **Job classifications** | * + **Description of how job classifications move beyond the current definition of teacher/instructional assistant, and/or may provide for an alternative means of compensation other than a single salary schedule.** | | **Other:** | * + **Description of how proposed innovation will result in the creation of rigorous, innovative, next generation learning opportunities for all students**   + **Description of how the proposed innovation will better prepare students for college- and career-readiness** |  |  | | --- | |  | | | | | **District of Innovation Support Plan** |   ***Please describe how the district will provide the appropriate support for the School(s) of Innovation. Please answer the following (\*Please use charts, tables and graphs, if necessary):***  **PROFESSIONAL DEVELOPMENT PLAN:**   * **Outline and describe specific professional development plan/strategies that will be used to prepare faculty and staff for the proposed innovation.**   ***Professional Development in the new Professional Growth and Effectiveness System will be provided to all teachers prior to the school year beginning in August 2013. All principals, assistant principals, superintendent, assistant superintendent, deputy superintendent, and Director of Special Education will become certified evaluators by attending necessary training, completing the designated modules on Teacher Proficiency in TeachScape , and successfully passing an on-line assessment to demonstrate competency. Peer observers will also be trained in the PGES model and provided additional coaching training.***   * **Please communicate the total numbers of teachers who will be receiving professional development--as well as a breakdown of the grade level the teachers serve (elementary, middle, and high school level).**   ***Gallatin County Lower Elementary – 38 Teachers***  ***Gallatin County Upper Elementary – 18 Teachers***  ***Gallatin County Middle School – 25 Teachers***  ***Gallatin County High School –31 Teachers***  ***Gallatin County Alternative School – 1 Teacher***  ***Total Teachers – 113***  ***In addition to teachers who will be trained, 4 principals, 4 assistant principals, the superintendent, assistant superintendent, deputy superintendent, and director of special education will be trained in PGES and will participate in all face to face training and successfully complete the TeachScape modules for Teacher Proficiency and successfully pass the on-line assessment to become a certified evaluator.***   * **Explain how the professional development will increase the level of success in student learning and innovation.**   ***The new Professional Growth and Effectiveness System is a true growth model and encourages teachers to improve their professional practice which leads to increased student achievement. The PGES is a coaching model and requires teachers to be reflective and set individual teacher specific SMART goals. Monitoring of SMART goals and reflection about professional practice enables teachers to acknowledge where he/or she needs assistance and ask for help. The feedback provided by the trained peer observer and principal further engages the teacher and enables a teacher to grow professionally and increase the success of the students he or she serves.***   * **Describe how the proposed professional development will lead to greater district-wide reform *beyond* the participating schools.**   ***Our proposal is to utilize the new Professional Growth & Effectiveness System with every teacher district wide.*  *The Gallatin County School District is currently a pilot site for the TPGES. We believe in this process and believe that the best way to impact what is on a student’s desk top and positively improve student achievement is to help professional educators become the best they can be.***  **RESOURCES:**   * **Describe how district level human and fiscal resources are utilized for implementation of the innovation plan.**   ***Our plan will utilize all principals, assistant principals, superintendent, assistant superintendent, deputy superintendent, and director of special education as certified evaluators or peer observers of certified teachers, We believe there is a need for additional instructional coaches in math and literacy in each of our schools to increase the opportunity for professional development of our teachers who need additional resources and skills when they are identified as deficient in some areas as indicated on the rubric in the new PGES. We further believe that a college/career coach in our middle school and high school are also necessary to further focus our efforts to prepare all students to be college – career ready. (Funding for additional math and literacy coaches and college & career coaches is currently not available. We will seek access to any and all additional funding to implement the PGES with fidelity and provide the necessary professional development and supports to help each teacher improve and move forward on the continuum of the PGES rubric from ”Ineffective to Developing to Accomplished, to Exemplary.”***   * **Specifically outline how the innovation plan will affect district personnel, such as roles, work time, compensation, assignments, for those directly connected to the plan.**   ***Based on our district’s experience with the new PGES to date, we recognize the increased amount of time that a principal must use to implement the new PGES with fidelity to be effective and to assist teachers in their professional growth through reflection and feedback. It is necessary to re-think the role of our principals and what we as a district require them to do. We believe based on our experience to date with PGES that all schools need an assistant principal to take care of more of the management issues in a school while the principal focuses on PGES with all teachers.***  ***Currently, one assistant principals is split between our lower elementary and upper elementary. An additional assistant principal is needed at the lower elementary and upper elementary level ($65,000 with benefits.) In addition to the need for an additional assistant principal, our experience tells us that we need a full time literacy instructional coach and a full time math instructional coach in each of our schools. We currently share these positions among two of our schools – lower elementary and upper elementary. We need to add a literacy coach at the upper elementary level ($50,000 with benefits) and a math coach at the upper elementary level. Because the math coach is currently a part time position, we will need to add one full time teacher to our upper elementary ($50,000 with benefits). We have a half-day literacy coach and a half-day math coach in our middle school. These two positions currently have teaching responsibility in addition to coaching responsibility. Both of these coaching positions need to be full time which means we would need to hire an additional language arts teacher ($50,000 with benefits) and a math coach ($50,000 with benefits) in our middle school. Our high school currently has an instructional coach. Our K-PREP scores and our PLAN and ACT in scores in English/Language Arts indicate a need for additional literacy support in our high school. A full time literacy coach needs to be added to support our teachers in our high school as we implement PGES ($50,000 with benefits). All literacy and math instructional coaches will support our teachers and assist, monitor, and evaluate our RTI in each school. Coaches will be trained in peer observation.***  ***(To further our opportunity for success with the implementation of the PGES district wide, we propose the creation and addition of a college/career coach at our middle school ($60,000 with benefits) and a college/career coach at our high school ($60,000 with benefits). The job goal of this position is to direct the planning, development, implementation, management, evaluation and improvement of the district’s state assessment system so that each student graduates with an individual college or career path. The college/career coaches will assist with EPAS (ACT, PLAN, EXPLORE), K-PREP, End of Course, KYOTE, COMPASS, MAPS, and COMPASS LEARNING. They will assist with WORKEYS, ASVAB, KOSSA, and Industry Certificates. The college/career coach at the high school will be a liaison with colleges, research outside funding, assist students with program design, and work with teachers for dual certification and Advanced Placement (AP). The college/career coach will assist in the establishment of RTI in schools, coordinate resources, assist with ILP’s, analyze data to create needed career or academic strands, and assist students in long-term planning. The college/career coach will actively promote parent programs to educate parents on student opportunities. We also recognize the need for a district wide curriculum supervisor to help our schools align all of the new core content –( $75,000 with benefits. Additional technology to help students access on-line resources and participate in on-line assessments is also a need. Estimate - $100,000)***  ***\*\*\*\*\*\*Our district has committed to providing an additional assistant principal to further implement the PGES. We will seek additional funding to add the support personnel described above to implement the PGES with fidelity to foster continuous improvement, increase the percentage of students who are college & career ready, and to increase the percentage of students who are proficient on K-prep.***  **COMMUNICATION PLAN:**   * **Describe the activities/processes the district plans to utilize to communicate the innovation plan to each of the following groups: students, parents and families, staff and faculty, feeder schools, school board members, teachers, teacher organizations/associations, community-based organizations, local philanthropy, and other education partners.** * **Describe what has been completed to date to communicate the innovation plan to all stakeholders.**   ***Currently, the Gallatin County Board of Education and the entire district are aware that our district is a pilot site for the new PGES. We are implementing this process in all four of our schools with a limited number of teachers in each building. The superintendent has made regular reports to the board of education about the progress of this plan. The superintendent has trained the District Instructional Leadership Team in PGES and is meeting with each school’s faculty to explain the process. This information has also been shared in Superintendent Focus group meetings for certified staff, classified staff, parents, community/business leaders, high school students, middle schools students, and senior citizens. The District of Innovation Readiness Survey has been administered and the results tell us as a district we scored a 71 overall which indicates “Implementing innovative change appears to have a high level of opportunity for success.” We have scheduled two days next summer, July 29 & 30, 2013, to provide professional development for all teachers on the TPGES. This training will be delivered by the superintendent, principals, and teachers who have participated in the PGES pilot. Our Integration Specialist will also help to facilitate and train our teachers. All assistant principals, assistant superintendent, deputy superintendent, superintendent, and director of special education will be trained in Teacher Proficiency through the TeachScape Modules and will take and pass the on-line assessment to become a certified evaluator.***  **MONITORING PLAN:**   |  |  |  |  | | --- | --- | --- | --- | | **Data Source** | **Rationale for selection of data source** | **How the data source will be used in relation to proposed plan** | **How the data source will be reviewed over 5 years to gauge implementation success** | |  |  |  |  | | ***EXPLORE*** | ***This assessment measure is used as part of our accountability.*** | ***Data will be used to determine progress toward annual goals.*** | ***Data will be reviewed annually to determine progress toward goal of increasing percentage of students who meet EXPLORE benchmarks in 8th Grade.*** | | ***PLAN*** | ***This assessment measure is used as part of our accountability.*** | ***Data will be used to determine progress toward annual goals.*** | ***Data will be reviewed annually to determine progress toward goal of increasing percentage of students who meet PLAN benchmarks in 10th Grade.*** | | ***ACT*** | ***This assessment measure is used as part of our accountability.*** | ***Data will be used to determine progress toward annual goals.*** | ***Data will be reviewed annually to determine progress toward goal of increasing percentage of students who meet ACT benchmarks in the 11th Grade.*** | | ***K-PREP (Math & Reading)*** | ***This assessment measure is used as part of our accountability.*** | ***Data will be used to determine progress toward annual goals.*** | ***K-Prep scores will be reviewed annually to determine progress toward goal of increasing percentage of students who are proficient.*** | | ***CCR*** | ***This assessment measure is used as part of our accountability.*** | ***Data will be used to determine progress toward annual goals.*** | ***Percentage of students who are CCR will be reviewed annually to determine progress toward goal of increasing the percentage who meet all ACT benchmarks and/or obtain other certification that demonstrates career competency.*** | | ***Graduation Rate*** | ***This assessment measure is used as part of our accountability.*** | ***Data will be used to determine progress toward annual goals.*** | ***Data will be reviewed annually to determine progress toward goal of increasing graduation rate.*** | | ***MAPS*** | ***Interim assessment utilized 3 times per year with grades K-11. Provides feedback to determine changes in instruction to achieve our goals.*** | ***MAPS assessment will be used to measure progress throughout the year to determine progress toward annual goals.*** | ***MAPS data will be reviewed three times per year to determine student growth toward individual goals.*** | | ***Local Assessments*** | ***TBD*** | ***TBD*** | **TBD** |   **\*Note to applicant: Add more rows as needed.** | | | | | | | | | | |
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