



**School of Innovation Design Competition Application
Jefferson County Public Schools
November 2013**

Project Name: Next-Generation Community School

Project Leader: Haley Hart

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Deadlines:

- Letter of intent to apply due **Thursday, December 10, 2013**
- Application due **Friday, January 31, 2014**
- Final proposal due **Thursday, July 17, 2014**

Submit application by e-mail, by mail, or in person to:

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Applicant Assurances

The applicant assures that its application does not contain any request to waive the following Kentucky Revised Statutes (KRS) or Kentucky Administrative Regulations (KAR):

- Any statute or administrative regulation related to health, safety, civil rights, or disability rights
- Compulsory school attendance requirements under KRS 158.030 and 158.100
- The Kentucky Core Academic Standards (KCAS) outlined in KRS 158.685 and 704 KAR 3:303
- Minimum high school graduation requirements, unless allowable under 704 KAR 3:305
- Compliance with requirements of the statewide assessment system as specified in KRS 158.6453
- Financial audit, audit procedures, and audit requirements under KRS 156.265
- Criminal background check requirements
- Open records and open meeting requirements
- Purchasing requirement and limitations
- Minimum instructional time requirements under KRS 158.070, except for a request to implement competency-based learning strategies and assessments that measure a student's mastery of curriculum standards regardless of the amount of instructional time completed

The applicant assures that it will respond to requests by Jefferson County Public Schools (JCPS) for additional information or clarification regarding the application submitted.

Haley Hart 7/16/14
Project Leader's Signature Date

Proposed Design Competition Parameters

- Proposals may be submitted by teams of any size, with no limitation on the composition of a team. Team members may include, but are not limited to, parents; public and nonpublic school students; business leaders; college or university faculty; public and nonpublic school teachers, administrators, and staff; members of community organizations; and independent education researchers.
- JCPS Cabinet members, members of the JCPS School of Innovation Working Group, and members of the School of Innovation Design Review Panel may not be a team member.
- Proposals are welcome from Louisville, Kentucky, the United States, and other countries.
- A School of Innovation shall be a public school within Jefferson County Public Schools.
- A School of Innovation proposal may include requests for waivers of existing statutes, regulations, and board policies. JCPS shall request guidance from the Kentucky Department of Education (KDE) regarding such waivers for finalists, based on the criteria and procedures set forth in Kentucky Revised Statute (KRS) 156.108 and Kentucky Administrative Regulation (KAR) 701 KAR 5:140.
- A School of Innovation shall adhere to all federal and state statutes and regulations and all JCBE policies, except those explicitly waived by the Kentucky Board of Education.
- A School of Innovation may have any grade configuration. It may be a preschool or an elementary, middle, or high school, or it may have an alternative grade configuration.
- A School of Innovation may be single-sex or coeducational. Proposals that include single-sex education must provide for two schools, or two programs within a single school, that provide substantially equivalent opportunities for both boys and girls, in accordance with federal requirements.
- A School of Innovation shall be subject to the provisions of the collective bargaining agreement between JCPS and the Jefferson County Teachers Association (JCTA). A proposal may include components that differ from the existing agreement. If that were to occur, the final form would be determined through a negotiation between JCPS and JCTA.
- A significant proportion of students served by a School of Innovation must be within the “non-duplicated gap group,” which is established in 702 KAR 5:200 as follows:

A single gap group called the non-duplicated gap group shall be created. This group shall consist of an aggregate, non-duplicated count of students in the following demographic categories:

1. African American;
2. Hispanic;
3. American Indian or Native American;
4. Limited English proficiency;
5. Students in poverty based on qualification for free or reduced price lunch; and
6. Students with disabilities that have an Individualized Education Program (IEP).

- The JCBE may select one or more, or none, of the proposals for implementation for the 2015-16 school year.



The Next-Generation Community School

Haley Hart
Ashley Ogonowski
Brendan Campbell

**For Consideration in the Jefferson County Public School District's School of
Innovation Competition**

2013-2014

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I. Vision

Understanding that every student’s life circumstances and learning needs are different, in accordance with the JCPS Vision 2015, we want to offer JCPS students a highly flexible environment that allows *all* students to learn, in the place, way, and time that best fits each individual learner. While still maintaining high academic expectations for every students’ mastery of standards, our school of innovation will expand the definition of what a “school” is understood to be, becoming not only a center of flexible learning, but also a pillar of the community, providing support and resources to students, families, and community members alike. Understanding that deep community and family partnerships are critical for students’ academic success, our school will bridge the gap between the traditional classroom and the outside world by housing satellite locations of local businesses, media outlets, and community services on-site, to be run with the help of student interns.

II. Overview

Table 1: Overview of Innovative Components

Innovative Component	Explanation
Flexible Scheduling & Learning Environments	While the standards of learning are common for all students, the ways and times in which students acquire knowledge and skills are flexible. Through the use of an extended school day, extended school year, seat time waivers, and/or different learning environments (classrooms, common study areas, group work rooms, labs, etc) students are able to earn the privilege to more choice in their schedule and environment as they earn course credits and show evidence of social and emotional growth over their high school years. (JCPS Vision 2015 goals 1.1, 3.2, 3.3)
Community Bridge Opportunities	Students from underserved communities often lack the financial and logistical resources to participate in meaningful extracurricular activities, such as internships and community involvement, which can be critical for success in the real world. Similarly, underserved neighborhoods often lack access to basic needs and community resources. Understanding these gaps, we plan to create an on-site bridge between our school and the community, inviting local business and community partners to have space (including storefront locations) at our school, and allowing students to intern in these spaces during

	any of their earned flex time. (JCPS Vision 2015 goals 2.6, 3.3)
Mastery-Based Learning	In order to ensure that <i>all</i> students are learning at a high level and that we are truly preparing them to be college and career-ready, we propose a school that is entirely mastery-based, only allowing students to move on to new topics, courses, or grade-levels, once they demonstrate mastery of prerequisite material. (JCPS Vision 2015 goal 1.1)
Student Self-Pacing	Successful implementation of a mastery-based approach requires students to access and master material at their own pace. Given individual learning styles, strengths, and circumstances, individual students will master some topics faster than others. In order to truly meet each student at their current level of understanding, and allow them to mastery the material in a genuine way, we must allow students to work at their own pace. (JCPS Vision 2015 goal 1.1)
Performance Assessments	In an era defined by access to unlimited information, we are more interested in what students can “do” than what they “know.” Mastery in each class will be evaluated through a balanced combination of written, oral, and performance assessments that are aligned to standards—students must be able to defend their learning before graduation. When possible, contents will merged to encourage unique, multi-disciplinary teaching and learning. (JCPS Vision 2015 goal 2.6)
Blended Instruction	To accommodate flexible scheduling and self-paced learning, course curriculum must be available both online and in-person from instructional staff. This allows students choice and differentiation in their learning styles and increases instructional resources and accessibility. Familiarity with digital tools and resources will also help to prepare students for 21st century learning and success in the increasingly digital workplace. (JCPS Vision 2015 goals 1.1, 2.6)

III. Needs Assessment/Rationale

According to the equity scorecard released by JCPS in 2013, the majority of JCPS schools have higher levels of poverty than the district average of 67 percent. Additionally, black students are almost twice as likely to attend extreme-poverty schools than white students (40 percent versus 21 percent). When the four domains of discipline, literacy, college/career readiness, and school climate and culture were compared across the district, these extreme-poverty schools showed lower literacy rates (28 percent), lower college/career readiness (21 percent), and higher suspension rates (33 percent) than low and medium-high poverty schools. Fundamentally, this means that JCPS is underserving the children and families in the majority of

its schools by not providing them equal opportunity for academic success.

These findings are consistent with a national trend showing that a child's socioeconomic standing, race, and/or zip code of birth will dictate the quality of the education and the educational opportunities available to them (commonly referred to as the "achievement gap" or "opportunity gap"). According to the National Center for Education Statistics, 42 percent of black students and 38 percent of Hispanic students attend high poverty schools nationwide, while the same is true for only 6 percent of white students. Consequently, because schools with in low-income communities tend to have the lowest achievement, white students are more than twice as likely to graduate from college as black and hispanic students nationally, according to GOOD Magazine.

The issues which drive educational inequality are complex and multifaceted, extending well beyond the wall of any individual school or district. However, we believe it is still within each school's responsibility to address and remove barriers that prevent a student from reaching a high level of academic achievement. Furthermore, we believe that our innovative school design will help to increase the academic achievement of students in high and extreme poverty and help to increase overall educational equality within JCPS. For example, it is often due to inconsistencies in students' home life (homelessness, lack of transportation, malnourishment, etc.) that hinder their learning in the classroom. Our plan addresses those inconsistencies by giving students more options in personal schedules and providing a blended curriculum, as well as access to on-site community resources. This will personalize learning to meet individual student needs, increase access to instructional resources, promote study skills necessary for success, and support overall health and wellbeing.

In their paper *Effectiveness of Mastery-Based Learning Programs: A Meta-Analysis* by

Kulik, Kulik, and Bangert-Downs prove this to be true. They found that mastery-based learning programs improve learning outcomes overall when compared to traditional teaching methods. However, this improvement is most pronounced when examining students who previously struggled (especially students of color and students from low-income backgrounds). We are confident that these findings, which mirror our own experiences, will greatly benefit the students of JCPS, especially given the disproportionately high number of students living in poverty.

Additionally, the combination of mastery-based instruction and self-pacing holds every student accountable to their own learning. Students will not be passed along or graduated based on seat time alone; they must demonstrate mastery of particular learning goals, such as state standards, literacy skills, and study skills to earn their way towards graduation. With self-paced learning, students cannot “fail” a class, a practice that often increases dropout rates. Each student can take as much time as they need, or utilize the extended school day or school year, to complete their required learning goals.

IV. Innovative Design Components

A variety of the innovative components are outlined above, but there are two main components of innovation we are incorporating into our design: flexible scheduling and the in-school “community bridge” program.

Flexible Scheduling

The flexible scheduling component is not entirely new, but is traditionally found in alternative school settings. This past year, our team started a “school within a school” at Southeastern High School in Detroit, Michigan, that allows 100 students grades 10-12 to learn in a flexible environment. In the current model, PASE (Preparatory Academy at Southeastern),

students have approximately five hours of flexible work time where they choose how to spend their time completing their five PASE classes (English, Math, Social Studies, Science, and an online elective). This allows students to create an individualized schedule that fits their needs and learning styles; for example, students who need additional math help can spend more than an hour per day on math work but less time on English.

During the five PASE hours, teachers offer a variety of Scheduled Learning Opportunities (SLOs) to enhance student learning. SLOs include a variety of options, including but not limited to lectures, small group workshops, tutoring, and labs. On Monday mornings, students receive a calendar of the SLOs being offered each week and students budget their time accordingly. Teachers regularly conference with students to provide scheduling assistance and to help students make smart goals and decisions for each week's opportunities.

If able to expand to a whole school model, we would like not only to allow students to make their own schedule within the normal school day, but actually extend the school from day from 8 A.M. to 6 P.M. to allow students even more scheduling flexibility. We recognize that creating and managing their own schedules demands a lot of self-reflection and maturity on the part of students. We plan to support them by teaching, assessing, and tracking student study skills (such as time management, homework completion, self-reflection) on a rubric in advisory courses as instructors scaffold a gradual release of scheduling flexibility to students. The structure for this gradual transfer of responsibility from instructor to student is shown in Table 2 below. Students must have achieved *both* the minimum required course credits and the minimum study skills mastery in order to earn the flexibility allowance.

Table 2: Proposed Structure for Increased Flexibility in Student Schedules

Course Credits	Study Skills Rubric	Learning Structure/Flexibility Allowance
0 - 6	Emerging (1)	Normal class schedule with flex study time available before or after school.
6 - 12	Developing (2)	Flexible combined Math/Science block & flexible combined ELA/Humanities block; regular schedule for all other classes and flex study time available before or after school.
12 - 18	Proficient (3)	Full flexible schedule, with choice of flexible or scheduled electives.
18+	Advanced (4)	Full flexible schedule, including off-campus work privileges.

Sample student schedules (Tables 3-6) are also provided for additional context as to what a student’s 4-year experience might look like, and how an administration might organize this gradual release.

Table 3: Level 1 (Emerging) Sample Student Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
6:45-7:35	Flex Study Time	Flex Study Time	Flex Study Time	Flex Study Time	Flex Study Time
7:45-8:15	Advisory	Advisory	Advisory	Advisory	Grade Level Meeting
8:20-9:10	English 9	English 9	English 9	English 9	English 9
9:15-10:05	Online Elective	Online Elective	Online Elective	Online Elective	Online Elective
10:10-11:00	Algebra I	Algebra I	Algebra I	Algebra I	Algebra I
11:05-11:55	Spanish I	Spanish I	Spanish I	Spanish I	Spanish I
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:35-1:25	Civics	Civics	Civics	Civics	Civics
1:30-2:20	Band	Band	Band	Band	Band
2:25-3:15	Physics	Physics	Physics	Physics	Physics
3:30-5:00	Flex Study Time	Flex Study Time	Flex Study Time	Flex Study Time	Flex Study Time

Table 4: Level 2 (Developing) Sample Student Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
6:45-7:35	Flex Study Time	Flex Study Time	Flex Study Time	Flex Study Time	Flex Study Time

7:45-8:15	Advisory	Advisory	Advisory	Advisory	Grade Level Meeting
8:20-10:05	Combined Math & Science Block				
10:10-11:55	Combined ELA & Humanities Block				
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:35-1:25	Spanish II				
1:30-2:20	Band	Band	Band	Band	Band
2:25-3:15	Online Elective				
3:30-5:00	Flex Study Time				

Table 5: Level 3 (Proficient) Sample Student Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
6:45-7:35	Flex Study Time				
7:45-8:15	Advisory	Advisory	Advisory	Advisory	Grade Level Meeting
8:20-9:10	Spanish III				
9:15-11:55	Flexible time for core content classes: ELA, Math, Science, Humanities, Online Elective	Flexible time for core content classes: ELA, Math, Science, Humanities, Online Elective	Flexible time for core content classes: ELA, Math, Science, Humanities, Online Elective	Flexible time for core content classes: ELA, Math, Science, Humanities, Online Elective	Flexible time for core content classes: ELA, Math, Science, Humanities, Online Elective
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:35-2:20	Flexible time for core content classes: ELA, Math, Science, Humanities, Online Elective	Flexible time for core content classes: ELA, Math, Science, Humanities, Online Elective	Flexible time for core content classes: ELA, Math, Science, Humanities, Online Elective	Flexible time for core content classes: ELA, Math, Science, Humanities, Online Elective	Flexible time for core content classes: ELA, Math, Science, Humanities, Online Elective
1:30-2:20	Band	Band	Band	Band	Band
2:25-3:15	Elective	Elective	Elective	Elective	Elective

3:30-5:00	Flex Study Time				
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Table 6: Level 4 (Advanced) Sample Student Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-12:00	Off-Site Internship	Flexible time for core content classes: ELA, Math, Science, Humanities, Online Elective	Advisory	Flexible time for core content classes: ELA, Math, Science, Humanities, Online Elective	Check in with Advisor / Flex Study Time
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:35-1:25	Virtual Spanish IV				
1:30-2:20	On-Site Band				
2:30-5:00	Flexible time for core content classes: ELA, Math, Science, Humanities, Online Elective	Off-Site Internship	Flexible time for core content classes: ELA, Math, Science, Humanities, Online Elective	Off-Site Internship	Flexible time for core content classes: ELA, Math, Science, Humanities, Online Elective

Community Bridge Program

The community bridge serve two purposes: to help students access learning opportunities outside of a traditional classroom, and to bring much needed community resources into a neighborhood that would not otherwise have easy access to them. Students could use their flexible schedules to participate in internships with the community partners, gaining valuable work experience, 21st century vocational skills, community and teamwork mindsets, and possibilities for a wage. Furthermore, centralizing these community partners and businesses in one location would create a hub of community activity and promote parent and community

attendance and engagement with the school. There are many different possible ways that the Community Bridge could look (depending on the specific needs of the selected neighborhood, as well as what community partners take interest), but we imagine connecting to some of the following business/services to bring a variety of benefits to the school and neighborhood:

Table 7: Possible Community Bridge Partners & Rationale

Suggested Partner	Benefit to School/Community	Benefit to Student Interns
Local Grocer	Students and their families could have better access to fresh local produce and healthy food options, particularly in areas that might be considered “food deserts”.	Student interns would learn about healthy food options and food security issues.
Daycare	Student who would otherwise have to stay home to care for their siblings or children can bring their children here during school hours. Daycare would also be open to greater community, as an affordable childcare option for working parents.	Student interns would learn about childcare and early childhood education.
Fitness Center	All students would have free access (and community members would have affordable access) to a fitness center that would improve overall physical and mental health. This would work as a step of preventative health care, as well, reducing the need for more expensive emergency health care.	Student interns would learn about fitness, physiology and health.
Health Clinic (including tertiary medical care, i.e. dental & eye care)	An onsite health clinic could utilize a partnership with a local hospital or university to provide better health care to both students and the community, helping to the keep the population healthier and prevent costly emergency room visits.	Privacy issues might limit the number of student interns that could work in the health clinic, but if possible, interns could learn about healthcare and medicine.
Local Library Branch	By partnering the school’s library with Louisville’s Free Public Library, you could expand the literacy and digital resources available to both the students and the community members. This could also be the site for tutoring or mentoring programs that could come from outside organizations such as Big Brothers/Big Sisters.	Interning students could not only learn about the library system, but could also help coordinate and run tutoring programs, mentorship programs (high school students mentoring elementary or middle students).

Local Media Outlet	A print, radio, TV or digital media provider would allow the school to create and dispense local stories that affect the school and the surrounding community. It could add fresh, young voices and perspectives to the greater Louisville media landscape, and could offer many opportunities for elective classes or extracurricular clubs like journalism, yearbook, music production, etc.	Students could learn about print, audio, or digital media and share their stories with the community at large. They would learn digital skills that would translate to many future job opportunities.
Coffee Shop	A coffee shop would serve as a community meeting center and an internet access point for students and community members who wish to meet, relax, and work on-site in an informal atmosphere. This could also serve as a gallery for student artwork, help student artists show and sell their work in the community.	Student interns would learn food service and business skills, preparing orders and managing inventory and accounts.

V. Student Services Plan

Students growing up in poverty face significant barriers to success. Our desire to eliminate the gaps found between students in different socioeconomic classes is what drives our school proposal. Our experience starting the Preparatory Academy at Southeastern in Detroit, which consists of 100% African-American students and 98% eligibility for free and reduced lunch, informs our proposal design; that program, as well as this proposal, were created with the needs of students growing up in poverty at the forefront.

Although longer days and longer school years are common for low-income students, many of these schools ignore the reality that many high school students in poverty need to work to support their families. At the same time, we also know that students from low-income families need more (and more efficient) time in school in order to close the achievement gap. Because of these competing needs, we propose a flexible school day model, where all students have access to additional hours in school, and can earn the opportunity to have a flexible school day. Indeed,

by not allowing flexibility with extended time, schools make students choose between their education and competing needs at home, too often forcing students to miss school frequently, setting them even further behind.

Secondly, it has been our experience that too many students (from all backgrounds but especially those in poverty) are passed along without fully mastering the concepts required to be college- and career-ready. By using progression based on mastery, not by seat time, we can ensure that all students have truly mastered the knowledge and skills (both academic and social) they need to be successful after high school. By truly personalizing learning, by way of self-paced, blended instruction, as well as flexible scheduling, we can more easily services students of all different academic levels, learning modalities, and learning needs to ensure that mastery is attainable by all.

Lastly, students in low-income communities often have difficulty accessing extra curricular activities, for both financial and logistical reasons. By housing extracurriculars within the school through our Community Bridge program (and allowing for a flexible learning environment that would allow for participation in “extracurriculars” during the school day), we can ensure equal accessibility to these activities - activities necessary for competitive college applications and for learning social and life skills that cannot be learned within the classroom.

The Community Bridge Program has the added benefit that it provides services and activities for families and community members as well. By housing community services, such as banks and grocery stores, we will invite parents into the school and encourage them to engage with the school in unique ways. Additionally, we will incentivize involvement in the school through gift cards and reward dollars to be used at on-site vendors.

VI. Resources

Human Resources

The role and schedule of a teacher looks dramatically different in a flexible environment than in a typical classroom. Teachers have the flexibility to spend their time on what matters most: planning, large and small group instruction and 1:1 work time while college and community tutors assist with monitoring general work time. This both frees the teacher up to spend the bulk of his or her time on planning and executing instruction as well as allowing dollars on instructional personnel to stretch farther.

Rather than teaching one class period at a time, teachers offer a series of mini-lessons, guided discussions, and conference time to students. For example, a teacher might give a 20-minute lecture on a topic, followed by a structured discussion on another topic, followed by 40 minutes of conference time. All teachers create their calendars the previous week using a template to provide consistency, although what they offer may change depending on what supports students need. For instance, a teacher may notice that specific groups of students need interventions and may schedule that into their calendars.

In this model, the traditional student-teacher ratio is unnecessary. In fact, it is more effective to hire fewer teachers and instead hire additional tutors. Hiring tutors has the dual advantage of giving students more individualized attention while also freeing up teachers to spend more time conferencing, planning, and delivering small group instruction, all while saving the school money.

Technology and Instruction

Technology is a critical component of blended instruction and serves a multi-faceted role

including virtual instruction, tutoring, 21st century skill-building, and enrichment. A 1:1 computer/student ratio enables participating students to pursue a rigorous course of study aligned to college- and career-ready standards and college, career graduation requirements. Technology also provides students access to global perspectives including diverse cultures to better understand our changing world and to be better prepared for the future and global competition. It allows teachers and curriculum mappers to collect, organize and deliver digital resources from a variety of sources. Rather than rely solely on textbooks and other publisher programs, the curricular resources leverage both digital media, instructional activities such as simulations, real-world projects, games and interactive tools and textual material, all of which are mapped to local, state, national and international standards.

Time

Students can earn up to 8 hours of flexible work time where they choose how to spend their time completing their coursework. This may happen anytime between the school hours of 8am to 6 pm, so teachers' schedules may run from 8:00am to 4:00pm or 10:00am to 6:00pm, to ensure that there is overlap and increased options for student scheduling.

Space

There will be many different types of learning environments allowing students to access and utilize their different modalities. Different setups are possible, depending on the building provided, but we envision a mix of flexible classrooms, lab spaces, café areas, and media centers/libraries with smaller study rooms or cubicles available. In our program in Detroit, we have a large open “main space” with open seating, allowing for both small and large groups to

meet. The main space also features a small café that is run by students and a café lounge for students to eat in. Attached to the main workspace are a computer lab, a classroom, and various small study rooms for students to access. Students can move about the space freely throughout the day, depending on the resources they need and type of work environment they seek.

Various rituals and routines must be implemented to create and sustain positive school culture. No matter what level of flexibility a student has earned, participation in regular community meetings emphasizes each student's unique value to the whole, and give students a time to celebrate each other's achievements. In Detroit, students are grouped during Student Orientation into teams, with each teacher acting as a "Coach." Coaches are responsible for checking in with their team members each week to build and strengthen relationships, reflect on academic and social goals, and to monitor progress. Teams represent a community of mentors that hold each other accountable and assist each other in reaching personal and group goals. We recommend a similar format for the Next Generation Community School, only as part of an "Advisory" class which students would attend daily.

Safety & Security

In order to ensure the Next Generation Community High School offers students not only an academically rigorous but also a safe and secure learning environment, the school administration and stakeholders will work collaboratively in the following ways to ensure a holistically supportive school:

- Identify potential threats or targets near the school and their impact (i.e., chemical plants, gas lines, communications towers, train tracks, government buildings, etc.).
- Ensure open sight lines through maintenance of building, landscaping features and

lighting

- Ensure recreational areas have clearly defined boundaries and, if possible, are well separated from vehicle traffic
- Ensure that emergency or maintenance vehicles can readily access play areas and recreational fields
- Ensure field houses and other outbuildings are secure to prevent intruders
- Ensure school entry points are not blocked by signs, trees, shrubs, walls, etc.
- Ensure that buses can drop and pick up students directly from a designated, marked loading/unloading zone near a designated and supervised school entrance.
- Ensure parent drop-off and pick-up zones are clearly designated and, if possible, separated from bus traffic.
- Ensure visitor parking is clearly marked.
- Ensure student and staff parking is clearly marked and, if possible, are separated.
- Ensure exterior lighting is uniform and eliminates pockets of shadow or glare.
- Ensure exterior lighting scheme is effective for enhancing visibility, discouraging trespassing and preventing school vandalism.
- Ensure that exterior mechanical equipment enclosures are lockable and that doors have protective hasps, hinges and deadbolt locks or high security padlocks with non-removable hinge pins.
- Check that all windows are securely locked at the end of each day.
- Ensure basement windows are protected from unauthorized entry by security grilles or window well covers.
- Ensure that built-in roof access point is locked.

- Ensure mechanical equipment enclosures are secured and protected.
- Ensure access into the school through skylights is secure and/or blocked.
- Ensure that confidential records are separated from the reception area in locked, vandal and fire-resistant containers.
- Ensure that classrooms and offices can be quickly locked down.
- Ensure that a mass notification system reaches all students and staff in the building and on school grounds (public address, pager, cell phone, computer override, etc.).

*School safety procedure was created using guidance from the New Jersey Department of Education School Security Web site: www.nj.gov/education/schools/security/

VII. Collaboration, Partnerships, and Parent Engagement

We believe that it is impossible, even wrong, to separate our school from the community. The best schools are pillars of their communities, and we intend to create a school environment that bridges, or even eliminates, the gap between the classroom and the world around it. Our Community Bridge plan will not only help students through greatly expanded extracurricular opportunities, but become a resource for our parents, neighbors, and community members as well. With this plan, we will invite the community into the school itself. In this way, we view our school to be a community school in the truest sense.

We will use our school space in innovative ways to promote and encourage community partnerships. Our school will contain a row of storefronts available for our school partners to lease at a discounted rate, on the condition that they partner with our school to give job and internship opportunities to our student and students' families. We will begin by giving a

community needs assessment to determine what specific entities are most needed within the community. We will then contract with local Louisville vendors to create partnerships that most meet the needs the community has determined. Sample partnership could include a daycare center where students with young siblings or children themselves could drop off their kids during school, a recording studio formed in partnership with the local NPR affiliate where students could learn about radio news and sound editing/mixing, or a coffee shop where students and their family members are able to be employed. In addition, we will offer office space to community nonprofits at a discounted rate if they offer internships to our students and/or jobs to students' family members. With all of these, students will learn every aspect of the business or non-profit, including managerial responsibilities. This is incredibly important because, too often, students from low-income backgrounds can't access such verbose, practical extracurricular opportunities, lowering their exposure to life-changing experiences, lessening their college application competitiveness, and limiting their ability to learn non-academic skills. Our school is committed to helping provide these opportunities for not only our students but also for students' family members, all while supporting our community.

These resources are tremendous for parents as well. First, by placing community resources such as a daycare, grocery store and bank within the school, the school will operate as a pivotal part of the community not just for the education it provides, but for the services and opportunities it generates within the community. Parental involvement in school-related activities related to their child's education will be rewarded with "Fast Cash" gift cards which they are able to use at the school's on-site vendors. Including opportunities for students' families is an incredibly important part of our model not only because it offers opportunities to support students' home lives, but also because it provides numerous, on-going reasons to invite parents

to the campus, increasing communication between teachers and parents, and increasing parent involvement in their student’s education.

VIII. Outcomes for Learning

There are eight components of our innovative school designed that will directly lead to increased student achievement:

Table 8: Student Learning Outcomes

School Plan Component	Student Learning Outcomes
Student-centered learning (JCPS 2015 goal 1.1)	The student-centered system is facilitated through a blended learning model defined by Horn and Staker (2011) as “any time a student learns at least in part at a supervised brick-and-mortar location away from home and at least in part through online delivery with some element of student control over time, place, path, and/or pace.” Students work individually, in pairs, and in small groups facilitated by teachers, peers, technology and/or tutors. Specialized supports are provided at the school to serve the percentage of special education students and ELL students which allow them to participate in the school at the most inclusive level. Students move on to the next objective or learning target only once they have mastered the previous objective, ensuring all students demonstrate mastery of every component of every class. Additionally, students will be allowed flexibility in pacing so they can spend the time necessary to truly master all objectives.
Personalized learning paths (JCPS 2015 goals 1.1, 4.4)	All students will work with teachers and parents to construct individualized learning paths, ensuring students learn in the way best suited to their needs. Teachers continuously monitor student productivity and progress through an online learning portal including a digital library of licensed, open source, and teacher-developed resources that span the Pre-K to 14 continuum which includes learning content through college-level material.
Diagnostic/quarterly testing (JCPS 2015 goal 2.1)	Diagnostic assessments given at the beginning of the school year allow teachers to align students interest, talents, and learning styles with the type of instruction and real-world projects that make sense for students individually. Tracking student performance across all disciplines while focusing on growth in interdisciplinary critical thinking is the program’s top priority. Quarterly summative assessments provide a clear picture of where students are currently excelling and where they need the most focus. This data is used to inform curriculum to ultimately produce higher student growth.
Performance assessments (JCPS 2015 goal 2.6)	Performance assessments, according to the United States Department of Education, are “a form of testing that requires students to perform a task rather than select an answer from a ready-made list.” Performance assessments will drive learning through all courses by engaging students in real-world application of knowledge and assessing 21st century skills.

Community Bridge Program (JCPS 2015 goals 2.6, 3.3, 3.4, 3.5, 4.11)	The Community Bridge Program, as outlined in the previous question, will ensure all students have access to internships and career/technical training, helping prepare students to be 21st Century citizens. Additionally, by inviting parents and the community into the school, we can ensure quality and meaningful connections with parents and community stakeholders, all of which necessary to dramatic increase student achievement.
Positive school culture (JCPS 2015 goal 3.8)	Promoting a positive school culture is critical for school success. According to <i>What Effective Schools Do</i> , students are most successful in schools that are safe and welcoming to students. Through weekly school meetings; consistent and thorough tracking and positive recognition; robust parental engagement; and a new, clean, and open building, students will enjoy coming to school and, consequently, perform well academically.
Additional and more flexible hours (JCPS 2015 goal 3.2)	For students most affected by the achievement gap, longer and additional school days are critical for ending unequal education outcomes. However, simply adding hours to the day or days to the year is inadequate; rather, schools must add more flexible hours so students do not have to make the impossible choice between their education and responsibilities at home. This approach will decrease absenteeism while ensuring students are in school for the additional time necessary to close the achievement gap.
Skill level advisories (JCPS 2015 goals 2.3, 2.5, and 2.6)	Progress through grade levels will be based on mastery of learning objectives and requisite competencies to be tracked in advisories. A rubric will be used to assess students on the same set of competencies, with the expectations of what it looks like to “master” each competency scaffolding at each level. In this way, an advisory system is crucial in ensuring students learn the skills necessary for 21st Century citizenship, and in ensuring students progress through school in a safe, happy, and productive manner. Additionally, they are crucial for ensuring students understand and are prepared for the variety of post-secondary options available to them. In addition to students having the knowledge to pass key high stakes tests, it is crucial that all NGCS graduates are able to demonstrate the following competencies: <ul style="list-style-type: none"> ● Core competencies required to perform the role of a college student: inquiry, analysis, research, creative expression and problem-solving in core content areas ● 21st century Leadership Skills: Communicate Powerfully, Think Critically, Collaborate Productively, and Complete Projects Effectively

Academic Goals

- 100% on time graduation rate
- Average 2 point ACT/PLAN/EXPLORE growth from first diagnostic to end-of-year ACT/PLAN/EXPLORE
- 2 years growth per year on standardized assessments in Reading, Language Arts, and Mathematics and Science tests
- 100% admission and commitment to a 2 or 4 year University

Metacognitive Goals

While maintaining a high bar for academic growth, students must also be provided with the resources they need to grow as young men, women, and professionals. While these goals are

less measurable and much more subjective, they are important indicators of future collegiate and career success. These meta-cognitive goals for students include the following:

- Improved time management
- Strengthened ability to synthesize prior knowledge with new information
- Planning, monitoring, and evaluating their own thought processes
- A higher degree of self-reflection and evaluation on both academic achievement and social skills

IX. Research-Based Evidence

The Next Generation Community School is based upon a model of learner-centered instruction. This means “balancing challenge and empathy, high standards and high acceptance, achievement and enjoyment, as well as research and practice” (Cornelius-White & Harbaugh, p.xxiii) as well as “an approach to teaching and learning that prioritizes facilitative relationships, the uniqueness of every learner, and the best evidence on learning processes to promote comprehensive student success through engaged achievement” (p.xxvii). NGCS is focused on individual student needs and progress based on holistic mastery of concepts and competencies. By focusing on individual student gains as a means of progress, the school embraces students as individuals, enabling them to become confident in their own abilities. “When subjects express feelings of contentment and safely, a stimulating, but comfortable amount of challenge has a positive influence” (p.35).

A 2011 study from the Institute for Effective Education analyzed the impact and outcomes of self-paced learning. In this study, “researchers at the Institute for Effective Education at the University of York conducted a small-scale randomized evaluation of the self-paced learning strategy (SPL) to determine if this form of technology–supported formative feedback increases pupil learning” (Sheard and Chambers). Data from this study “indicate[s] significant potential for technology-supported self-paced learning to increase primary children’s

mathematics achievement.” In accordance with this research, the educational philosophy of NGCS encompasses the use of technology to support students moving at their own pace, completing content matching their individual learning needs in order to best support their learning.

Similarly, a study reported by [Educause](#) on U-Pace, an academic program out of the University of Wisconsin – Milwaukee, supports self-paced learning particularly for students in historically underperforming schools. “U-Pace instruction combines—in an online learning environment—self-paced, mastery-based learning with instructor-initiated amplified assistance” (Reddy et al.).

“The evaluation revealed that all students, including those who are “academically underprepared” and/or from low-income backgrounds (eligible for federal Pell grants), experienced greater academic success with U-Pace instruction. U-Pace instruction also facilitated more effective learning and greater knowledge retention than conventional instruction. The findings support the conclusion that U-Pace instruction may foster greater equity for underprepared and low-income students.”

Our model involves far more than task and grades but rather relies on higher order thinking skills and feedback on projects to help take student analysis beyond what traditional schools expect. According to research cited by [Competency Works](#):

“The time has come to stop believing that report card grades and test scores represent effective communication capable of supporting student learning. They do not — indeed cannot. It’s not that they cannot provide indications of learning success or failure. But a recent summary of research on the characteristics of feedback that supports learning reveals why they fall short as supporters of learning.” (Sturgis)

Some of the research described by the article above, Hattie and Timperley (2007), reports that clearly understood and real-time feedback works better than grades to encourage and support student learning.

This research is consistent with our experience moving to student-centered learning last year. In the first year of SCL, 64% of students in the Education Achievement Authority of

Michigan saw one year or more growth in reading, and 68% of students saw one year of more growth in math (Education Achievement Authority). Data from the Preparatory Academy at Southeastern is even more promising: although year one data is not yet available, when moving to a more flexible school model, over 50% of students are on track to meet more than two years of growth or more in math and reading.

Appendix A: Timeline

August-2014	September-2014	October-2014	November-2014	December-2014	January-2015	February-2015
Hire administrative team						
Select school site						
Collect community research & hold town hall meetings						
Create school vision, academic, cultural plans						
Apply for grants & additional funding						
				Establish partnerships with community organizations		
				Create specific school plans & policies		
District Representatives						
School Administration						
Instructional Staff						
Community Partners						

March-2015	April-2015	May-2015	June-2015	July-2015	August-2015	~	October-2015	~	January-2016	~	July-2016
Create master schedule											
Hire all instructional & non-instructional staff											
Complete any structural changes to building											
	Plan & create blended instructional curriculum										
		Community partners move in									
				Set up classrooms & flexible learning environments							
				FIRST DAY OF SCHOOL							
							Hire student interns in community bridge program				
									Mid-year Evaluation		
											Year-one Evaluation

Appendix B: Logic Model

Resources/Inputs	Strategies	Outputs	Outcomes	Expected Impact
<p>Sufficient human capital including administrators, teachers, tutors, non-instructional school staff, parent volunteers, transition team members, and community partners to oversee and carry-out innovative school vision.</p> <p>Sufficient time to meticulously plan and thoughtfully carry out the school vision, academic resources & supports, school culture plan, community partnerships, and overarching logistics.</p> <p>Sufficient money, building resources, and instructional materials to create a safe, but flexible environment, which is welcoming to students and community members alike.</p>	Flexible Scheduling	Individualized learning plans and pacing for student.	Increased academic achievement for all students.	<p>Increased college and career readiness.</p> <p>Decrease in student dropout rate.</p>
	Flexible Learning Environments	Ample personnel support for student instruction and intervention.	Student social and emotional growth.	
	Mastery-based Instruction	Increased access to learning resources and opportunities (digital and in person) for all students.	Increased student engagement.	
	Performance Assessments	<p>Increased “out of school” learning opportunities for low-achieving students.</p> <p>Increased student self-awareness and understanding of own learning.</p>	<p>Decrease in out-of-school suspensions.</p> <p>More positive school culture.</p>	
<p>Sufficient technological hardware (including a 1:1 student-computer ratio), software, and online resources (i.e. online learning platforms) to create a truly blended learning experience that students can access in the classroom or remotely.</p>	Blended Learning	Individualized learning plans and pacing for student.	Increased academic achievement for all students.	<p>Increased college and career readiness.</p>
	Self-paced Learning	<p>Increased access to learning materials and opportunities for all students.</p> <p>Improved digital literacy and communication.</p>	<p>Improved student confidence.</p> <p>Development of 21st century skills.</p>	
<p>Successful and flexible partnerships between the school and local businesses, community organizations, and community service providers to create a successful Community Bridge Program.</p>	Community Bridge Program	<p>On-site resources and services for students and community members to utilize.</p> <p>Parents feel more welcome and visit community bridge organizations—and thus visit the school—more often.</p> <p>Student internships.</p>	<p>Improved accessibility to community resources and services.</p> <p>Increased parent engagement and parental support of students.</p> <p>Increased community-based learning opportunities for students.</p> <p>Development of 21st century skills.</p> <p>Student social and emotional growth.</p>	<p>A healthier, happier, and more sustainable community.</p> <p>Improved livelihoods for students and their families.</p> <p>Increased community engagement.</p>

Appendix C: Budget

*This budget includes only items unique to our proposal, and none of the basics that would be included in a typical new JCPS school (e.g. building materials, instructional equipment, salaries, etc.).

**Community partners housed within the Community Bridge Program are responsible for all of their own costs (structural & personnel) to run their business/organization as usual.

***Assumptions (based on researched estimations):

- 800 students
- 27 teachers (30:1 student/teacher ratio)
- 1,600 instructional hours (exceeds the 1,062 state minimum)
- 210 school days (exceeds the 170 state minimum)

COSTS

Instructional Materials			
	Cost	Quantity	Subtotal
Laptops (1 per student)	\$250	800	\$200,000
Incentive dollars ("Fast-cash" for students and parents to use at community bridge vendors)	\$200/student on average (but amounts would vary student-to-student)	800	\$200,000
Total			\$300,000

Personnel			
	Cost	Quantity	Subtotal
Instructional Tutors	\$20/hour	5 tutors 4 hours/day 210 days	\$84,000
Additional teacher pay (for the extended school year/day)	+ \$15,000/teacher	27	\$405,000
Total			\$489,000

Structural Changes			
	Cost	Quantity	Subtotal
Miscellaneous furniture & equipment to create unique learning environments	Unknown	Unknown	\$100,000
Any unique construction required to create unique learning environments	Unknown	Unknown	\$100,000
Total			\$200,000

FUNDING

Possible Funding/Grants	
Sources	Examples
US Department of Education	Title I funding, Investing in Innovation Fund (I3)
Kentucky Department of Education	Districts of Innovation Grant (*already obtained)
Local Corporate Partners & Foundations	James Graham Brown Foundation, Humana Foundation
National Corporate Partners & Foundations	Bill and Melinda Gates Foundation
Educational Non-profits	The Fund for Transforming Education in Kentucky (The Fund)
Others	Positive Behavior Interventions & Supports Grant

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