

**2014 Instructional Transformation Grant  
COVER PAGE**

*This page must be completed and returned with the application to be responsive*

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<b>FISCAL AGENT:</b>	Breathitt County Board of Education
<b>FINANCE OFFICER</b>	Darnell McIntosh
<b>FINANCE OFFICER'S EMAIL:</b>	<a href="mailto:Darnell.mcintosh@breathitt.kyschools.us">Darnell.mcintosh@breathitt.kyschools.us</a>

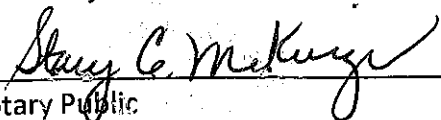
I swear under oath, subject to penalty for perjury, that I am authorized to execute this document and assure that the attached application has been reviewed and approved for implementation by all stakeholders and the district will comply with all requirements, both technical and programmatic, pertaining to the Instructional Transformation Grant. I acknowledge that failure to comply may significantly impact future funding for the current or future rounds, in addition to any applicable penalties under law.

  
\_\_\_\_\_  
Superintendent

9/16/14  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Grant Project Coordinator

9-16-14  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Notary Public

Oct 8, 2014  
\_\_\_\_\_  
My commission expires

Notary seal

**2014 Instructional Transformation Grant  
Budget Summary Form – Year 1 (2014-2015)**

**PROJECT:** 2014 Instructional Transformation Grant

**FISCAL AGENT:** Breathitt County Board of Education

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MUNIS CODE*	ITEM	EXPLANATION OF EXPENDITURES	Amt. Of Grant Funds
0110	Salary	Coordinator	\$8,000
0113	Stipends - Certified	Teacher Leaders After School PLO Sessions	\$16,400
0222	Medicare	Cost for Coord. Salary and Teacher Stipends.	\$490
0260	Workman Comp	Cost for Coord. Salary and Teacher Stipends	\$168
0253	KSBA Unemployment	Cost for Coord. Salary and Teacher Stipends	\$1302
0231	KTRS Retirement	Cost for Coord. Salary and Teacher Stipends	\$844
0580	Travel	Mileage, hotel, food for overnight trips Site visits	\$8,000
0120	Substitute Teachers	Training Dates Teacher Release Time	\$9360
0650	Equipment	Swivl Camera, Swivl License, iPad to record from camera – 4 units each	\$4,000
0610	Materials/Supplies	USB drives, copies, paper, books, training materials, supplies	\$1436

### COMMITMENT TO GRANT ASSURANCES

By signing below, the grant recipient commits to the following assurances.

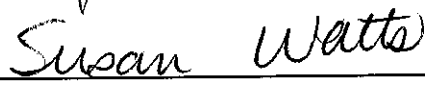
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The district will:

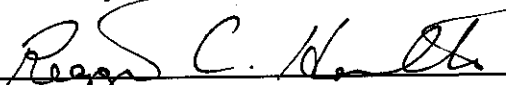
- evaluate alignment and implementation of district curriculum, instruction and assessments with the KCAS, including use of the Innovation Configuration Maps.
- establish a district Leadership Team, including, but not limited to, principals and 7-10 teacher leaders to plan, design, implement and evaluate the impact of professional learning on teacher practice and student growth (e.g., with an emphasis on KCAS, PGES, LDC/MDC, assessment literacy).
- prioritize professional learning to focus on the KCAS, including LDC/MDC, assessment literacy and educator effectiveness.
- align district funds to support sustainability after the end of the grant period.
- establish and maintain priorities based on implementation plans and progress monitoring.
- conduct on-going monitoring and reporting necessary for effective implementation and evaluation of the grant.
- participate in research through data collection and use to set and monitor improvement goals for student and teacher performance.
- develop, implement and review data from next-generation assessments and impact on student learning, including assessments that provide data for student growth goals.
- obtain commitment of the school board and schools' SBDMs.
- build capacity of the SBDM Councils to improve teacher effectiveness and support teachers.
- build capacity of principals to support teachers and student outcomes.
- utilize funds according to guidelines for allowable expenditures.
- establish an on-going system of communication and collaboration for all participants.

  
\_\_\_\_\_  
Superintendent

9/16/14  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Grant Project Coordinator

9-16-14  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Principal of participating School

9/16/14  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Principal of participating School

9-16-14  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal of participating School

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal of participating School

\_\_\_\_\_  
Date

**Project Goals:**

It is the goal of the Breathitt County school system to implement the LDC and MDC tools at the middle school and high school settings to support and contribute to the success of our students becoming college and career ready, to prepare all students to meet the Common Core State Standards (CCSS) and succeed beyond high school. With a resolute focus on standards, evaluations and assessments we strive to increase student achievement. With implementation of Kentucky's Professional Growth and Effectiveness System for teachers and principals, and with training an increasing number of teachers in LDC and MDC, we will be working toward a dynamic measure of student learning for use in teacher and principal evaluations. We have identified three areas for implementation in order to achieve an effective scale-up of this work:

- Effective leadership at multiple levels;
- Alignment with the CCSS, curricula, and state assessments; and
- Meaningful and ongoing professional learning opportunities (PLOs) for all stakeholders.

Through this "Instructional Transformation" our district will increase our capacity to identify, communicate and implement best practices and professional development among our teachers and leaders, extend collaboration opportunities to teachers through shared professional development, provide teachers with more customizable support, and elevate teacher leaders who network information between teachers and district leaders.

• **Effective Leadership at Multiple Levels:**

Through the Instructional Transformation Project the district will support the need to be better administrators and evaluators, to better support our teachers with professional development and

meeting their growth plan goals, and to align instruction and formative assessments. The training and support of the effectiveness coach will help the leadership team meet these goals.

• **Alignment with the CCSS (KCAS), curricula, and state assessments:**

The implementation of the LDC and MDC tools will be a central priority for the district. District leaders will reinforce support at school level and district-wide meetings that LDC and MDC tools are designed to help teacher provide state-aligned instruction. Communication, uniformly and consistently, will occur at monthly principal meetings to reinforce that work aligns with CCSS (KCAS) standards. Teacher leaders will be an important key to working with principals to help them see that the LDC modules and MDC fals are aligned with CCSS (KCAS).

• **Meaningful and ongoing professional learning opportunities (PLOs) for all stakeholders.**

To successfully implement this project, the district realizes a need for a strong multi-disciplinary leadership team that understands the goals and scope of this initiative. To meet this need, we will identify four teachers, two at middle school level and two at high level, to serve as MDC and LDC teacher leaders. These teacher leaders will work at the building level to provide ongoing, job embedded professional learning opportunities to both teachers and principals. They will work as a bridge between the district and the school. They will be accessible to work with teachers in PLC meetings, small groups and one-on-one in the classroom. The teacher leaders will not have evaluative authority over the teachers they are supporting, so teachers can see them as “coaches”, whom they can respect and turn to with questions, concerns and challenges.

**Program Alignment/ Project Plan:**

**Breathitt County  
Instructional Transformation Plan**

<b>Grade Levels</b>	<b>Audience</b>	<b>Timing</b>	<b>Description of Activity and Content Focus</b>	<b>Person or Persons Responsible for Training Implementation</b>
6-12	Teachers Principals Central Office Administrators	October 2014	Training –TPGES /LDC Modules and how they fit together.	Trainer- to be determined  Effectiveness Coach
6-12	Teachers Principals Central Office Administrators	October 2014	Training- TPGES/MDC-FALs and how they fit together	Trainer –to be determined Effectiveness Coach
6-12	Teachers Principals Central Office	October 2014	Training- Model strategies through LDC work.	Trainer – to be determined Effectiveness Coach
6-8 9-12	Principals Instructional Supervisor	October 2014 – March 2015	All Principals and Assistant Principals who have already passed the Proficiency test will calibrate. Any new Principals will complete the Proficiency Test.	
6-8 9-12	Teacher Leaders Teachers Principals Central Office Staff	February 2015	100% of ELA, Science and Social Studies Teachers participating have designed and taught at least 1 Literacy Design Modules. The teachers have videoed clips of the modules being taught and student work at each level. Work days- Teachers will meet to do some more jurying of the modules they have. Based upon Domains 2 and 3 of the Framework, teachers will refine the modules and	Principals and Teacher Leaders will meet with teachers during PLCs to guide this process.

			include specific questions, vocabulary, etc.	
6-8 9-12	Teachers  Teacher Leaders  Administrators	April 2015	Teachers will have planned days to work on the curriculum in order to determine where to place the "Good to Go" modules they have created within the district curriculum.  Teachers will identify the Math behind FALs and place the Formative Assessment Lessons in the Appropriate Place within the District Curriculum.	Principals and Teacher Leaders will meet with teachers during PLCs to guide this process
6-12	Teacher Leaders  Teachers	July 2015- June 2016	Teachers will create 2 additional modules and implement them in their classrooms. Each teacher that is in cycle to be observed with TPGES will be required to implement a Literacy Module while being observed using the Danielson Framework. Domains 2 and 3 will be incorporated within their modules. Good Strong Questions, Coherent Instruction.	Principals and Teacher Leaders will meet with teachers during PLCs to guide this process
6-12	Teachers Principals	Each Month starting July 2015- June 2016	District LDC/MDC PLCs will meet monthly to jury modules and review student work. Agendas, Sign in Sheets and copies of student work will be the evidence.	Teacher Leaders Central Office Staff Principals
6-12	Principals	Each Month starting	Principal PLC will meet monthly to look at modules, student work, student growth goals, etc.	Central Office Staff

		<b>July 2015- June 2016</b>		
<b>6-8 9-12</b>	<b>Additional Teachers</b>	<b>July 2015- June 2016</b>	<b>Teacher leaders be assigned to train and mentor teachers that are new to the TPGES for the 2015-16 school year.</b>	<b>Teacher Leaders Principals</b>
<b>6-8 9-12</b>	<b>Additional Teachers</b>	<b>August 2015</b>	<b>Use Videos from Teachscape (Danielson's Rationale----why the framework? Have teachers look at the framework at tables (have teacher leaders/administrators circulate to answer questions, etc.) Watch Accomplished videos for Domain 2 Give teachers time to do the self-reflection on Domain 2</b>	<b>Principals</b>
<b>6-8 9-12</b>	<b>Additional Teachers</b>	<b>August 2015</b>	<b>Watch Accomplished videos for Domain 3 Provide time for self-reflection on Domain 3 Discussion of Domains 1, 4, 5 Provide time for teachers to practice scoring a video using the framework</b>	<b>Principals  Teacher Leaders and teachers that participated in LDC/MDC in 2014-15</b>
<b>6-8 9-12</b>	<b>Additional Teachers</b>	<b>August 2015</b>	<b>Student Growth Goals a. Examples of SMART Goals (Use Handouts from Face to face Training) b. Videos from Teachscape c. Pre-Assessment, Mid and Post</b>	<b>Trainers- Effectiveness Coach Teacher Leaders and teachers that participated in LDC/MDC in 2014-15</b>



			<b>d. Departmental planning time to discuss SMART goals, assessments for student growth, etc. (Divide into 4 groups with a field test teacher as leader)</b>	<b>Principals and Assistant Principals</b>
<b>6-12</b>	<b>Teachers</b>	<b>August 2015 Thru May 2016</b>	<b>All Breathitt Co Teachers will complete a Smart Goal for Student Growth following the PGES Guidelines.</b>	<b>Principals School Teacher Leaders Resources on KDE Web Site Resources on CIITS</b>
<b>6-12</b>	<b>Teachers</b>	<b>August 2015 Thru May 2016</b>	<b>All Breathitt Teachers will complete a Professional Growth Plan following the PGES Guidelines.</b>	<b>Principals Effectiveness Coach School Teacher Leaders Resources on KDE Web Site Resources on CIITS</b>
<b>6-8 9-12</b>	<b>Teachers  Principals</b>	<b>August 2015</b>	<b>Teachers will look at LDC/MDC next to framework. Answer questions: How do the modules fit? How can the modules make a teacher accomplished? How do the Formative Assessment Lessons Fit? How can they make a teacher accomplished? Use videos of our teachers doing LDC/MDC; tie LDC/MDC to KCAS and state assessment.</b>	<b>Principals  Teacher Leaders and teachers that participated in LDC/MDC in 2014-15</b>
<b>6-8 9-12</b>	<b>Teachers</b>	<b>Monthly throughout</b>	<b>Each school will conduct monthly PLCs for TPGEs</b>	<b>Principals</b>

	<b>Principals</b>	<b>2015-16 school year</b>	<b>focusing on Domains 2 and 3 and weaving Domain 1 within.</b>	<b>Teacher Leaders and teachers that participated in LDC/MDC in 2014-15</b>
<b>6-8 9-12</b>	<b>Teachers  Principals</b>	<b>July 2015 Monthly throughout 2015-16 school year</b>	<b>The District will purchase the books <u>“Tools for Teaching Content Literacy”</u> and <u>“More Tools for Content Literacy”</u>. The books will be used to train teachers and as resources for teachers to use while planning LDC Modules. They contain research based instructional strategies to use across content areas to help students make connections with informational resources and to read critically.</b>	<b>Teachers/Teacher Leaders  Principals  District Instructional Supervisor</b>
<b>6-12</b>	<b>Teachers</b>	<b>May 2014 Thru December 2014</b>	<b>Selected Teachers will participate as Peer Observer</b>	<b>Videos In-Person Training Training from Other Sites</b>
<b>6-8 9-12</b>	<b>District Administrators  Principals  Teachers</b>	<b>October 2014 Thru June 30, 2016</b>	<b>The district will be working in collaboration with our local coop., KVEC, on an initiative called the “Appalachian Renaissance Initiative”. We will be working in collaboration with the University of Kentucky P-20 Innovations Lab (This will be for District Administrators); the PETLL (Perpetuating Teaching Leadership and Learning) Framework for sustainable improvement within our schools by</b>	<b>Face to Face Training Digital Training Job Embedded Training Leadership Institutes</b>

			creating a professional community. Incorporated into PETLL and provided to support individual school/teacher growth, are peer observation training, mentoring and coaching, guiding and reflective practices, and collaboration; and the Asbury University College of Education on a unique opportunity for KVEC member district leadership teams and whole school innovation to provide one to one coaching for identified Principals.	
	<b>Central Office Staff Effectiveness Coach</b>	<b>October 2014</b>	Each school in the district is required to develop and implement a plan that contains all the elements listed above with exact dates as to when it will happen within the month required by the district. Our district is at a point that each school has a team that is trained and ready to train the other staff. We are offering some additional training.	<b>Principals Assistant Principals</b>

### **Evaluation Plan**

In order to evaluate the effectiveness of our program, we will analyze 5 critical areas:

- Participants' Reaction: Did they like it? Was there time spent well? Will it be useful?

Was the leader knowledgeable and helpful? Did the materials make sense?

- **Participants' Learning:** Did the participants acquire the intended knowledge and skills?
- **Organization and Support:** Was the implementation advocated, facilitated, and supported? Were problems addressed efficiently? Were the sufficient resources made available? What was the impact?
- **Participants' Use of Knowledge:** Did stakeholders effectively apply knowledge and skills?
- **Student Learning Outcomes:** What was the impact on students? Did student performance and achievement increase? Are the students more confident as learners?

In addition to these areas, the leadership team will work to utilize Kentucky's Innovation Configuration Map to quantify implementation and help evaluate the levels of implementation for KCAS and what changes may need to take place to sustain the program.

In order to self-assess the implementation of our PGES system, we will utilize the PGES Implementation Rubric to evidence areas of strong and weak implementation and help guide our next step planning process.

Student impact will be assessed based on data collected at each school. MAP testing, EPAS data, K-PREP data, Quality Core results, College and Career Readiness data, and student growth will all be measures that are examined to determine the quality of our implementation.

The TPGES system will be an integral part of assessing our teacher leaders and their capacity to grow as leaders. District leaders and principals will assess and revise the format and content of LDC and MDC PLO's to improve their effectiveness in building teacher knowledge, skills and

capacity to use the tools in the classroom and provide support to their colleagues. This ongoing assessment shall result in the evolution and improvement of PLO's from year to year, and possibly even mid-year as emerging issues and needs are observed.

**Core Capacities:**

To begin our implementation, we will choose two teacher leaders at the middle school level (one for LDC and one for MDC) and two teacher leaders at the high school level (also one for LDC and one for MDC). During this process we will look at four core capacities: 1) adaptive capacity: the ability of the teacher leaders to monitor, assess, and respond to and create internal and external changes; 2) leadership capacity: the ability of all teacher leaders to create and sustain the vision, inspire, model, prioritize, make decisions, provide direction and innovate; 3) management capacity: the ability of the teacher leaders to ensure the effective and efficient use of organizational resources; and 4) technical capacity: the ability of teacher leaders to implement key organizational and programmatic functions.

District leaders will engage the principals and the teacher leaders in the early implementation processes and convey the foundations of the LDC and MDC initiatives. Across the district, leaders will communicate the three main goals of this implementation. District leaders will provide a strong foundation for a strategic approach to implementation and the development of the teacher leaders. District leaders will be a model for effective leadership at multiple levels, alignment with KCAS and state and national assessments and meaningful and ongoing PLO's. District leaders will devise strategies and policies to allow for the sustainability of the MDC and LDC implementation once the funding period ceases. One possible strategy is to allow teachers

to use LDC and MDC PLO time to apply toward required professional development hours. A strong collaboration with our area educational coop networks would also allow for sustainability.

**Bonus Points:**

While Breathitt County Schools was not part of any prior initiative that levies bonus points, there are some instances in the district that could help implementation of this project. Through a Gear-Up professional development opportunity, many of our middle school and high school teachers have been introduced to the LDC and MDC initiatives.

Also, two district administrators now employed with Breathitt County Schools, who will be involved in leading this implementation, were involved in GATES grant work in previous districts. Tim Spencer and Susan Watts were both a big part of GATES work in their previous district of employment. Their experiences should help to make this implementation a much smoother process.