Executive Overview – Holmes Middle School School of Innovation Proposal

Covington Independent Public Schools

Innovation Cycle: 2025–2031

Principal: Lee Turner
Superintendent: Alvin Garrison, Covington Independent Public Schools
School Year of Launch: 2026–2027
Waiver Duration: 3-Year Proof of Concept (with renewal through 2031)

Introduction of Holmes Middle School

Holmes Middle School is transforming into a dynamic Innovation Hub designed to empower every student to discover purpose, build transferable skills, and demonstrate mastery through hands-on, project-based learning. This model responds directly to community feedback—including recent calls for "an innovation hub at the Holmes campus, where students could study in-demand jobs in technology and science that aren't offered in conventional classrooms" (LINK nky, Oct. 27, 2025). Families want schools that innovate while keeping students connected to a broad, well-rounded education—not tracked into narrow specialties.

Situated in the heart of Covington and serving one of Northern Kentucky's most diverse and resilient student populations, Holmes is uniquely positioned for this work. Our students bring creativity, curiosity, and determination, yet traditional structures have not always fully supported their potential. Academic data, stakeholder feedback, and regional workforce needs all affirm that today's learners require an educational experience that connects learning to real life and future opportunities.

The Holmes Innovation Hub reimagines middle school as a place where inquiry, interdisciplinary learning, and authentic problem-solving are the norm. Students will engage in collaborative projects, partner with community mentors, and explore purpose-driven experiences that link academic rigor with real-world application. This proposal reflects the district's commitment to building a learning environment that honors student strengths, addresses persistent challenges, and positions Holmes Middle School as a regional model for innovative, equitable education in Kentucky.

The Case for Change

Over the past five years, Holmes Middle School has demonstrated steady progress in academic growth, but traditional models have limited our ability to fully engage students or prepare them for high-demand careers. Recent district and state assessments show that while many Holmes

students demonstrate potential, too few are reaching proficiency in core content areas, particularly in math and science. Attendance and engagement data reveal that students thrive when learning is active, relevant, and collaborative conditions that are difficult to sustain in compartmentalized, period-based schedules.

Community feedback, gathered through family forums, student focus groups, and district surveys, echoed these findings. Families and local employers called for an **"innovation hub" at Holmes**—a school where students learn by solving authentic problems, exploring pathways aligned to regional workforce needs, and developing the communication and collaboration skills essential for success in high school and beyond.

Innovation Hub Vision Summary

Our vision is to empower every Holmes Middle School student to discover their purpose, build essential skills, and demonstrate mastery through hands-on, interdisciplinary learning. As a School of Innovation, Holmes will move beyond traditional classes and offer four integrated pathways that reflect both academic rigor and real-world opportunity:

- **Humanities:** Communication, civic engagement, and global awareness
- **Applied:** Design thinking, entrepreneurship, and creative innovation
- **STEM:** Scientific inquiry, technology, and data-driven exploration
- **Trades:** Craftsmanship, engineering, and technical design

Through these pathways, students will engage in authentic learning connected to community mentors and aligned with both the Covington Independent Schools Portrait of a Learner and the Kentucky Portrait of a Learner competencies.

By transforming Holmes into an Innovation Hub, we are investing in the future of our students, our community, and our city. Within three years, we anticipate measurable gains in student achievement, engagement, and teacher retention. Within five years, Holmes will stand as a regional model demonstrating how creativity, accountability, and community partnership can coexist to redefine what public education makes possible.

The Commitment

This proposal represents more than a waiver request; it's a promise to our students, families, and community.
It ensures that every child has equitable access to the opportunities, mentors, and learning environments that ignite curiosity and confidence.
Holmes Middle School is ready to lead this transformation—anchored in community, aligned with Kentucky's vision for innovation, and built to sustain success for generations of Covington students.

The Approach

The Holmes innovation model is built on five pillars:

1. Project-Based Learning (PBL): Students learn through inquiry and problem solving.
2. Personalized Pathways: Sixth-grade exploration → seventh-grade specialization → eighth-grade capstone.
3. RTI + SEL Integration: Every day begins with targeted support and social-emotional growth.
4. Teacher Empowerment: Pathway Leads, Innovation Fellows, and merit incentives elevate teacher leadership.
5. Community Partnership: Local experts, industries, and civic organizations co-design authentic projects.

Implementation Timeline

The Holmes Middle School Innovation Cycle spans 2025–2031:

- 2025–26: Pre-Implementation (Planning, PD, and Space Design)
- 2026–27: 6th Grade Launch
- 2027–28: 7th Grade Expansion
- 2028–29: Full 6–8 Implementation
- 2029–30: KDE Proof-of-Concept Evaluation and Renewal
- 2030–31: Institutionalization & Regional Replication

By the end of the cycle, Holmes will operate as a fully institutionalized innovation hub—sustained by recurring district funding, guided by data transparency, and recognized as a regional center for teacher learning and school visits.

District Alignment

This vision aligns directly with **Covington Independent Public Schools' mission** to "reveal the success that exists in each student" and with the district's Portrait of a Learner, which defines the skills, habits, and dispositions students need to thrive in an evolving world.
It also fulfills the intent of **Senate Bill 207**, which empowers Kentucky schools to reimagine learning through flexible scheduling, community partnerships, and mastery-based progression.

Our Commitment to Equity

At the heart of this innovation is a commitment to **equity and access**. Holmes will ensure that all students—regardless of background, language, or academic starting point—have the opportunity to explore all four pathways: **Humanities, Applied, STEM, and Trades.**

Through daily RTI and embedded PBL/SEL blocks, students receive the support and enrichment needed to grow academically, socially, and emotionally. Equity audits and transparent reporting will keep participation balanced and ensure that innovation serves every learner, not just some.

Overview of Structural Backbone

The Holmes Middle School innovation plan is anchored by four "Big Rocks"—the foundational priorities that will drive sustainable transformation. Each Big Rock reflects a deliberate design choice grounded in student needs, district vision, and research-based best practices. Together, they form a cohesive framework that links curriculum, time, space, and resources to student engagement and mastery.

1. Curriculum – Relevant, Rigorous, and Integrated

Holmes will continue using high-quality instructional material while connecting core learning to real-world application through project-based learning (PBL).

Current HQIR Foundations:

- **Science:** OpenSciEd (3-Dimensional NGSS-aligned instruction)
- **Mathematics:** Savvas enVision Math
- **ELA:** Exploring HQIR-aligned options in 2025–26 (with cross-content literacy integration)

Innovation Additions:

- Interdisciplinary PBL units aligned with Kentucky and Covington Portrait of a Learner competencies
- Capstone projects that merge academic and career learning outcomes
- Digital portfolios documenting mastery and growth

Goal: Build a cohesive learning experience that connects standards-based content with creativity, inquiry, and authentic problem-solving.

2. Scheduling – Flexibility and Focus

The master schedule will be redesigned to prioritize deeper learning, intervention, and exploration.

Key Features:

- **Two 18-week rotations for 6th grade** (students experience all four pathways)
- **A/B Pathway rotation for all grades** (two pathways and all four core classes)

- **Capstone block for 8th grade** integrated with PBL and RTI

- **RTI for all grades daily**
- **90-minute core classes** with embedded RTI and collaboration
- **Daily PBL/SEL block** for interdisciplinary projects, mentoring, and reflection

Goal: Ensure every student has time to explore, apply, and reflect—without sacrificing core academic rigor.

3. Space – Collaborative and Career-Connected

Holmes will redesign selected classrooms and common areas to support hands-on, team-based, and maker-centered learning.

Phase 1 (2025–26): Redesign existing classrooms for flexible group work and digital integration.

Phase 2 (2026–28): Equip dedicated pathway labs—STEM Innovation Lab, Trades/Maker Space, Applied Design Studio, Humanities Media Hub.

Phase 3 (2028–30): Develop regional "Innovation Hub" zones for student exhibitions, PD workshops, and community use.

Goal: Create learning environments that mirror the workplaces, studios, and labs our students will enter.

4. Equipment – Tools for Real Learning

Each pathway requires specialized tools, technology, and materials to ensure authentic, hands-on engagement.

Pathway	Essential Equipment
Humanities	Podcasting and recording equipment ● Cameras ● Digital editing software ● including but not limited to the above mentioned
Applied	Entrepreneurship kits ● Design and marketing materials ● 3D printing access ● including but not limited to the above mentioned
STEM	Robotics kits ● Biomedical and coding tools ● Data sensors and analysis software ● including but not limited to the above mentioned
Trades	Hand and power tools ● Construction and fabrication materials ● Safety equipment and workbenches ● including but not limited to the above mentioned

Goal: Equip every student with access to the tools needed to innovate, create, and demonstrate mastery safely and effectively.

Summary

The Holmes Middle School Innovation Plan is built on four integrated "Big Rocks" that create a cohesive foundation for deeper learning. A rigorous, relevant, and interdisciplinary curriculum is paired with a flexible schedule that provides protected time for exploration, intervention, and project-based learning. Future redesigned classrooms and specialized pathway labs will offer collaborative, career-connected environments, while strategic equipment investments ensure students can engage in authentic, hands-on work across Humanities, Applied, STEM, and Trades pathways. Together, these elements form a structural backbone that aligns curriculum, time, space, and tools to support student engagement, creativity, and mastery.

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Vision of the Innovation Hub connected to the District Portrait of the Graduate

Mission

Our mission is to provide all students with equitable access to authentic, purpose-driven learning through four integrated pathways: **Humanities, Applied, STEM, and Trades.**
Each pathway links core content to real-world experience, empowering students to explore interests, apply knowledge, and demonstrate the competencies described in Kentucky's *Portrait of a Learner*.

- **Humanities Pathway:** Builds communication, civic leadership, and global awareness through inquiry and storytelling.
- **Applied Pathway:** Fosters design thinking, entrepreneurship, and creative problem solving across disciplines.
- **STEM Pathway:** Engages students in scientific inquiry, technological innovation, and data-driven exploration.
- **Trades Pathway:** Develops craftsmanship, engineering, and technical skills through career-connected projects.

Students begin in **sixth grade** exploring all four pathways through short rotations that emphasize curiosity and foundational skills. In **seventh grade**, they select **two pathways**. In **eighth grade**, students complete an integrated **Capstone Project** that connects their pathways with community mentors and culminates in a public exhibition of learning.

Through daily **RTI**, protected **PBL/SEL blocks**, and collaborative interdisciplinary teaching, Holmes Middle School ensures that every learner experiences challenge, support, and belonging. The result is a vibrant innovation hub—rooted in community vision—where students are prepared not only for high school success but for lifelong learning, leadership, and service.

The Holmes Middle School Innovation Hub provides equitable, purpose-driven learning through four integrated pathways—Humanities, Applied, STEM, and Trades—and aligns closely with the core principles of the International Baccalaureate Middle Years Programme (IB MYP). Like IB, Holmes emphasizes inquiry-driven, interdisciplinary learning that connects academic content to real-world problems through project-based units supported by daily RTI, PBL/SEL blocks, and collaborative teacher teams. Each pathway blends disciplines and mirrors IB's global approach: Humanities builds communication and citizenship, Applied develops design thinking and entrepreneurship, STEM fosters scientific and technological inquiry, and Trades cultivates engineering and technical skills. Kentucky's Portrait of a Learner competencies—communicator, collaborator, critical thinker, innovator, global citizen—parallel the IB Learner Profile, ensuring students grow as reflective, empowered learners. The three-year student journey reflects the IB developmental arc: sixth graders explore all pathways through inquiry and reflection; seventh graders deepen learning in two pathways through interdisciplinary, community-connected projects; and eighth graders complete a Capstone Project and public Defense of Learning that parallels the IB Personal Project. By aligning with global IB practices while remaining rooted in Covington's community vision and workforce partnerships, Holmes Middle School offers a world-class, IB-aligned model of deeper learning that prepares all students for high school success, postsecondary pathways, and lifelong leadership.

Student Journey (Grades 6–8)

Overview

The Holmes Middle School Student Journey guides learners through a three-year progression of exploration, specialization, and mastery. Students advance through four pathways—**Humanities, Applied, STEM, and Trades**—supported by daily **RTI**, dedicated **PBL/SEL** blocks, and interdisciplinary core instruction. Each year deepens both academic rigor and personal relevance, culminating in an **eighth-grade Capstone Exhibition** that showcases learning to families, partners, and the broader community.

6th Grade – Explore & Build Foundations

Purpose: Ignite curiosity, close learning gaps, and provide sustained exposure to every pathway.

- Sixth-grade students participate in **two 18-week rotations**, studying two pathways each semester so that by year's end they have experienced all four.
- Extended rotations allow for more authentic, hands-on projects while maintaining academic support through daily RTI.
- Core teachers integrate ELA, Math, Science, and Social Studies standards into each pathway experience, ensuring relevance and rigor.
- The daily PBL/SEL block reinforces collaboration, problem solving, and reflection.
- Students keep a **Pathway Reflection Journal** and complete a semester-end exhibition highlighting what they learned in each rotation.

Outcome: Students finish sixth grade with meaningful, hands-on experience in all four pathways and the self-awareness to make informed choices for seventh grade.

7th Grade – Choose & Deepen Learning

Purpose: Empower students to pursue their strengths through focused, hands-on study.

- Each student selects **two pathways**—one academic/creative (Humanities or Applied) and one applied/technical (STEM or Trades).
- Pathways operate on an **A/B rotation**, giving equal time to both areas while preserving extended blocks for complex, interdisciplinary projects.
- Students participate in community-connected PBL units integrating core academic content with real-world problems.
- Local partners and mentors provide authentic contexts such as civic campaigns, design challenges, or prototype builds.

Outcome: Students demonstrate independence, collaboration, and emerging career awareness while building a digital portfolio of their project work.

8th Grade – Specialize & Showcase

Purpose: Demonstrate mastery and leadership through authentic public performance of learning.

- Students either continue both pathways or specialize in one to complete a comprehensive **Capstone Project**.
- Capstones combine academic research with applied creation—examples include engineered solutions, civic initiatives, or multimedia exhibitions.

- Community experts co-mentor projects under teacher supervision, reinforcing the school's role as a regional **innovation hub**.
- Each student completes a **Defense of Learning**, presenting outcomes, reflections, and growth evidence aligned with Kentucky's *Portrait of a Learner* competencies.

Outcome: Graduating eighth-graders are confident communicators, creative problem-solvers, and engaged citizens prepared for success in high school and beyond.

Progression Summary

Grade	Learning Focus	Core Experiences	Key Deliverables
6th	Explore & Catch Up	Two 18-week rotations (two pathways per semester) + daily RTI & PBL	Reflection Journal + Semester Showcases
7th	Choose & Build	Two pathways (A/B rotation) + community projects	PBL Exhibitions + Portfolio
8th	Specialize & Showcase	Capstone Project + Mentor Support + Defense of Learning	Capstone Portfolio & Public Exhibition

Overview of the way the Pathways work

Each pathway operates within the master schedule's protected RTI and PBL/SEL blocks so that support and enrichment occur equitably for all students. Pathway teachers collaborate across disciplines to connect Kentucky Academic Standards with real-world applications, ensuring relevance and coherence across the curriculum.

Pathway Framework

Pathway	Core Focus	Illustrative Learning Experiences	Community / Industry Links
Humanities	Communication, civic leadership, global and cultural literacy	Oral history documentaries, community storytelling projects, student-led civic campaigns	Behringer-Crawford Museum • City of Covington • Baker Hunt
Applied	Design thinking, entrepreneurship, and creative problem solving across multiple disciplines	Student-run enterprises, product design challenges, marketing campaigns	NKY Chamber of Commerce • Gateway CTC Business Program
STEM	Scientific inquiry, technology integration, and data-driven innovation	Robotics, biomedical investigations, engineering design challenges	NKU STEM Education Center • St. Elizabeth Healthcare • LIfeSciKY
Trades	Craftsmanship,	Carpentry, electrical	Local trade unions •

| fabrication, and applied engineering design | circuits, small-scale construction, and prototyping | CVG Logistics • TradesNKY |

Grade-Level Progression

- **6th Grade – Exploration:**
  Students participate in **two 18-week rotations**, studying two pathways per semester. By year's end, all students experience all four pathways. Extended rotations allow for authentic project work and integration of literacy, numeracy, and SEL skill development.
- **7th Grade – Specialization:**
  Students select **two pathways** scheduled on an A/B rotation. This ensures balanced access and cross-disciplinary learning opportunities.
- **8th Grade – Capstone:**
  Students either continue with both pathways or focus on one to complete a comprehensive Capstone Project, which integrates academic learning, community mentorship, and public exhibition.

Equity and Access Protocols

Holmes Middle School is committed to ensuring equitable participation across all pathways. The following systems are in place to protect fairness, balance, and inclusion:

1. **Interest and Placement Process:**
   - Grade 5 students complete a pre-enrollment survey identifying interests and strengths.
   - Counselors and teachers use data to design balanced exploratory groups for sixth grade.
2. **Choice and Randomization:**
   - During seventh-grade scheduling, students rank preferred pathways.
   - When interest exceeds capacity, a **randomized lottery** ensures balanced representation by gender, race, and academic level.

3. **Annual Equity Audit:**
   - Participation data is reviewed by the Innovation Council each year to identify gaps or disproportionality.
   - Findings inform targeted outreach, recruitment, and schedule adjustments.
4. **Access Assurance:**
   - No GPA, prerequisite, or teacher recommendation is required for pathway participation.
   - Students with IEPs, ELL status, or other support needs receive accommodations within every pathway.
5. **Monitoring and Transparency:**
   - Enrollment and outcome data are published annually on the **Holmes Innovation Dashboard**, allowing the community to see participation trends, project highlights, and progress toward equity goals.

Intent

This framework ensures that every student at Holmes Middle School regardless of background or achievement level has access to diverse, high-quality learning experiences. By embedding RTI, PBL, and SEL within each pathway, Holmes protects both **academic acceleration** and **authentic**

exploration, fulfilling the spirit of **SB 207** by proving that flexibility and equity can coexist in a public school setting.

Talent and Expert Roles

Purpose

To strengthen relevance and community connection, Holmes Middle School integrates local experts, mentors, and industry partners into classroom learning within each pathway. These collaborations bring authenticity and professional expertise to students' projects while keeping all instruction under the supervision of certified teachers.

All external contributors complete **background checks (KRS 160.380)** and operate under clear supervision protocols consistent with **SB 207** and **KRS 156.161**.

Priority Expert Roles by Pathway

Pathway	Expert Role	Core Contributions	Example Partners
Humanities	*Civic Leadership & Media Mentor*	Guides student storytelling, debate, journalism, and civic-action projects; connects communication skills to real community impact.	EducateNKY • City of Covington Public Information Office • Local historical societies
Applied	*Entrepreneurship & Design Coach*	Supports business and marketing simulations, product design, and innovation challenges; helps students prototype and pitch ideas.	NKY Chamber of Commerce • Gateway CTC Business Program • Local entrepreneurs
STEM	*Engineering & Innovation Specialist*	Assists with robotics, biomedical investigations, and data-driven problem solving; mentors PBL teams on engineering design.	NKU STEM Education Center • St. Elizabeth Healthcare • Ignite Institute
Trades	*Technical Trades Mentor & Fabrication Technician*	Provides expertise in construction safety, tool use, electrical circuits, and project prototyping; co-leads design-build challenges.	Local trade unions • CVG Logistics Partners • NKY Works

Implementation and Oversight

1. Contracting & Compliance
- Experts serve through short-term district contracts or MOU agreements vetted by the Covington Independent Board of Education.
- All financial transactions follow district procurement policy (**KRS 45A**) and audit requirements (**KRS 156.265**).

2. Orientation & Supervision

- Prior to student engagement, experts complete orientation covering FERPA, safety, and instructional collaboration expectations.
- Certified teachers retain instructional responsibility at all times.

3. **Scheduling Integration**
   - Expert sessions are embedded within 18-week rotations or A/B pathway blocks to reinforce project milestones, provide demonstrations, and support Capstone mentoring.

4. **Evaluation & Feedback**
   - Each expert partnership is evaluated annually through teacher and student surveys, project outcomes, and Innovation Council review.
   - Data from these evaluations inform partnership renewals and training needs.

Long-Term Talent Architecture

By **Year 3**, Holmes Middle School will transition from relying on external trainers to developing internal capacity through an **Innovation Fellows Pipeline**.

- Selected teachers will earn micro-credentials as *Pathway Leads* and *PBL Coaches*.
- External experts will evolve into mentors and community liaisons rather than direct co-teachers.

This sustainable structure builds internal expertise, preserves community partnership strength, and fulfills the SB 207 intent to develop lasting local capacity for innovation.

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Professional Learning Plan

Purpose

Holmes Middle School's professional learning plan is designed to build and sustain the instructional capacity required to implement the four-pathway innovation model with fidelity and impact.

Grounded in **project-based learning (PBL), interdisciplinary teaming**, and **data-informed instruction**, the plan ensures that every teacher develops the skills and confidence to guide students through authentic, community-connected learning experiences.

Professional learning is structured as a **three-year proof phase (Years 1–3)** under SB 207, followed by a sustainability phase (Years 4–5). Each phase integrates coaching, collaboration, and reflection to support measurable growth in student outcomes and teacher efficacy.

Core Learning Priorities

1. **Project-Based and Inquiry-Driven Instruction:**
   Teachers learn to design and facilitate authentic projects aligned to Kentucky Academic Standards and Portrait of a Learner competencies.
2. **Interdisciplinary Teaming and Pathway Integration:**
   Core and pathway teachers collaborate to connect academic content with real-world

application through common rubrics, shared planning, and cross-disciplinary projects.

3. **Data-Driven RTI and Personalized Learning:**
   Staff use data from MAP, KSA, and local benchmarks to provide daily RTI interventions and enrichment within each pathway.

4. **Equity, SEL, and Student Voice:**
   Training ensures that instructional design, grouping, and assessment practices promote equitable access, inclusion, and social-emotional growth.

5. **Community Partnership and Mentorship Development:**
   Teachers build relationships with local businesses, civic groups, and higher-education institutions to co-develop meaningful student projects.

Three-Year Professional Learning Sequence

Year	Focus	Key Learning Activities	Outcomes
Year 1 (2025–26)	*Launch & Proof of Concept*	• Summer training at Ron Clark Academy and PBL Works (PD Trainer) • In-school PD on team-based planning, RTI scheduling, and pathway integration • Coaching cycles with instructional lead teachers	Teachers implement at least one interdisciplinary PBL unit per semester; baseline instructional fidelity established.
Year 2 (2026–27)	*Scale & Refine*	• Bi-monthly PD on formative assessment, capstone scaffolding, and student-led conferences • Peer observation and co-teaching across pathways • External expert workshops (Trades NKY, NKU STEM Center)	Teachers deepen integration of pathways and improve RTI + PBL alignment; 80 % of teachers proficient on innovation rubric.
Year 3 (2027–28)	*Sustain & Coach*	• Train Innovation Fellows as internal PBL Coaches • Lead teachers facilitate PD for new staff • Reflection on three-year impact and preparation for renewal submission	Internal coaching capacity established; ≥ 90 % of teachers sustain PBL at proficiency; data portfolio prepared for SB 207 renewal.

Sustainability (Years 4–5)

After the initial three-year cycle, Holmes transitions from external PD partners to an **internal coaching model.**
Innovation Fellows and Pathway Leads facilitate PD for peers, mentor new teachers, and guide cross-pathway collaboration.
District Title II-A and general PD funds will support ongoing stipends, workshops, and attendance at regional innovation conferences to ensure long-term sustainability.

Connection to Three-Year Proving Window

Years 1–3 represent Holmes's formal **"proof phase"** for the School of Innovation.
During this time, PD resources focus on building measurable capacity in:

- instructional quality,
- student engagement, and
- benchmark growth (MAP, RTI, and capstone outcomes).

Professional learning investments will be prioritized before equipment or travel, ensuring evidence of impact before expansion.
Annual evaluation reports—including classroom observation data, teacher feedback, and student performance metrics—will guide KDE renewal decisions and internal improvement planning.

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Teacher Incentive & Retention Plan

Purpose

Holmes Middle School believes teacher excellence drives innovation.
This incentive framework attracts, develops, and retains educators who embrace project-based learning, interdisciplinary teaming, and continuous improvement.
It combines leadership stipends, professional-learning rewards, and **merit-based bonuses** tied directly to measurable student outcomes and instructional impact.

Core Incentive Design

1. **Pathway Leadership Stipends**
   - Each of the four pathways—**Humanities, Applied, STEM, and Trades**—has a designated *Pathway Lead Teacher*
   - Leads coordinate pathway projects, manage partnerships, and mentor peers.
2. **Innovation Fellow Program**
   - Veteran teachers serve as *Innovation Fellows* to coach peers in PBL, RTI, and capstone facilitation.
   - Fellows co-lead PD and guide quarterly instructional-data reviews.
3. **Professional Learning Completion Incentives**
   - Teachers completing advanced PD (Ron Clark Academy, PBL Works, Innovative Schools Conference, etc.) receive a **completion stipend** and lead a "turn-around" session for colleagues.

4. **Exemplary Performance Recognition**
   - Annual awards highlight teachers whose students demonstrate notable growth in RTI benchmarks, capstone quality, or engagement.
   - Honorees are recognized publicly at the Capstone Showcase and district board meetings.
5. **Grow-Your-Own Pipeline & Mentorship**
   - Aspiring educators and paraprofessionals are mentored by Pathway Leads to develop future Holmes innovation teachers.

6. Merit Pay

To reinforce accountability and celebrate measurable success, Holmes will implement **Merit Pay** beginning in **Year 2** of the innovation plan.

Structure & Eligibility

- **Eligibility:** Full-time certified teachers assigned to Holmes Middle School.
- **Award Cycle:** Evaluated each spring based on data from the current academic year.

Performance Indicators

Category	Metric	Weight
Student Growth	Average +10 % gain on MAP or KSA benchmarks	40 %
Capstone Excellence	≥ 85 % of students score Proficient or above on capstone rubric	25 %
RTI Implementation & Impact	Documented growth for target students within RTI groups	15 %
Professional Collaboration / Leadership	Active participation in PD, peer coaching, and family events	10 %
Student Engagement & Culture	≥ 80 % positive student survey responses	10 %

7. Salary Schedule

The district salary schedule compensates educators based on certification and years of experience. However, the innovation model requires:

- **Pathway Leads who coordinate cross-disciplinary curriculum**
- **Innovation Fellows who provide ongoing coaching**
- **Capstone Coordinators who oversee competency-based performance assessments**
- **Teachers who integrate RTI, SEL, and interdisciplinary PBL daily**

These roles extend far beyond traditional classroom responsibilities and require substantial expertise, planning time, and ongoing leadership. A building-specific salary schedule ensures these roles are recognized, compensated, and sustainable.

Under SB 207, districts may utilize adjunct instructors without traditional teacher certification who serve in specialized instructional capacities under the supervision of certified teachers.

These roles cannot be filled exclusively by traditionally certified teachers due to workforce shortages, industry expertise requirements, and the specialized nature of the pathways. A fixed district pay scale offers no mechanism to compensate adjuncts, resulting in inconsistent recruitment and inability to sustain pathway programming.

Summary Statement

A building-specific salary schedule—including dedicated compensation structures for adjunct instructors—is essential to delivering the Holmes Middle School Innovation Hub model with fidelity. The complexity of interdisciplinary pathways, the integration of industry-aligned learning, and the need for specialized instructional leadership demand a compensation system that reflects the realities of innovative work. This model ensures Holmes can recruit, develop, and retain the high-quality educators and expert partners necessary to fulfill the community's vision for a world-class innovation hub.

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Safeguards & Equity Assurances

- Bonuses are awarded using verified data and rubric-based evidence to prevent bias.
- Award criteria are reviewed annually by the Innovation Council and district HR to ensure alignment with policy and equity standards.
- Funding comes from Title II-A, district innovation allocations, and the Holmes Innovation Fund (beginning Year 3).
- All payments comply with KRS 156.265 (audit) and district salary schedule procedures.

Evaluation and Accountability

Indicator	Target by Year 3	Data Source	Responsible Role
Teacher Retention in Innovation Roles	≥ 90 %	HR Records	Principal / HR Director
Student Reading & Math Growth	+10 % over baseline	MAP / KSA	Data & Improvement Lead
Capstone Completion Rate	≥ 90 %	Capstone Rubrics	Pathway Leads
Teacher PD Completion Rate	100 % Year 1 Core PD	PD Logs	Innovation Coach
Student Engagement (Favorable Survey)	≥ 80 % by Year 3	Panorama Survey	Innovation Council

Funding SourcesKDE Innovation Grant (Years 1–3)

- **District Professional Development Fund**
- **Title II-A Teacher Quality Grants**
- **Holmes Innovation Fund (Years 3–5)**
- **Local philanthropic or business partnership sponsorships**

Connection to Culture & Retention

The combination of leadership stipends, professional-learning rewards, and merit bonuses creates a culture of excellence rooted in teamwork and accountability.
Teachers are rewarded not only for student achievement but for innovation, collaboration, and their contribution to the school's broader mission.
By recognizing both measurable results and professional growth, Holmes Middle School ensures

sustained motivation, strong retention, and long-term stability within its innovative model.

Financial Sustainability

The Holmes Middle School Innovation Hub is built for long-term financial, operational, and academic sustainability. The model is designed to move from initial launch support to full district and community ownership within five years, all while maintaining a strong impact on student growth, teacher retention, and community engagement. Sustainability efforts are anchored in three pillars: financial stability, professional capacity, and community partnership. For detailed information, please see the Appendix Y.

Professional Capacity Sustainability

By Year 3, external PD providers PBL, Ron Clark Academy will transition to internal coaching through the **Innovation Fellows Pipeline**. Innovation Fellows and Pathway Leads will deliver annual PD, mentor new staff, and maintain model fidelity. This approach reduces costs while embedding innovation practices into the school's professional culture.

Community and Regional Sustainability

- The **Innovation Council** (district, community, higher-ed, and industry representatives) meets quarterly to review metrics and funding.
- Annual **Capstone Showcases** and open-house events sustain public enthusiasm and donor confidence.
- By Year 5, Holmes will serve as a **Regional Innovation Hub**, hosting peer schools for observation and training.

Audit & Accountability Assurances

All innovation expenditures—stipends, merit bonuses, PD, and materials—flow through district accounts and remain subject to annual audit under **KRS 156.265**.
Financial reports will accompany KDE renewal submissions to demonstrate transparent and responsible management.

Long-Term Impact Goal

By 2031, Holmes Middle School will be:

- **Financially secure**—over 90 % recurring funds;
- **Instructionally self-sufficient**—trained internal coaches; and
- **Regionally influential**—a model for equitable, pathway-based innovation.

The result is a lasting ecosystem of learning where innovation is no longer a project but a permanent part of the Holmes identity.

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Holmes Middle School – Waiver Overview (One-Sentence Summaries)

Holmes Middle School's transformation into a School of Innovation requires a set of carefully targeted waivers that enable us to redesign instruction, staffing, and learning experiences in ways not possible under traditional regulations. These waivers are not requests to reduce expectations, but rather strategic tools that allow the school to fully implement a high-quality, equitable innovation model aligned with Senate Bill 207 and the Kentucky Department of Education's vision for future-ready learning.

See Appendix L for further details and official forms for submission)

WAIVER 1 — KRS 158.070(2)(a):
Requests flexibility in how the required 1,062 instructional hours are delivered to allow A/B blocks, extended PBL periods, flexible hour placement, and blended-grade onboarding.

WAIVER 2 — KRS 156.160(1):
Requests flexibility in staffing structure to allow interdisciplinary teaching teams, adjunct industry partners, shared specialists, and nontraditional school organization.

WAIVER 3 — KRS 161.020:
Requests permission to use adjunct industry professionals as supervised instructional partners in pathways and PBL while certified teachers remain teachers of record.

WAIVER 4 — KRS 161.100:
Requests flexibility for interdisciplinary co-teaching and integrated PBL instruction while ensuring teachers remain assigned to content areas aligned to their certification.

WAIVER 5 — 16 KAR 2:010:
Requests flexibility to allow adjunct industry professionals to support instruction under the supervision of certified teachers in areas without traditional certification pathways.

WAIVER 6 — 702 KAR 3:190:
Requests flexibility to exceed traditional staffing ratios by using multi-adult instructional models that support extended PBL, pathways, interventions, and onboarding.

WAIVER 7 — SB 207 (2020):
Requests flexibility to incorporate adjunct-delivered instructional segments while maintaining well over the required 75% of instructional hours delivered by certified teachers.

WAIVER 8 — KRS 156.095(7):
Requests flexibility to exceed the 24-hour required PD minimum in order to implement job-embedded coaching, interdisciplinary planning, PBL training, and pathway development.

WAIVER 9 — KRS 156.265(2):
Requests flexibility to offer innovation stipends, differentiated compensation, and leadership pay structures not possible under a uniform salary schedule.

WAIVER 10 — 16 KAR 4:020:
Requests flexibility in how support personnel are assigned and permission to create new specialist roles (Director of Innovation, Innovation Coach, Pathways Specialist, SEL/Onboarding Lead) to meet innovation needs

Assurance of Compliance with Non-Waivable Statutes

Holmes affirms that no requested flexibility alters or exempts compliance with:

- Health and safety standards
- Civil rights protections
- Compulsory attendance or SEEK reporting
- Assessment participation
- Financial audits and procurement
- Open records or meetings requirements

All innovation practices including flexible scheduling, interdisciplinary staffing, and incentive systems operate entirely within KDE authority and uphold Kentucky's accountability framework.

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Vision

Holmes Middle School empowers every student to discover purpose, develop essential skills, and demonstrate mastery through hands-on, pathway-based learning.
By combining project-based instruction, community partnerships, and daily RTI support, Holmes connects academics to authentic problem-solving in a diverse and inclusive environment.

Mission

To provide equitable, engaging, and future-ready learning through **four pathways—Humanities, Applied, STEM, and Trades—**that integrate academic rigor, creativity, and real-world application.
Students explore all pathways in 6th grade, specialize in two by 7th, and complete an 8th-grade Capstone Project that demonstrates Kentucky and Covington Portrait of a Learner competencies.

Community Alignment

In response to community input (LINK nky, Oct. 27 2025), Holmes serves as Covington's **"innovation hub"**—offering in-demand learning experiences in technology, design, and communication while preserving neighborhood access and equity.
Family and partner collaboration is embedded through quarterly forums, public dashboards, and annual innovation showcases.

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Key Features

Innovation Focus	Description
Four Pathways	Humanities • Applied • STEM • Trades — each linked to local industry and civic partners
Daily RTI & PBL/SEL Blocks	Embedded interventions and social-emotional learning for all students
Capstone Experience	Authentic, mentored projects scored by a Portrait-aligned rubric
Teacher Incentives	Pathway Lead stipends, Innovation Fellow coaching, and merit bonuses tied to student growth

Professional Learning	Three-year proof cycle → internal Innovation Fellows PD model
Data Transparency	Public Innovation Dashboard + Digital Portfolios showing student competency growth
Sustainability	Innovation Fund + district integration for ≥ 90 % recurring funding by 2031

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Implementation Timeline (Abbreviated)

Year	Phase	Focus Highlights
2025–26	Pre-Implementation	Governance, planning, staff training, Innovation Fund creation
2026–27	Launch (6th Grade)**	First cohort begins 18-week rotations; RTI and PBL embedded
2027–28	Scale (7th Grade)**	Add 7th grade A/B pathways; expand mentor network
2028–29	Full Model (6–8)**	All grades active; first Capstone Exhibitions
2029–30	Evidence & Renewal**	Submit KDE proof data and waiver renewal
2030–31	Institutionalize & Replicate**	Regional Innovation Hub; model replication across district

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Expected Impact by 2031

Domain	Performance Target
Academic Growth	+10 % MAP/KSA proficiency increase
Equity Access	≤ 5 % participation gap across subgroups
Student Engagement	≥ 80 % favorable survey responses
Teacher Retention	≥ 90 % in innovation roles
Fiscal Sustainability	≥ 90 % recurring funding secured
Capstone Mastery	≥ 85 % Proficient or Exemplary scores

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Assurances

1. **Compliance:** All operations comply with KRS 156.161, SB 207, and non-waivable statutes (health, safety, civil rights, attendance, assessment, audit, procurement).
2. **Accountability:** Annual Equity Audits, Innovation Reports, and public dashboard updates maintain transparency.
3. **Evaluation:** Comprehensive Proof-of-Concept Report submitted to KDE in 2029–30 with academic, financial, and governance evidence.
4. **Sustainability:** Innovation Fund ensures long-term support for teacher incentives and pathway projects.
5. **Community Partnerships:** MOUs renewed annually with local business, civic, and higher-education partners.

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Submission Checklist

Component	Included in Application
Executive Abstract & Vision/Mission	✓
Section 2 – Student Journey	✓
Section 3 – Pathway Framework & Equity Access	✓
Section 6.5 – Talent & Expert Roles	✓
Section 7 – Professional Learning Plan	✓
Section 8 – Teacher Incentive & Merit Plan	✓
Section 10 – Sustainability (5–10 Years)	✓
Section 11A – KRS & SB 207 Alignment	✓
Appendix M – Waiver Integrity Statement	✓
Appendix N – Waiver Summary Table & Justifications	✓
Appendix O – Impact Measurement Framework	✓
Appendix P – Governance & Continuity Plan	✓
Appendix Q – Public Transparency Plan	✓
Appendix R – Evaluation & Renewal Process	✓
Appendix S – Family & Community Engagement Calendar	✓
Appendix T – Portrait of a Learner Crosswalk	✓
Appendix U – Capstone Performance Rubric Framework	✓

Appendix V – Digital Portfolio & Data System ✓

Appendix W – Risk Management Plan ✓

Appendix X – Implementation Timeline (2025–2031) ✓

Appendix Y – Executive Summary & Checklist ✓

Readiness Statement

All sections of the Holmes Middle School School of Innovation proposal are complete and reviewed by district leadership. The plan is fully aligned with district strategic priorities and the Kentucky Department of Education's innovation requirements. Holmes Middle School is prepared to begin its **Pre-Implementation Year (2025–26)** and launch student programming in **2026–27** upon KDE approval.

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Authorized Signatures

Role / Title	Printed Name	Signature	Date
Principal, Holmes Middle School	Lee Turner	_____	_____
Superintendent, Covington Independent Schools	Alvin Garrison	_____	_____
Chair, Covington Board of Education	Tom Haggard	_____	_____

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Appendix

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Implementation Timeline (2025–2031)

Appendix A

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Appendix A | Implementation Timeline (2025–2031)

Holmes Middle School – School of Innovation

Purpose

This timeline outlines the phased development of the Holmes Middle School Innovation Model across six academic years.
The **2025–26 Pre-Implementation Year** focuses on research, planning, and professional learning, followed by full 6th-grade launch in **2026–27**, sequential expansion through 7th and 8th grades, and complete institutionalization by **2030–31**.

Six-Year Implementation Overview

Year	Phase	Key Focus Areas	Major Milestones	Funding Sources
2025–26	**Pre-Implementation & Capacity Building**	Planning, PD alignment, and systems design	• Establish Innovation Council and governance plan • Conduct community engagement sessions and site visits • Align four pathways (Humanities, Applied, STEM, Trades) with Portrait of a Learner • Develop 18-week rotation schedule for 6th grade launch • Train first Innovation Fellows and Pathway Leads • Launch Innovation Fund and secure initial sponsors	District PD Fund • KDE Planning Grant • Title II-A
2026–27	**Year 1 – Launch (6th Grade)**	Begin implementation with incoming 6th graders	• Initiate two 18-week rotations (4 pathways) • Daily RTI and PBL/SEL blocks established	KDE Innovation Grant • District Budget • Title II-A

Year	Phase	Focus	Key Activities	Funding Sources
			• Launch expert partnership program • Implement Digital Portfolio pilot • Publish baseline Innovation Dashboard	
2027–28	Year 2 – Scale to 7th Grade	Deepen PBL integration and pathway continuity	• Add 7th grade A/B rotations and capstone exploration • Expand mentor and community network • Implement merit bonus pilot • First annual Equity Audit and Innovation Report	KDE Innovation Grant • Innovation Fund • Local Sponsors
2028–29	Year 3 – Full Model (6–8)	Complete implementation across all grades	• First cohort completes Capstone Exhibition • Full PBL embedded in all subjects • Public Innovation Dashboard launch • Collect Proof-of-Concept data for renewal prep	District Budget • Innovation Fund • Mini-Grants
2029–30	Year 4 – Evidence & Renewal Submission	Validate impact and prepare waiver renewal	• Submit 3-Year Evidence Report to KDE • Demonstrate 10 % academic growth & 90 % retention • Transition external experts to coaching roles • Expand Innovation Fellows pipeline	District Base Budget • Philanthropic Support
2030–31	Year 5 – Institutionalize & Replicate	Sustain model and expand regionally	• Codify innovation roles in district salary schedule • Host regional Innovation Symposium • Publish Holmes Innovation Model Handbook • Support replication at additional	District Budget • Innovation Endowment • Partnership Revenue

Covington schools
• ≥ 90 % recurring
funding achieved

Milestone Highlights by Domain

Instruction & Learning

- **2025–26:** Design scheduling and curriculum frameworks.
- **2026–27:** Launch 6th grade innovation classes and rotations.
- **2027–28:** Add 7th grade; deepen PBL alignment.
- **2028–29:** Full 6–8 implementation with Capstone Exhibitions.
- **2029–31:** Maintain and replicate across district.

Professional Development

- **Pre-Year (2025–26):** Foundational training and site visits.
- **Year 1–2:** Ongoing coaching and Fellow development.
- **Year 3–4:** Internal PD fully teacher-led.
- **Year 5:** Regional PD hosting at Holmes.

Evaluation & Renewal

- Annual Equity Audits and Innovation Reports.
- Formal Proof-of-Concept Evaluation submitted in 2029–30.
- Renewal decision expected by mid-2030.

Finance & Sustainability

- 2025–26 Innovation Fund established.
- 2028–29 ≥ 50 % recurring funds.
- 2030–31 ≥ 90 % self-sustaining through district budget and endowment.

Visual Implementation Roadmap

2025–26 → **Pre-Implementation (Planning & PD)**
2026–27 → **Launch (6th Grade)**
2027–28 → **Scale (7th Grade)**
2028–29 → **Full Model (6–8)**
2029–30 → **Evidence & Renewal Submission**
2030–31 → **Institutionalize & Replicate**

Outcome

By 2031, Holmes Middle School will have successfully completed a **six-year implementation and renewal cycle**, evolving from planning and proof-of-concept to a **fully institutionalized, district-embedded Innovation Hub**.

All systems—PD, data, finance, and governance—will be sustained within district operations, ensuring Holmes remains a model for equitable, pathway-based innovation well beyond its initial SB 207 waiver.

Three-Tier Budget Framework

Tier	Timeframe	Primary Investments	Sustainability Goal
Tier 1 – Launch Essentials (Years 1–2)	Establish proof of concept	PD stipends, merit bonuses, coaching coverage, classroom materials, and safety training	Build teacher capacity and demonstrate early academic growth
Tier 2 – Scale & Strengthen (Years 2–3)	Expand and refine pathways	Additional equipment, expert contracts, family engagement events, and student showcase funding	50 % recurring district funding and documented academic improvement
Tier 3 – Enhance & Institutionalize (Years 4–5)	Transition to full sustainability	Teacher mini-grants, major space redesign, visiting-school hub infrastructure	≥ 90 % self-sustaining funding and codified innovation roles in district budget

Five-Year Financial Sustainability Map

Year	Focus & Strategy	Primary Revenue Sources	Key Investments	Milestones
2025-26 (Y1)	Launch & Proof of Concept	District PD Fund • Title II-A • KDE Innovation Grant	PD stipends • equipment • community orientation	100 % start-up funds secured • baseline data established
2026-27 (Y2)	Implementation & Refinement	District funds • Innovation Grant • local sponsors	Pathway equipment • merit bonuses • capstone seed grants	25 % community match • all teachers trained in PBL
2027-28 (Y3)	Proof of Effectiveness	District base budget • philanthropic mini-grants	Showcase events • Innovation Fellow stipends	≥ 50 % recurring funds • Innovation Fund launched
2028-29 (Y4)	Sustain & Scale	District general fund • Innovation Fund • corporate sponsors	Refresher PD • replacement equipment • community showcases	75 % recurring funding • external grants < 25 %
2029-30 (Y5)	Institutionalize & Replicate	District budget • Innovation Endowment • program income	Teacher mini-grants • regional hub hosting	≥ 90 % self-sustaining • model replicated regionally

Funding Mix Projection: Year 1 = 40 % district / 45 % state / 15 % community → Year 5 = 70 % district / 10 % state / 20 % partnerships.

Holmes Innovation Fund

To secure long-term financial independence, Holmes will establish the **Holmes Innovation Fund** by Year 3 as a restricted district account supporting:

- Teacher innovation mini-grants and merit bonuses
- Student pathway projects and exhibitions
- Community partnership events and capstone showcases
- Visiting-school hub operations

Fund Sources:
District budget allocation • Title II-A carryover • corporate and philanthropic sponsorships • showcase revenue • grant renewals

All transactions will follow **KRS.45A** procurement policy and **KRS 156.265** audit requirements.

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Space Curriculum and Equipment Plan

Appendix B

Space Curriculum and Equipment Plan

Purpose

This appendix provides a detailed plan for implementing the physical, curricular, and material resources needed to sustain the Holmes Middle School innovation model.
It outlines a phased approach to redesigning learning spaces, maintaining high-quality instructional materials, and equipping each pathway for authentic, hands-on learning experiences.
All phases align with district budgeting cycles and the Holmes Innovation Fund structure.

1. Space Design & Facilities Enhancement

Guiding Principles:

- Spaces must be collaborative, flexible, and safe.
- Design will support PBL, interdisciplinary teaching, and community use.
- All renovations will comply with district facilities regulations and accessibility standards (ADA-compliant).

Phase 1 – Foundation (2025–26 Pre-Implementation Year)

- Conduct space audit and identify underutilized rooms suitable for reconfiguration.
- Redesign two classrooms per grade level into flexible learning labs using existing furniture and modular layouts.
- Install mobile whiteboards, soft seating, and digital projection tools to support collaboration.
- Begin planning for Trades/Maker Space safety requirements.

Phase 2 – Innovation Labs (2026–28)

- Convert four dedicated spaces into specialized pathway labs:
    1. Humanities Media Hub: Podcasting, journalism, and digital storytelling space.
    2. Applied Design Studio: Entrepreneurship, marketing, and creative design space.
    3. STEM Innovation Lab: Robotics, biomedical, and coding lab.
    4. Trades Maker Space: Fabrication, construction, and engineering workshop.
- Integrate safety systems (ventilation, storage, and tool safety zones).
- Add student exhibition zones in hallways and commons for ongoing PBL showcases.

Phase 3 – Innovation Hub & Regional PD Space (2028–31)

- Develop a shared Innovation Hub combining exhibition, PD, and maker zones.
- Add multimedia presentation stage for Capstone showcases and visiting-schools PD.
- Incorporate interactive digital walls and modular displays for community use.

Outcome: Holmes becomes a regional site for innovation visits, student exhibitions, and professional development by 2031.

2. Curriculum Alignment & Resource Integration

Current High-Quality Instructional Resources (HQIR):

- Math: Savvas enVision
- Science: OpenSciEd
- ELA: HQIR adoption in 2025–26 (district-led selection)
- Social Studies: Inquiry-based frameworks tied to Humanities pathway

Additions through Innovation:

- Interdisciplinary PBL units developed collaboratively through teacher teams and Innovation Fellows.
- Integration of Portrait of a Learner competencies into unit objectives and assessments.
- Annual curriculum audit to ensure alignment with Kentucky Academic Standards and pathway outcomes.
- Capstone curriculum guide developed by Year 2, refined annually.

Professional Development Link:
Curriculum updates directly inform PD cycles—ensuring training precedes rollout of new units or materials.

3. Equipment & Materials Acquisition

Pathway	Initial Needs (Year 1–2)	Expansion (Year 3–5)	Safety / Compliance Notes
Humanities	Cameras • Audio/podcasting kits • Editing software • Lighting equipment	Multimedia workstations • Teleprompters • Set design kits	ADA-compliant sound equipment; safe cable management
Applied	Entrepreneurship kits • 3D printer • Vinyl	Business simulation software • Large-format	Fire safety for 3D materials; teacher

	cutter • Marketing display boards	printer • Product prototyping supplies	supervision protocols
STEM	Robotics kits • Coding microcontrollers • Digital sensors • Laptops	Biomedical tools • Engineering software (TinkerCAD, Fusion 360) • Drone safety cage	All robotics and drones registered through district IT safety plan
Trades	Hand tools • Power drills • Construction benches • PPE kits	CNC router • Soldering stations • Small engines module	OSHA-aligned training for all power tool use

Annual Review:
The Innovation Council conducts an equipment audit every spring to evaluate usage, maintenance, and equity of access across pathways.

Replacement Cycle:
Every three years for digital tools; every five years for mechanical equipment.

4. Funding & Procurement

Funding Sources:

- District Facilities Fund: Classroom renovations and furniture.
- Innovation Fund: Pathway tools and consumable materials.
- Title II-A: Curriculum and PD integration resources.
- Philanthropic & Corporate Partners: Equipment sponsorships (e.g., St. Elizabeth Healthcare, NKY Chamber of Commerce, Gateway CTC).

Procurement Protocol:
All purchases comply with KRS 45A (Procurement Code) and district purchasing policies.
Large equipment orders will include multi-year service warranties and shared vendor agreements with district Career & Technical Education programs.

5. Space and Safety Compliance Checklist

✅	Requirement	Status / Plan
✅	ADA accessibility confirmed for all Innovation spaces	Verified with district facilities director
✅	HVAC and electrical load capacity for labs	Assessment scheduled Summer 2025

- ✅ **PPE and tool safety training for Trades/STEM students**   **Included in 2026–27 onboarding**

- ✅ **Fire marshal approval for new lab installations**   **To be completed before FY 2027 procurement**

- ✅ **Digital security and data privacy**   **Managed under district IT policy**

- ✅ **Maintenance and cleaning schedule**   **Integrated into facilities plan by 2027**

Outcome

By following this phased and fiscally responsible plan, Holmes Middle School will transform its physical spaces, maintain curriculum excellence, and ensure every student has access to the tools of innovation.

By 2031, Holmes will stand as a fully equipped, equity-driven innovation hub—a model for Kentucky middle schools redefining what 21st-century learning looks like.

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Capstone Performance Rubric Framework

Appendix C

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Capstone Performance Rubric Framework

Purpose

The Capstone Performance Rubric provides a unified system for evaluating eighth-grade culminating projects.
It integrates the competencies from both the **Covington Independent Schools Portrait of a Learner (CIS PoL)** and the **Kentucky Portrait of a Learner (KY PoL)** while maintaining pathway-specific rigor.
The rubric ensures that all capstones are authentic, standards-aligned, and equitably assessed across the four pathways: **Humanities, Applied, STEM, and Trades**.

Capstone Evaluation Domains

Domain	Description	Linked CIS PoL / KY PoL Competencies	Weight
I. Inquiry & Problem Definition	Students identify a real-world problem, question, or opportunity relevant to their pathway and community.	Innovative Problem Solver / Critical Thinker & Innovator	20 %
II. Research & Application of Knowledge	Demonstrates accurate content knowledge, credible evidence gathering, and applied skills.	Adaptable Learner / Self-Directed & Future-Ready Learner	20 %
III. Creativity & Design	Produces an original product, performance, or solution that shows creative thinking and technical proficiency.	Creative Thinker / Creative Contributor	15 %
IV. Communication & Presentation	Communicates ideas effectively through written, visual, and oral mediums; engages the audience professionally.	Empowered Communicator / Effective Communicator	15 %
V. Collaboration & Leadership	Works effectively within a team or with mentors; demonstrates responsibility and leadership.	Collaborative Leader / Collaborative Leader	10 %
VI. Reflection &	Reflects on process, challenges,	Purpose-Driven	10 %

Growth	and personal learning growth across Portrait competencies.	Individual / Adaptable & Resilient Learner	
VII. Civic Impact & Ethical Awareness	Connects project outcomes to community improvement or ethical decision-making.	Civic-Minded Contributor / Engaged Citizen	10 %

Total: 100 points possible (scored across four performance levels).

Performance Levels

Level	Descriptor	Evidence Indicators
Exemplary (4)	Exceeds grade-level expectations; integrates multiple disciplines; demonstrates deep impact and originality.	Product shows innovation, polished presentation, and clear link to community need.
Proficient (3)	Meets all rubric criteria; clearly communicates learning and applies core knowledge accurately.	Solid product, clear explanation, minor revisions only.
Developing (2)	Partial mastery; needs stronger connection to standards or Portrait competencies.	Evidence of effort, but gaps in clarity, accuracy, or reflection.
Emerging (1)	Minimal evidence of standards mastery or application.	Limited product, incomplete reflection, or missing elements.

Pathway-Specific Calibration Examples

Pathway	Exemplar Product Types	Domain Emphasis	Scoring Notes
Humanities	Civic campaign, oral-history documentary, policy brief, podcast series	Inquiry & Communication (35 %)	Evaluate depth of research, audience awareness, and civic impact.
Applied	Business prototype, marketing campaign, app interface design, social enterprise pitch	Creativity & Design (35 %)	Focus on innovation, entrepreneurship, and reflection on feasibility.
STEM	Engineering prototype, robotics system, biomedical investigation, data analytics study	Research & Application (40 %)	Assess technical accuracy, experimental method, and iterative design.
Trades	Design-build construction, tool fabrication, energy-efficiency retrofit, maker-space project	Application & Collaboration (40 %)	Evaluate craftsmanship, safety, teamwork, and real-world usability.

Assessment Process

1. **Proposal Stage (Fall Semester)**
   - Students submit proposals outlining topic, mentor, and intended impact.
   - Reviewed by Pathway Lead and Innovation Coach using Domains I–II.
2. **Mid-Project Checkpoint (January–February)**
   - Teachers and mentors assess progress using formative rubric checklist.
   - Students update reflection journals and revise designs.
3. **Final Exhibition & Defense (May)**
   - Students present to a **Capstone Review Panel** (teacher, mentor, and community representative).
   - Panels use full rubric; scores averaged for final proficiency rating.
4. **Portfolio Submission**
   - All capstone artifacts (proposal, product, reflection, mentor feedback) stored in the student's digital portfolio.
   - Serves as evidence for KDE renewal evaluation and local accountability.

Calibration & Reliability

- Pathway teams norm scoring each semester using two sample projects per pathway.
- The Innovation Coach facilitates calibration sessions to ensure consistent application of performance levels.
- A minimum of **two raters** per capstone (teacher + external reviewer) required for validity.

Reporting & Recognition

- Scores recorded in Infinite Campus under "Capstone Proficiency."
- Annual Capstone Showcase celebrates Exemplary projects; top scorers recognized for **Innovation Excellence Awards** and **Community Impact Awards**.
- Data summary (proficiency distribution, average rubric score, pathway trends) published on the **Innovation Dashboard** each June.

Outcome

This Capstone Rubric Framework guarantees that Holmes Middle School students demonstrate mastery of academic standards **and** Covington/Kentucky Portrait of a Learner competencies through authentic, high-quality projects.
By emphasizing inquiry, creativity, collaboration, and civic impact, Holmes graduates eighth-grade learners who are **skilled, reflective, and purpose-driven contributors** to their community.

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Portrait of a Learner Crosswalk (make sure to add this the above mention of portrait of a graduation

Appendix D

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Portrait of a Learner Crosswalk

Purpose

This crosswalk demonstrates how the Holmes Middle School innovation model cultivates the graduate competencies identified in both the **Covington Independent Schools Portrait of a Learner (CIS PoL)** and the **Kentucky Portrait of a Learner (KY PoL)**.
By embedding these competencies within every pathway and capstone, Holmes ensures that students not only master academic standards but also develop the habits of mind, creativity, and civic responsibility that define lifelong success.

Alignment Overview

CIS Portrait of a Learner Competency	Aligned Kentucky PoL Competency	How Holmes Pathways Cultivate the Competency	Sample Learning Evidence
Empowered Communicator	*Effective Communicator*	**Humanities** pathway strengthens oral/written communication through debate,	Student TED-style talks • Capstone defense panels •

		storytelling, and public exhibition. **Applied** pathway reinforces persuasive and digital communication in entrepreneurial contexts.	Multimedia journalism projects
Innovative Problem Solver	*Critical Thinker & Innovator*	**STEM** and **Trades** pathways require iterative design thinking, engineering processes, and reflection on failure. **Applied** pathway integrates entrepreneurship and prototype design.	Engineering notebooks • Product pitch decks • Prototype demonstrations
Collaborative Leader	*Collaborative Leader*	All pathways incorporate team-based PBL and leadership roles; students learn conflict resolution, delegation, and accountability.	Peer feedback rubrics • Group project reflections • Student leadership logs
Civic-Minded Contributor	*Engaged Citizen*	**Humanities** pathway connects students to local history and community service. **Applied** projects include advocacy campaigns and social-impact ventures.	Service-learning portfolios • Oral-history podcasts • Community-impact reports
Adaptable Learner	*Adaptable & Resilient Learner*	Students rotate through pathways, experiencing diverse content and learning modalities; RTI and PBL foster growth mindset and perseverance.	Reflection journals • SEL goal trackers • Mid-rotation progress reviews
Creative Thinker	*Creative Contributor*	**Applied** and **Trades** pathways emphasize creativity through product design, visual media, and innovation showcases.	Student exhibitions • Maker-space creations • Digital art portfolios
Purpose-Driven Individual	*Self-Directed & Future-Ready Learner*	6th-grade exploration leads to personalized 7th- and 8th-grade pathways culminating in self-chosen capstones linked to career interests.	Capstone proposals • Career exploration reflections • Mentor evaluations

Pathway-Specific Emphases

Pathway	Primary PoL Focus	Competencies Most Explicitly Addressed	Illustrative CapstoneConnections
Humanities	Civic engagement & global awareness	Communicator • Collaborator •	Student-produced community documentaries; "Youth Voice"

		Engaged Citizen	civic forum presentations
Applied	Design thinking & entrepreneurship	Creative Contributor • Critical Thinker • Self-Directed Learner	Student-run enterprise or social-innovation start-up; public product pitch
STEM	Innovation through inquiry & technology	Critical Thinker • Problem Solver • Adaptable Learner	Biomedical or robotics prototype addressing real-world challenge
Trades	Craftsmanship & career readiness	Adaptable Learner • Collaborator • Purpose-Driven Individual	Design-build community project; career shadow presentation

Instructional Integration

- **Lesson Design:** Each unit plan includes at least one CIS PoL and one KY PoL competency target, noted in lesson objectives.
- **Assessment:** Rubrics for PBL and Capstone evaluation include both portraits' descriptors, ensuring balanced academic and competency measurement.
- **Student Reflection:** Reflection journals require students to self-assess growth in CIS and KY competencies each semester.
- **Teacher Calibration:** Pathway teams review sample student work twice annually to align scoring and provide feedback on competency evidence.

Verification & Reporting

- Evidence of student competency growth (PoL artifacts, capstone reflections, mentor feedback) is uploaded into each student's digital portfolio and referenced in annual Innovation Dashboard updates.
- By **Year 3**, ≥ 90 % of students will demonstrate proficiency in at least four CIS/KY Portrait competencies as verified by portfolio rubric scores.

Outcome

Through intentional integration of both **Covington Independent's** and **Kentucky's Portrait of a Learner** frameworks, Holmes Middle School ensures every student graduates eighth grade as a **communicator, collaborator, creative problem-solver, and engaged citizen**—fully prepared to thrive in high school, career pathways, and civic life.

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Digital Portfolio & Data Reporting System

Appendix E

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Purpose

The Digital Portfolio & Data Reporting System establishes a unified, secure structure for collecting, analyzing, and sharing evidence of student learning and program impact.
It links daily classroom artifacts, capstone projects, teacher assessments, and community feedback to both the **Covington and Kentucky Portrait of a Learner (PoL)** competencies and to required **KDE accountability metrics**.
This system ensures transparency, continuity, and evidence-based renewal decisions during and beyond the SB 207 proof-of-concept cycle.

System Architecture

Component	Platform / Tool	Primary Function	Access Level
Student Digital Portfolio	Google Workspace (district-approved)	Stores learning artifacts, reflections, PoL evidence, and capstone documentation.	Student / Teacher / Mentor
Capstone Rubric Database	Google Sheets (linked to Infinite Campus)	Houses rubric scores, feedback, and proficiency data.	Teachers / Pathway Leads

RTI & Assessment Dashboard	Infinite Campus Analytics	Tracks MAP, KSA, and intervention progress.	Staff / Admin
Innovation Dashboard (Public)	District Website / Tableau Visualization	Publishes aggregate growth, engagement, and financial data.	Public
Partner & Mentor Feedback Form	Google Form / Qualtrics	Collects community mentor evaluations for capstone authenticity.	Mentor / Teachers
Data Archive & Security	District OneDrive / Secure Server	Long-term storage of reports, audits, and renewal evidence.	District IT / Principal

Portfolio Structure

Each student portfolio includes the following folders or tabs:

1. **Pathway Projects:** Artifacts from 6th- and 7th-grade PBL units (photos, designs, writing samples).
2. **Capstone Documentation:** Proposal, mentor MOU, drafts, product evidence, presentation recording, and rubric.
3. **Reflection Journals:** Semester reflections aligned to CIS and KY Portrait competencies.
4. **Assessment Evidence:** MAP growth charts, RTI progress summaries, and self-evaluation checklists.
5. **Community Feedback:** Mentor forms, partner evaluations, and family surveys.

Teachers guide students to upload or tag artifacts by competency, ensuring balanced representation across Portrait domains.

Data Governance & Compliance

- **FERPA Protection:** All student data stored on district-approved, password-protected systems; no public access to personally identifiable information.
- **Retention Policy:** Digital portfolios maintained through 9th grade, then archived for five years.
- **Audit Trail:** All edits tracked by user ID; annual review conducted by Data & Improvement Lead.
- **Security Training:** Teachers and students complete annual digital-citizenship and privacy orientation.

Data Flow & Reporting Cycle

1. **Data Collection (Quarterly)** – Teachers input assessment, attendance, and rubric data.
2. **Data Verification (Semester)** – Innovation Coach reviews entries for accuracy and completeness.

3. **Dashboard Update (Biannual)** – Aggregated results posted on the public Innovation Dashboard.
4. **KDE Reporting (Annual)** – Compiled metrics (growth, equity, retention, PoL proficiency) included in Evidence Report.

Sample Data Reporting Dashboard Categories

Category	Metric Displayed	Frequency	Primary Data Source
Academic Growth	MAP RIT growth + KSA proficiency	Biannually	MAP / KSA
Portrait of a Learner Proficiency	% students proficient in ≥ 4 PoL competencies	Annually	Portfolio Rubrics
Capstone Performance	Avg rubric score + % Proficient/Exemplary	Annually	Capstone Database
RTI Impact	% students meeting RTI growth targets	Quarterly	RTI Dashboard
Engagement & Culture	Survey results (≥ 80 % favorable)	Biannually	Panorama / Local Survey
Teacher Development	PD completion rate + retention	Annually	PD Logs / HR
Financial Transparency	Innovation Fund balance & audit summary	Biannually	Finance Reports

User Roles and Responsibilities

Role	Key Responsibilities
Principal	Oversees data accuracy, ensures compliance with KDE reporting, and presents annual results to the board.
Innovation Coach / Data & Improvement Lead	Maintains dashboards, monitors data quality, and trains staff in data entry and analysis.
Pathway Leads	Collect capstone and project rubric data, upload exemplars, and validate PoL alignment.
Teachers	Guide student uploads, verify artifact labeling, and reflect on student growth within portfolios.
Students	Curate their portfolios, reflect on learning, and select artifacts for capstone defense.
District IT & Finance Officers	Secure storage, access control, and integration of fiscal transparency reports.

Continuous Improvement Use

- Teachers review portfolio data quarterly to adjust instruction and RTI strategies.
- Innovation Council uses dashboard metrics to evaluate equity, engagement, and program effectiveness.
- KDE and district board receive summary data annually to support waiver renewal and replication planning.

Outcome

The Digital Portfolio & Data Reporting System ensures that every student's growth and every innovation decision are grounded in transparent, evidence-based data.
It transforms individual artifacts into longitudinal proof of impact—demonstrating to families, the community, and KDE that Holmes Middle School delivers measurable, equitable, and lasting innovation

Governance and Continuity Plan

Appendix F ☐

Purpose

This governance and continuity plan defines how decision-making, oversight, and accountability for the School of Innovation will be maintained through leadership transitions, staff changes, or funding shifts.
It ensures that the innovation model remains stable, transparent, and compliant with all state and district policies during and beyond the SB 207 waiver term.

Governance Framework

Level	Governing Body	Primary Responsibilities	Meeting Frequency
District Level	*Covington Independent Board of Education*	Approves waivers, budgets, and contracts; receives annual evidence and audit reports.	Quarterly / as needed
School Leadership	*Innovation Leadership Team* (Principal + Director of Innovation + Innovation Coach + Pathway Leads)	Oversees day-to-day implementation, ensures fidelity to SB 207 goals, monitors RTI/PBL integration, and coordinates PD.	Monthly
Pathway Level	*Pathway Teams* (Humanities, Applied, STEM, Trades)	Design and deliver interdisciplinary projects, coordinate mentors, and evaluate student work.	Weekly PLCs
Teacher Leadership	*Innovation Fellows*	Coach peers, lead PD, and maintain project archives; ensure continuity of practice.	Bi-monthly
Student Voice	*Student Advisory Council*	Provides feedback on scheduling, engagement, and project design; presents recommendations to Innovation Council.	Bi-monthly
Community Engagement	*Innovation Council* (district, higher-ed, industry, parents, students)	Advises on partnerships, evaluates equity data, and reviews financial transparency reports.	Quarterly

Leadership Succession & Continuity

1. **Succession Protocol**
   - The *Director of Innovation* assumes interim leadership if the principal or assistant principal vacates position mid-year.
   - The district superintendent designates a successor within 30 days to maintain waiver compliance and program integrity.
2. **Documentation and Archiving**
   - All PBL units, PD materials, partnership MOUs, and budget reports are stored in a shared digital archive managed by the *Director of Innovation* and district IT department.
   - Access is granted to new administrators to ensure seamless transition.
3. **Internal Leadership Development**
   - Annual recruitment of *Innovation Fellows* ensures a trained pool of teacher-leaders ready to assume roles in coaching, PD facilitation, or pathway coordination.

4. **Community Partnership Continuity**
    - MOUs require at least one secondary point of contact from each partner organization.
    - The *Innovation Council* reviews and renews MOUs annually to prevent lapses in mentorship or funding.

5. **Data Continuity and Accountability**
    - The *Director of Innovation and Data lead* maintains secure, district-approved databases for student performance, attendance, RTI, and equity metrics.
    - Shared dashboards allow leadership transitions without data loss.
6. **Financial Oversight and Audit Continuity**
    - The *District Finance Officer* remains the authorized fiscal agent for the Holmes Innovation Fund, ensuring uninterrupted compliance with **KRS 156.265** and **KRS 45A**.

Decision-Making Protocols

- Major operational or programmatic changes (schedule, staffing, budget reallocation) require recommendation by the *Innovation Leadership Team* and formal approval by the *Principal and Superintendent*.
- Policy or waiver amendments are submitted to the *Board of Education* for action in open session per **KRS 61.800** (Open Meetings Act).
- Routine instructional adjustments are handled within pathway PLCs and documented through meeting notes for transparency.

Communication & Transparency

- The *Holmes Innovation Dashboard* publishes updates on academic growth, pathway enrollment, financial expenditures, and community partnerships twice per year.
- Family engagement updates appear in the monthly **Innovation Newsletter**, and public meetings are advertised through school and district websites.

Crisis and Operational Continuity Plan

Potential Risk	Mitigation Strategy	Responsible Role
Leadership turnover	Activate succession plan; district assigns interim leader	Superintendent / Innovation Coach
Staff attrition	Activate Innovation Fellows pipeline; recruit from district pool	Principal / HR
Funding delays	Utilize reserve in Innovation Fund; defer non-essential Tier 3 projects	Finance Officer
Partner withdrawal	Maintain backup MOUs and diversify partnerships	Innovation Council

| Data loss | Automatic district server backup and shared drive redundancy | Data & Improvement Lead |

Review and Renewal Cycle

- **Quarterly:** Innovation Council reviews progress and financial transparency.
- **Annually:** School submits Evidence of Impact report to district board and KDE.
- **Every 3 Years:** Full renewal package submitted for SB 207 waiver continuation, including academic, financial, and governance evidence.

Outcome

This governance and continuity plan ensures that the Holmes Middle School innovation model remains stable through leadership transitions, maintains full compliance with state and federal law, and continues to deliver measurable, equitable outcomes for students. □

Public Transparency and Communication Plan

Appendix G

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Family and Community Engagement Calendar

Appendix H

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Purpose

Family and community partnerships are central to sustaining Holmes Middle School's innovation model.
This calendar outlines recurring engagement events, communication systems, and feedback opportunities that ensure **two-way collaboration** between the school, families, business and industry partners, and community organizations.

Annual Engagement Overview

Season / Month	Event or Communication	Purpose / Focus	Audience	Responsible Role(s)
AUGUST	**Family Orientation & Pathway Launch Night**	Introduce four pathways, RTI/PBL schedule, and Innovation goals; collect baseline family surveys.	Families & Students	Principal • Pathway Leads
SEPTEMBER	**Community Partnership Breakfast**	Reaffirm MOUs, introduce new mentors, and review partnership goals for the year.	Local business & higher ed partners	Innovation Council Chair
OCTOBER	**Fall Progress Showcase**	6th-grade mid-rotation presentations; early 7th/8th project displays.	Families • Partners	Teachers • Students
NOVEMBER	**Family Forum #1 – Data & Feedback**	Share first-quarter data dashboard; gather feedback for improvement cycle.	Families • Community	Innovation Coach • Data Lead
DECEMBER	**Innovation Newsletter + Dashboard Update #1**	Publish academic, attendance, and financial summaries.	Public • Stakeholders	Data & Improvement Lead

Month	Event	Description	Audience	Owner
JANUARY	**Winter Workshop: Portrait of a Learner in Action**	Families participate in sample PBL tasks; review progress toward learner competencies.	Families • Students	Pathway Leads
FEBRUARY	**Family Forum #2 – Equity & Access Check-In**	Review participation by pathway / subgroup and equity audit results.	Families • Community	Counselors • Innovation Council
MARCH	**Spring Community Showcase & Capstone Preview**	7th- & 8th-grade prototype exhibits; invite industry feedback.	Partners • Families • Press	Pathway Leads • Students
APRIL	**Student Advisory Roundtable + Family Survey**	Gather student/family input for next-year scheduling & pathways.	Students • Families	Student Advisory Council
MAY	**Capstone Exhibition & Celebration Night**	Public defense of learning; recognize teacher merit award recipients.	Families • Community	Principal • Innovation Council
JUNE	**Innovation Council Annual Review & Public Report**	Present annual metrics, budget summary, and partnership renewals.	KDE • Board • Public	Principal • Finance Officer
JULY	**Summer Innovation Institute**	PD & community reflection on prior year's results; family planning sessions for upcoming year.	Staff • Family Representatives	Innovation Coach • Pathway Leads

Ongoing Communication Channels

Platform / Method	Frequency	Description / Purpose	Owner
Innovation Newsletter	Monthly	Highlights student work, PD updates, and partner spotlights.	Innovation Coach
Holmes Innovation Dashboard	Biannually	Public display of academic, equity, and fiscal data.	Data & Improvement Lead
Social Media Spotlights	Weekly	Student-led posts sharing projects, showcases, and community events.	Student Media Team

Parent Square / Email Updates	As needed	Quick updates on scheduling, volunteer opportunities, and exhibitions.	Principal • Counselors
Community Partnership Directory	Annual refresh	Digital catalog of partner organizations, MOUs, and mentor contacts.	Innovation Council

Accessibility & Inclusion

- Translation services (Spanish and other languages) available at all major events.
- ASL interpretation and ADA-accessible spaces ensured.
- Childcare provided for evening family forums when possible.
- Surveys distributed digitally and on paper to maximize participation.

Feedback Integration

- All family and partner feedback collected through surveys, forum notes, and open comment forms.
- Feedback themes are analyzed each quarter and summarized on the **Innovation Dashboard's "Community Insights"** section.
- Action steps addressing community feedback are published within 30 days of each forum.

Outcome

This calendar operationalizes Holmes Middle School's belief that **innovation must be co-created with families and the community**.
By embedding consistent engagement opportunities throughout the year, the school ensures transparency, shared ownership, and continuous improvement grounded in authentic community partnership.

Risk management and contingency plan

Appendix I

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Purpose

This plan identifies potential risks that could threaten implementation or sustainability of the Holmes Middle School innovation model and outlines clear mitigation and response strategies. It ensures the school maintains **instructional continuity, fiscal responsibility, and stakeholder trust** throughout the SB 207 proof-of-concept cycle and beyond.

Risk Categories and Mitigation Framework

Risk Category	Potential Issue	Impact Area	Preventive Strategies	Contingency Actions if Triggered	Responsible Role(s)
Financial Stability	Delay or reduction of state / grant funds	Budget execution; teacher stipends; equipment purchases	Maintain 10 % reserve in **Holmes Innovation Fund**; stagger merit payments to January & June; secure 3-year local sponsor pledges	Activate Tier 3 deferral plan (pause non-essential purchases); request short-term district advance; notify KDE Finance	Principal • District Finance Officer
Staff Turnover or Leadership Change	Loss of trained personnel or pathway leads	Instructional continuity; PD cycle	Maintain Innovation Fellows pipeline;	Deploy Innovation Coach as interim	Superintendent • Principal • HR

			cross-train two staff per pathway; archive all PBL units and PD recordings	leader; assign trained Fellow to vacant role; prioritize replacement hiring within 30 days	
Community Partnership Disruption	Withdrawal of key partner or mentor	Capstone support; student engagement	Maintain ≥ 2 partners per pathway; annual MOUs include alternate contact	Activate backup partner from approved list; reschedule mentor sessions virtually	Innovation Council Chair • Pathway Lead
Instructional Fidelity	Drift from PBL/Portrait alignment	Student outcomes; KDE compliance	Quarterly fidelity walks using Innovation Rubric; PLC calibration	Targeted coaching plan; re-training during Summer Institute	Innovation Coach • Pathway Leads
Technology or Data Failure	Loss of digital portfolio access / cyber issue	Data integrity; evidence reporting	Daily auto-backup to district server; two-factor authentication	Restore from last verified backup; notify IT & KDE if data loss >24 hrs	District IT • Data & Improvement Lead
Equity Gaps in Pathway Access	Uneven demographic participation	Compliance; community trust	Annual equity audit; randomization in placement; counselor monitoring	Revise enrollment algorithms; targeted outreach to under-represented groups	Counselors • Innovation Council
Safety & Facilities	Injury during trades/STEM project; space limitations	Student safety; liability	Annual OSHA/tool safety training; space rotation schedule	Suspend affected activity; review incident; retrain staff before resumption	Principal • Facilities Director
Public Perception or	Misinterpretation of	Community confidence	Monthly newsletter,	Rapid-response	Principal • PR Director

Media Miscommunication	innovation model		transparent dashboard updates	communication from Principal & District PR; clarify at open meeting	
Legislative or Policy Change	SB 207 or KDE regulation revisions	Waiver status; compliance	Stay engaged with KDE Innovation Office; annual legal review	Submit amendment request within 60 days of change; adjust model as directed	Superintendent • District Policy Advisor

Early-Warning Monitoring System

- **Quarterly Risk Review:** Innovation Leadership Team uses a Red-Yellow-Green status matrix to monitor each risk area.
- **Innovation Council Updates:** Council reviews risk log quarterly and records mitigation actions in public minutes.
- **Annual Audit Cycle:** Combines fiscal audit, instructional-fidelity review, and equity audit into one unified **Annual Assurance Report** to the Board and KDE.

Continuity of Operations (Instructional Plan)

If operations are interrupted (weather, facilities, or other emergencies):

1. **Digital Continuity:** All core and pathway lessons accessible via Google Classroom / Schoology within 24 hours.
2. **Hybrid Option:** Capstone mentoring and PBL collaboration continue through approved virtual platforms.
3. **Instructional Prioritization:** Maintain daily RTI and PBL blocks; reduce elective rotations temporarily if necessary.
4. **Communication:** Notify families via Parent Square and website updates within 6 hours of disruption.

Financial Safeguards

- **Innovation Fund Oversight:** Dual-signature policy (Principal + Finance Officer) for all expenditures above $1,000.
- **Merit Bonus Control:** Paid only after verified data and Finance Officer approval.
- **Reserve Requirement:** Maintain minimum balance equal to one quarter of annual incentive budget.
- **Audit Assurance:** Independent district audit each fiscal year, with results posted publicly on Innovation Dashboard.

Crisis Communication Protocol

1. **Immediate Notification:** Principal informs Superintendent and District PR Director.
2. **Internal Briefing:** Staff notified with talking points and action plan within 2 hours.
3. **External Update:** District issues public statement or family message within 6 hours.
4. **Post-Incident Review:** Innovation Council conducts debrief within 10 days; implements preventive measures.

Review and Update Cycle

- Reviewed **annually in July** by the Innovation Leadership Team and approved by the Covington Board of Education.
- Updated immediately following any major operational change or KDE policy update.
- Summary of risk-management actions included in the Annual Innovation Report and published on the **Holmes Innovation Dashboard**.

Outcome

This Risk Management and Contingency Plan ensures that Holmes Middle School's innovation model remains **stable, compliant, and resilient**.
By combining proactive monitoring, strong fiscal controls, and transparent communication, the school can maintain high-quality, equitable learning experiences regardless of challenges—demonstrating to KDE and the community that innovation at Holmes is both **sustainable and responsible**.

Evaluation and renewal process

Appendix J

Purpose

The purpose of this evaluation and renewal process is to provide a structured, transparent method for demonstrating that Holmes Middle School's innovation model **improves student outcomes and operational effectiveness** in alignment with **Senate Bill 207 (2025)** and **KRS 156.161**. This plan ensures that all flexibilities granted under the waiver are continuously monitored and evaluated against measurable benchmarks to guide mid-course adjustments and inform the KDE renewal decision.

Three-Year Proof-of-Concept Cycle

Year	Phase	Focus of Evaluation	Key Deliverables
Year 1 (2026–27)	Launch & Proof	Implement core structures: RTI integration, pathway scheduling, teacher PD, and Innovation Fund operations. Establish baseline academic and engagement data.	Baseline metrics report, staff PD completion log, first innovation dashboard update.
Year 2 (2027–28)	Scale & Refine	Deepen PBL and RTI integration, refine pathway rotations, expand expert partnerships, and monitor early results.	Mid-cycle evaluation report with MAP growth, RTI impact, and pathway participation analysis.
Year 3 (2028–29)	Evidence & Renewal Prep	Document sustained improvement in student performance, equity, and teacher retention; compile KDE renewal packet.	Comprehensive Renewal Report submitted to KDE & district board for waiver extension.

Evaluation Components

1. **Academic Achievement & Growth**
   - MAP Growth and KSA proficiency targets (+10% by Year 3).
   - Subgroup performance analysis (no more than 5% gap by demographic group).

- RTI participation and effectiveness data (100% daily inclusion).
2. **Student Engagement & Well-Being**
    - Panorama or locally administered survey tracking belonging, engagement, and self-efficacy.
    - Attendance (≥95%) and behavior data review each quarter.
    - Student focus groups led by the Student Advisory Council.
3. **Teacher Development & Retention**
    - PD completion (100% of staff) and proficiency on Innovation Teaching Rubric (≥90% Proficient by Year 3).
    - Retention rate in innovation roles (≥90%).
    - Merit and leadership incentive data correlated with student outcomes.
4. **Pathway & Capstone Quality**
    - Capstone completion rate (100% of 8th graders).
    - Quality of student products scored by rubric (≥85% Proficient+).
    - Partner feedback surveys on relevance and quality of student work.
5. **Financial & Operational Effectiveness**
    - Annual audit of Innovation Fund (no findings).
    - Budget tier implementation review and sustainability progress (≥50% recurring funding by Year 3).
    - Compliance verification for all KRS statutes and KDE reporting requirements.
6. **Equity & Access**
    - Annual Equity Audit of pathway enrollment, project participation, and outcomes by subgroup.
    - Randomization procedures and counselor checklists verified annually.
    - Published equity report on Innovation Dashboard.

Data Collection & Review Timeline

Month	Action	Deliverable	Responsible Role
August–September	Launch evaluation cycle; confirm data systems & baselines	Evaluation Framework finalized	Data & Improvement Lead
October–December	First dashboard update; review MAP & RTI data	Fall Data Report	Innovation Leadership Team
January–March	Mid-year review & corrective action plans	Mid-Year Evaluation Summary	Principal / Council
April–May	Student & teacher surveys; capstone exhibitions	Annual Performance Report	Innovation Council
June–July	KDE report compilation and public presentation	End-of-Year Evidence Report	Principal / Superintendent

Evidence of Success Criteria (Renewal Readiness)

Domain	Performance Target by Year 3	Verification Method

Academic Growth	+10% MAP / KSA proficiency increase	KDE Data Submission
Equity & Access	Participation gap ≤5% by subgroup	Equity Audit Report
Engagement	≥80% favorable student engagement rating	Panorama Survey
Teacher Capacity	≥90% teachers rated Proficient+ on Innovation Rubric	Observation / PD Records
Capstone Quality	≥85% of projects score Proficient+	Rubric Data
Fiscal Sustainability	≥50% recurring funds, no audit findings	Annual Audit / Finance Report
Retention	≥90% teacher retention in innovation roles	HR Records

Renewal Submission Process

At the end of Year 3 (Spring 2028):

1. **Comprehensive Renewal Report** submitted to:
   - KDE Division of Innovation and Performance
   - Covington Independent Board of Education
   - Community partners and stakeholders via the Holmes Innovation Dashboard
2. **Report Contents:**
   - Executive summary and data narrative
   - Evidence tables for each waiver's impact
   - Financial audit and sustainability verification
   - Letters of continued support from partners
   - Plan for scale or replication (Years 4–5)
3. **Renewal Hearing & Approval:**
   - KDE reviews evidence per 701 KAR 5:170.
   - Upon positive review, the waiver is renewed for an additional three-year term (2028–2031).

Continuous Improvement Integration

- Data findings are used to update curriculum, PD, and scheduling annually.
- The Innovation Leadership Team documents "Lessons Learned" each summer for inclusion in the Year 4–5 replication phase.
- Equity and engagement data inform family engagement and partnership outreach strategies.

Outcome

This evaluation and renewal plan ensures that Holmes Middle School's innovation model

remains accountable, evidence-based, and continuously improving.
By Year 3, the school will present clear proof that its flexible, pathway-based approach improves academic growth, student engagement, teacher excellence, and operational sustainability—meeting or exceeding KDE expectations for renewal.

Waiver impact framework

Appendix K

Purpose

To evaluate the effectiveness of each requested waiver under SB 207, Holmes Middle School will collect and analyze quantitative and qualitative data throughout the three-year proof-of-concept cycle.
The framework below specifies the metrics, frequency, data sources, and responsible roles for continuous improvement and KDE reporting.

Holmes Middle School — Waiver Monitoring & Success

Measures Table

Waiver # / Indicator	Target / Evidence of Success	Data Source	Frequency	Responsible Role
1. KRS 158.070 – A/B Blocks & Flexible Hours	Master schedule meets 1,062 hours; students experience reduced transitions and increased instructional blocks	Master schedule; Infinite Campus time audits; walkthrough data	Quarterly	Principal; Director of Innovation
2. KRS 156.160 – Interdisciplinary Staffing	Successful implementation of interdisciplinary teams; student work samples show cross-content mastery	Team meeting notes; PBL rubrics; classroom observations	Monthly	Principal; Innovation Coach
3. KRS 161.020 – Adjunct Industry Professionals	Adjuncts provide pathway-specific experiences; students demonstrate increased engagement in applied learning	Pathway logs; student surveys; project artifacts	Each Trimester	Director of Innovation; HR Coordinator
4. KRS 161.100 – Integrated Co-Teaching	Co-teaching improves student support; teachers remain within certification	Co-teaching schedules; observation rubrics; PLC notes	Monthly	Principal; Instructional Coach
5. 16 KAR 2:010 – Adjunct Supplemental Staff	Adjuncts enhance real-world learning; coordination with certified teachers is documented	Lesson plans; adjunct activity logs; student reflections	Monthly	Pathways Specialist; Principal
6. 702 KAR 3:190 – Flexible Staffing Ratios	Multi-adult rooms maintain effective supervision; student behavior and engagement improve	Staffing rosters; PBIS data; walkthrough checklists	Monthly	Assistant Principal; SEL Lead
7. SB 207 – 75% Certified Hours Maintained	Certified staff deliver ≥75% of instructional hours; adjunct segments verified	Scheduling audits; IC data; staff assignment logs	Quarterly	Principal; Director of Innovation

8. KRS 156.095 – Extended PD & Coaching	Teachers exceed 24 PD hours; coaching logs show growth in instructional practice	PD logs; coaching cycles; teacher reflections	Quarterly	Instructional Coach; PD Coordinator
9. KRS 156.265 – Differentiated Pay / Innovation Stipends	Stipend and merit systems tied to transparent criteria; improved retention and recruitment	HR reports; retention data; stipend documentation	Bi-annually	HR Director; Principal
10. 16 KAR 4:020 – Flexible Support Roles (Director of Innovation, Innovation Coach, Pathways Specialist, SEL/Onboarding Lead)	Specialist roles implemented; support roles demonstrate improved student onboarding, SEL, and pathway alignment	Job descriptions; role impact reports; onboarding data; SEL metrics	Quarterly	Superintendent Designee; Principal; Director of Innovation

Evaluation and Renewal Plan

1. **Quarterly Monitoring:** Leadership team reviews data for each waiver and documents actions in Innovation Council minutes.
2. **Annual Evidence Report:** Compiled for district board and KDE renewal process, including academic, financial, and equity data.
3. **Three-Year Proof-of-Concept Summary:** Comprehensive evaluation submitted for waiver renewal or expansion after Year 3.
4. **Public Transparency:** Key results shared on Holmes Innovation Dashboard and at open community meetings.

Waiver Integrity Statement and Justification Form