



FLOYD COUNTY BOARD OF EDUCATION
Stephen A. Trimble, Interim Superintendent
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Sherry Robinson- Chair - District 5
Dr. Chandra Varia, Vice-Chair - District 2
Linda C. Gearheart, Member - District 1
William Newsome, Jr., Member - District 3
Rhonda Meade, Member - District 4

Action/Discussion Item: To approve the Comprehensive District Improvement Plan. .

Applicable Statutes or Regulations: KRS 162.90 Powers and Duties of the Local Board of Education.

Background and major Policy Implications: By regulation and policy the district must re-write or revise the comprehensive school plan on an annual basis. The plan has been revised to follow KDE directives for all Kentucky school districts.

Fiscal Budgetary Impact: No new impacts but the plans direct the use of a variety of allocated funds.

Alternatives: None proposed.

Recommended Action: To approve the Comprehensive District Improvement Plan.

Contact Person: Angela Duncan, Director of District Wide Services

Date: April 9, 2018


Superintendent


Director-DWS

Phase II: District Safety Report_11012017_08:50

Phase II: District Safety Report

Floyd County
Steve Trimble
106 North Front Avenue
Prestonsburg, Kentucky, 41653
United States of America

Last Modified: 11/01/2017
Status: Open

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Phase II: District Safety Report

District School Safety Report

School Safety Adoption Requirements

1. Has the board required each school council, or if none exists, the principal, to adopt an emergency plan to include procedures to be followed in case of fire, severe weather, or earthquake, or if a building lockdown is required?

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Does each public school building have a written Emergency Management Plan (EMP)?

If all schools in the district have not met the requirement, respond in the negative.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. Did each SBDM Council adopt a policy requiring the development and adoption of an EMP? Provide the date of adoption in the comments box below.

If all schools in the district have not met the requirement, respond in the negative.

Yes

ATTACHMENTS

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4. Did each SBDM Council adopt an EMP? Provide the date of adoption in the comments box below.

If all schools in the district have not met the requirement, respond in the negative.

Yes - with the exception of Floyd Central High School -it is a new school in the district and is in the process of getting the SBDM Council in place for the 2017-18 school year

ATTACHMENTS

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5. Has each public school building provided local first responders with a copy of the EMP and a copy of the floor plan?

If all schools in the district have not met the requirement, respond in the negative.

Yes

ATTACHMENTS

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6. Has each public school building's EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)? Provide the date of adoption in the comments box below.

If all schools in the district have not met the requirement, respond in the negative.

Yes

ATTACHMENTS

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7. Was each public school building's EMP reviewed with the faculty and staff prior to the first instructional day of the school year? Provide the date of adoption in the comments box below.

If all schools in the district have not met the requirement, respond in the negative.

Yes - August 2017

ATTACHMENTS

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8. Were local law enforcement and/or fire officials invited to review each public school building's EMP?

If all schools in the district have not met the requirement, respond in the negative.

Yes

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School Safety Implementation Requirements

1. Has the board required each school council, or if none exists, the principal, to implement the following school safety requirements?

Yes

ATTACHMENTS

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2. In each public school building, are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?

If all schools in the district have not met the requirement, respond in the negative.

Yes

ATTACHMENTS

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3. In each public school building, has the local fire marshal reviewed the designated safe zones for severe weather and are they posted in each room?

Provide the date of review.

Yes

ATTACHMENTS

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4. Have practices been developed in each public school building for students to follow during an earthquake?

If all schools in the district have not met the requirement, respond in the negative.

Yes- Quick Reference Guide

ATTACHMENTS

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5. Has each public school building developed and adhered to practices designed to ensure control of access to the school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in, display of identification badges)?

If all schools in the district have not met the requirement, respond in the negative.

Yes

ATTACHMENTS

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6. Has each public school building completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with [Fire Safety](#) regulations, Lockdown, Severe Weather and Earthquake).
If all schools in the district have not met the requirement, respond in the negative.

Yes

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7. In each public school building, are processes in place to ensure all four emergency response drills (Fire in compliance with [Fire Safety](#) regulations, Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days following January 1?
If all schools in the district have not met the requirement, respond in the negative.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase II: The Needs Assessment District Diagnostic_10252017_11:57

Phase II: The Needs Assessment District Diagnostic

Floyd County
Steve Trimble
106 North Front Avenue
Prestonsburg, Kentucky, 41653
United States of America

Last Modified: 12/20/2017
Status: Open

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Understanding Continuous Improvement: The Needs Assessment 3

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Phase II: The Needs Assessment District Diagnostic

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. **As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.**

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and shareholder groups involved. How frequently does this planning team meet and how are these meetings documented?

The Central Office Instructional Leadership Team is made up of directors of instruction who meet every other week. This group, made up of the Superintendent and Instructional Directors, analyzed state assessment results to find causes for celebration and areas that need improvement in the district. Along with state test data, this group looked at MAP data, CERT data, and Stanford 10 data to determine where the efforts of team members should be focused. The results of this data analysis were then shared with the Floyd County Board of Education at its regular meeting in October and with principals and school leadership teams at the October District Instructional Leadership Team meeting. In addition, the information was shared with the community in a press release and posted on the district website.

ATTACHMENTS

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Current State

Plainly state the current condition using **precise numbers and percentages as revealed by past, current and multiple sources of data**. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- 32% of non-duplicated gap students scored proficient on KPREP Reading.
- We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
- 34%% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2016 schools year – a decrease from 92% in 2015.
- The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

76.2% of all elementary students scored proficient/distinguished on KPREP Reading. 67.3% of all elementary students scored proficient/distinguished on KPREP Math. 69% of all middle school students scored proficient/distinguished on KPREP Reading 55% of all middle school students

scored proficient/distinguished on KPREP Algebra II EOC. 50.7% of all high school students scored proficient/distinguished on KPREP English II EOC. 74.9% of non-duplicated gap students scored proficient/distinguished on KPREP elementary Reading. 66.7% of non-duplicated gap students scored proficient/distinguished on KPREP elementary Math. 66.5% of non-duplicated gap students scored proficient/distinguished on KPREP middle school Reading. 52% of non-duplicated gap students scored proficient/distinguished on KPREP middle school Math. 46.2% of non-duplicated gap students scored proficient/distinguished on KPREP English II EOC. 34.7% of non-duplicated gap students scored proficient/distinguished on KPREP Algebra II EOC. 38% of all high school students scored proficient/distinguished on KPREP Reading. Composite score for Kindergarten students was 1.4 on the Stanford 10. Composite score for first grade students was 2.4 on the Stanford 10. Composite score for second grade students was 3.5 on the Stanford 10. District graduation rate was 96.4%. 55.2 % of current elementary/middle students scored proficient/distinguished on MAP Reading benchmark assessment. 43.2% of current elementary/middle students scored proficient/distinguished on MAP Math benchmark assessment. 64.5% of current 8th grade students met English benchmark on CERT benchmark assessment. 37.1% of current 8th grade students met Math benchmark on CERT benchmark assessment. 56.6% of current 8th grade students met Reading benchmark on CERT benchmark assessment.

ATTACHMENTS

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Priorities/Concerns

Clearly and concisely identify areas of weakness using **precise numbers and percentages** as revealed by the analysis of academic and non-academic data points.

Example: 68% of students in non-duplicated gap scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

44.8% of 3-7 grade students scored below Proficient in Reading on MAP. 56.8% of 3-7 grade students scored below Proficient in Math on MAP. 64.5% of 8th grade students met English benchmark on CERT. 37.1% of 8th grade students met Math benchmark on CERT. 56.6% of 8th grade students met Reading benchmark on CERT. 28% of 9th grade students met English benchmark on CERT. 11.2% of 9th grade students met Math benchmark on CERT. 27.3% of 9th grade students met Reading benchmark on CERT. 38.3% of 10th grade students met English benchmark on CERT. 12% of 10th grade students met Math benchmark on CERT. 34.5% of 10th grade students met Reading benchmark on CERT. 27% of Elementary students scored Apprentice in Math on KPREP. 16.7% of Elementary students scored Apprentice in Reading on KPREP. 45% of students in middle school scored below Proficient in Math on KPREP. 31% of students in middle school scored below Proficient in Reading on KPREP. 49.3% of students in high school scored below Proficient in Reading on KPREP EOC. 62% of students in high school scored below Proficient in Math on KPREP EOC.

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Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Elementary students in the "All Students" and "Gap Group" categories met all Gap Delivery Targets in both 2016 and 2017. High school students in the "Gap Group" did not met Gap Delivery Targets in any content area except for Social Studies in both 2016 and 2017. Middle school

students in the "All Students" and "Gap Group" categories did not met Gap Delivery Targets in Math and Writing in both 2016 and 2017.

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Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six school improvement strategies outlined below:

[1- Deployment of Standards](#)

[2- Delivery of Instruction](#)

[3- Assessment Literacy](#)

[4- Review, Analyze and Apply Data Results](#)

[5- Design, Align and Deliver Support Processes with Sub-group Focus](#)

[6- Establish a Learning Culture and Environment](#)

The district leadership team will focus on ensuring that tier I instruction is rigorous and that tier II and tier III instruction is a focus in all areas. This will be implemented at the school level and monitored by district leadership using the Plan of Excellence in each school. District team members will visit each school to do an in depth review of all assessments, lesson plans, and PLC documentation to ensure that rigorous instruction is happening in classrooms. Feedback for growth will be reported to the school leadership team. Walk through documentation will be analyzed to ensure that school leadership is actively involved in monitoring classroom activities and providing feedback to teachers. Benchmark assessments, MAP in grades K-7 and CERT in grades 8-11, will be provided to the schools. Results will be monitored and analyzed at the district level as well as used at the school level to determine which students are in need of tier II and tier III instruction and which students need enrichment. Teachers and school leadership teams will meet during PLCs to discuss students and Novice Reduction plans will be submitted for each student scoring in that category.

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.



Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

NAPD calculations in Achievement for elementary students is 98.5 in Reading, 90.7 in Math, 100 in Social Studies, 88.1 in Writing, and 100 in Language Mechanics. NAPD calculation in Achievement for middle school students is 96.5 in Social Studies.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 District Assessment Presentation to BOE	presentation to BOE	...
 Press Release	This is the press release to the community.	



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Rhonda Meade, Member - District 4

MEDIA RELEASE

FOR IMMEDIATE RELEASE
September 28, 2017

MEDIA CONTACT: Steve Trimble
Office - (606) 886-2354
steve.trimble@floyd.kyschools.us

Floyd County Schools: *District Assessment Results*

Floyd County Schools Superintendent Steve Trimble announces 2016-2017 assessment results.

Trimble comments, "This school year is a transition year with assessment as we will have a new accountability system that's expected to be in effect in the 2018-2019 school year. This year, we do not have rankings and we do not have labels like we have in the past for schools and school districts but we do have assessment results."

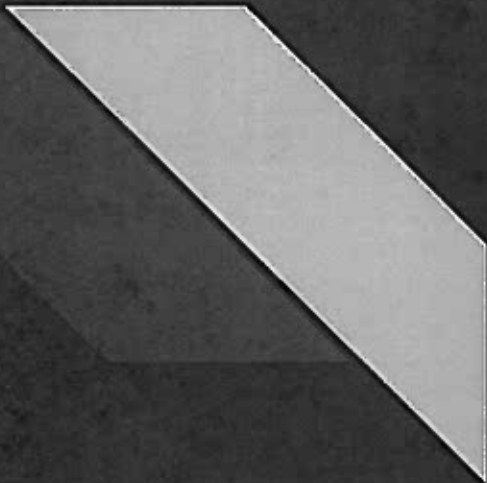
Trimble continued, "We want to start with the good news. Achievement scores improved at the elementary, middle and high school levels for the district! Seven of our schools have achievement scores in the 90's with May Valley having a score of 100! That's outstanding as our scores were among the best in the state the prior year. Our elementary and middle grade students are scoring well above the state average in the proficient/distinguished categories in reading, math, social studies, writing and language mechanics. The percent of these students scoring novice is well below the state average as well." Trimble also conveyed that administrators at Prestonsburg High School believe their school's performance will show improvement after data issues involving data entry are resolved.

As for high school scores, Trimble discussed saying, "Our high school students are scoring above the state average in social studies and very close to the state average in Algebra II and biology. We have fewer high school students scoring in the novice category than the state average in algebra II, biology and U. S. History. And our district ACT average has improved in all areas and we are closing the gap with the state average."

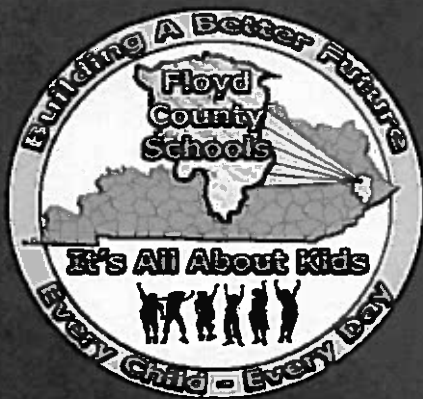
Trimble highlighted literacy as one of the areas for growth saying, "We will continue to focus on literacy as we want to make sure that our students are mastering these much needed skills and reading on and above grade level. We will be growing in using more personalized learning with our students and will use technology as a tool in this area."

Trimble concluded, "Floyd County Schools is an excellent school district and it's understandable why this district has been leading at the regional and state levels for the past few years. We have amazing students, teachers and staff and the board team and we are very proud of our assessment results."

The Floyd County Board of Education does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex, or disability in employment, educational programs, or activities as set forth in Title IX & VI, and in Section 504.



Floyd County Schools



Report on Assessment



**What Do We
Have to
Celebrate?**



Elementary

Achievement:

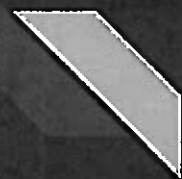
Reading	98.5
Math	90.7
Social Studies	100
Writing	88.1
Language Mechanics	100



Elementary

Novice Percent:

Reading	7.2%
Math	5.7%
Social Studies	3.2%
Writing	7.6%
Language Mechanics	5.5%



Middle

Achievement:

Reading 88

Social Studies 96.5

Novice Percent:

Reading 10.1%

Social Studies 4.7%

Writing 9.4%



High School

Novice Percent in Writing 12.5%


College/Career Readiness All schools met goal of 90%

Graduation Rate 96.4

ACT Composite 18.9



What Are Our Areas for Improvement?



Literacy in all grade levels


Math in middle and high schools

Gap Closure

Novice Reduction



**Where Do We Go
from Here?**



Literacy Leads have been identified in all schools.

MAP assessment is being utilized to benchmark and progress monitor all students in elementary and middle schools.

CERT assessment is being utilized in 8th, 9th, and 10th grades to predict success on the ACT.

Individual Novice Reduction Plans for each Novice student have been developed and are being monitored at the school and district level.

District level personnel, principals, and teachers from other schools will continue with site visits to monitor school progress and provide feedback for growth to each school.



Big Rocks

Attendance

Literacy

Personalized Learning

CCR

Phase III: Goal Builder for Districts_11302017_08:57

Phase III: Goal Builder for Districts

Floyd County
Steve Trimble
106 North Front Avenue
Prestonsburg, Kentucky, 41653
United States of America

Last Modified: 04/09/2018
Status: Open

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Comprehensive School Improvement Plan 3
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Phase III: Goal Builder for Districts

Comprehensive School Improvement Plan

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to the DESIRED STATE. Here are the operational definitions of each integral component of the Goal Builder.

Goal: Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach inspired by the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the school/district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Upload your completed Goal Builder in the attachment area below:



You may enter an optional narrative about your Goal Builder below. If you do not have an optional narrative, enter N/A.

N/A

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Goal Builder 2017-18	CDIP Goals 2018	
 revised goal builder	March... to include funding and measurement	

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

Goal: Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the school/district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.
For high school: Proficiency, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency

State your **Proficiency Goal**

Goal 1: By 2019, the district will increase the combined (reading and math) percentage of proficient/distinguished students to 75.1% (elementary), 73.5% (middle), and 69.5 % (high).					
<p>Which Strategy will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 		<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2018, 70.1% of elementary students, 68.2% of middle school students and 63.3% of high school students will score at or above proficiency in reading and math combined.	<i>Strategy-KCWP2: Design and Deliver Instruction</i> All teachers will use a clearly defined RtI school/district-wide process in the form of the district novice reduction plan, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	<i>Activity: Professional Development for RtI Implementation</i> The District Instructional Leadership Team will provide additional training and monitor the use of RtI for students in the areas of reading and math. The leadership team and teachers at each school will schedule a specific time for students to receive Tier II and Tier III instruction on a regular basis during and outside of the regular school day.	School data review reduction of # of sped referrals		None
		<i>Activity: Novice/Apprentice Reduction Plans</i> Data from various formative and summative assessments will be monitored and analyzed by teachers and leadership teams during PLCs to identify students, set personal goals, and monitor the progress of students scoring in the novice and apprentice levels.	Improvement in student scores (growth as identified by N,A, P, D levels)		None
	<i>Strategy-KCWP 4: Review, Analyze, and Apply Data</i> All teachers will utilize an interim assessment process to measure growth in Reading and Math.	<i>Activity: Benchmark Assessments</i> Teachers in grades K-7 will use MAP to measure growth in Reading and Math. Results from each assessment will be used to develop individual plans for students.	Data analysis		\$49,450. Title IIA
		<i>Activity: Goal Setting</i> Students and teachers will work collaboratively to develop goals and growth plans to reach those goals.	Data Analysis		None
	<i>Strategy-KCWP 1: Design and Deploy Standards</i>	<i>Activity: Reading Programs</i> Reading programs designed to promote interest in reading will be utilized by each school to improve reading skills and levels.	School data review		None for district level

	All teachers will be trained in the most effective use of Literacy in the content areas.	Schoolwide student progress will be monitored by each teacher and expectations will be shared with students and parents. <i>Activity: Literacy Leads</i> One person in each school will be chosen as the Literacy Lead. These leaders will meet monthly with district staff to discuss literacy in their schools.	Collaboration/agendas		Title II A
		<i>Activity: Literacy Training</i> A Train the Trainer model will be utilized with leadership teams (administrator and Literacy Leads) to ensure that all teachers are teaching literacy at all grade levels/content area in each school.	Collaboration/agendas		None
	Strategy-KCWP 1: Design and Deploy Standards	<i>Activity: Advance Kentucky's Middle School Math Program-Access to Algebra</i> All middle schools will participate in this program designed to support a holistic strategy for math focused on student access, engagement, and success. The goal is to promote a school culture of high expectations, provide rigorous student activity and provide open enrollment in advanced math classes to all students.	Professional Development Math Course Enrollment		Advance KY Funds
		<i>Activity: Gear Up Positions in Reading and Math</i> Three reading teachers and three math teachers will be hired at the district level to provide professional learning experiences and training to all teachers to improve the rigor and instructional practices in classrooms at all grade levels.			Gear-up Funds

2: Gap
State your Gap Goal

Goal 2: Increase the average combined reading and math proficiency rates for all students in the Gap Group (non-duplicated): elementary school to 73.8%, middle school to 71.8%, and high school to 67.5% in 2019.		
Which Strategy will the school/district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed	Which Activities will the school/district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

<i>below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i>		<ul style="list-style-type: none">• KCWP 1: Design and Deploy Standards• KCWP 2: Design and Deliver Instruction• KCWP 3: Design and Deliver Assessment Literacy• KCWP 4: Review, Analyze and Apply Data• KCWP 5: Design, Align and Deliver Support• KCWP 6: Establishing Learning Culture and Environment	<ul style="list-style-type: none">• KCWP1: Design and Deploy Standards - Continuous Improvement Activities• KCWP2: Design and Deliver Instruction - Continuous Improvement Activities• KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities• KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities• KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities• KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2018, 73.8% of elementary students, 66.2% of middle school students, and 60.9% of high schools students in the Gap Group will score at or above proficiency in reading and math combined.	<i>Strategy-KCWP 2: Design and Deliver Instruction:</i> The Floyd County School District has an intentional focus on Future Ready Skills to better prepare students for life and careers after K-12 schooling by providing students in grades 5-12 with technology devices. Teachers and students will utilize digital curriculum and opportunities that focuses on personalized learning for RtI programs, Future Ready Skills and academic monitoring.	<i>Activity: 1:1 Technology</i> Each student in grades 5-12 have been provided with technology to enhance Future Ready Skills in the classroom by the district. Individual schools have been encouraged to provide as much technology as possible to grades K-4 so that each student has access to technology as an instructional tool.	100% of students 5-12 have device.	Delivery: Start of school year	\$540,000 General Fund Title KETS
		<i>Activity: Digital Leadership Network</i> All Floyd County principals participate in monthly DLN training sessions to become more equipped to be digital leaders in their respective schools.	Attendance & Participation of Principals	Monthly Meeting	\$0
		<i>Activity: Technology Training</i> Teachers in Grades 5-12 have been and will continue to be trained to implement Future Ready Skills through the use of one-to-one technology in their classrooms.	Attendance & Participation of Teachers & Admin	Virtual & Face to Face Meetings	\$0
		<i>Activity: Personalized Learning</i> Teachers will use various programs to design lessons and teaching strategies to personalize learning for students based on student need and interest in each content area.	Attendance & Participation of Teachers & Admin	Virtual & Face to Face Meetings	\$0
		<i>Activity: STEM Camp & Well Rounded Educational Opportunity</i> All Floyd County Schools will have the opportunity to send girls to attend a 2-Day STEM Shattered Glass Summer Camp. Each student will receive hands-on instruction around science, technology, engineering & math.	All schools will send students and teachers to participate	Summer 2018	\$9,000 Title IV A
		<i>Activity: STEM Curriculum, Training Well Rounded Educational Opportunity</i> All Floyd County Schools will have the opportunity to send teachers for STEM Shattered Glass summer training, participate in online modules and build knowledge base of science, technology, engineering & math.	Teacher Participation	Summer 2018	Title IV A \$11,000

		<i>Activity: Shattered Glass Teacher Cohort & Well Rounded Educational Opportunity for All Teachers</i> Shattered Glass Certified Teachers will provide on-site training at schools for all teachers to support teacher growth in the areas of STEM, as well as access to all materials	Teacher Participation	Summer 2018	Title IV A
		<i>Activity: Project Lead the Way Curriculum & Training</i> STEM Curriculum in all Floyd County Schools; supporting past and current participants and all schools	Teacher Participation	Summer 2018	\$7,000 Title IV A
	Strategy-KCWP 4: Review, Analyze, and Apply Data Teachers will name and claim all students. Teachers will meet in PLC groups to monitor the curriculum, instruction, and assessment practices used in each classroom to move students toward individual goals. They will also monitor progress of individual students toward the goal of moving out of the Novice category.	<i>Activity: Data Analysis</i> Data from various formative and summative assessments will be analyzed by teachers and leadership to identify and monitor the progress of students scoring in the Novice and Apprentice levels.	Data Analysis		None
		<i>Activity: Response to Intervention (RtI)</i> The leadership team and teachers at each school will schedule a specific time for all students to receive Tier II and Tier III instruction.	School Data Review		None
		<i>Activity: Professional Learning Communities (PLCs)</i> Leadership teams and teachers will meet during PLCs to set goals for each student scoring at the Novice and Apprentice levels and monitor student progress on a weekly basis.	Student Growth Increased Collaboration/Agendas		None
		<i>Activity: STEM Equipment & Effective Use of Technology</i> All Floyd County Schools will have access to STEM equipment (Spheros, Mini Parrot Drone, Ozbot, Bloxel, Ozbot, Pi-Top, etc.). Each school will have a school lead that will have prior knowledge on the use and functionality, in addition provide training at school and in PLCs to enhance and build teacher capacity in the field of STEM.	Every Floyd County School will have access to STEM equipment	Summer 2018	\$11000 Title IV A

3: Graduation rate

State your **Graduation rate** Goal

Goal 3: Increase the Graduation Rate from 95.2% to 95.4% by 2020, as measured by the 5-Year Cohort Graduation Rate.		
Which Strategy will the school/district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.) <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	Which Activities will the school/district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2018, the Graduation Rate will be 95.3%.	<i>Strategy-KCWP 5: Design, Align and Deliver Support</i> The district instructional team will meet regularly with school leadership and appropriate staff to discuss issues and concerns regarding potential drop-outs. They will review tracking to ensure that schools always know where each student is in regards to credits and being on track for a timely graduation	<i>Activity: Credit Recovery</i> The district will provide assistance to schools to increase the graduation rate. This will include credit recovery through the Renaissance Learning Center and providing applicable trainings such as with ILPs and RTI.			GF
		<i>Activity: Monitoring of Data</i> Directors will meet systemically with school principals/guidance counselors to review graduation rate and dropout data.	Data analysis : Increased Graduation Reduction Dropout		None
		<i>Activity: Positive Behavior Intervention and Support (PBIS)</i> Schools will implement Positive Behavior Intervention and Support systems to meet RtI requirements and improve overall schoolwide culture. Central Office Instructional Leadership Team will monitor, support, and assist in training to ensure the proper implementation of PBIS in schools.	School Data Review		None
		<i>Activity: Advisor/Advisee</i> Each middle and high school will intentionally schedule a block of time for Advisor/Advisee. Activities will include career planning through use of the ILP, building relationships between students and teacher, character education, promoting attendance, building on student interest, and mentoring.	School Data Review		None
		<i>Activity: Monitoring of Data</i> Counselors will report current graduation rates to DPP on a monthly basis. This report will include a list of all graduates/potential graduates and their status toward graduation.	Data Analysis		None
Objective 2: By May 2018, the average attendance rate for the year will be 95.5% district wide.	<i>Strategy-KCWP 5: Design, Align and Deliver Support</i> The district leadership team will ensure the implementation of the District Attendance Plan of Excellence.	Professional growth will be ongoing to ensure that all Infinite Campus data is correct and up to date all times. District Director of Pupil Personnel will meet quarterly with attendance clerks from each school to review data and make necessary changes/additions.	Increased collaboration/agendas		None
		Home visits will be done on a weekly basis by principals/school personnel and district representatives according to the tier status determined by the Attendance Plan of Excellence.			School Funds/ GF
		Each school will develop and follow an attendance plan. This plan is to include daily activities (calling home, home visits, A/A instructional strategies, etc) designed to improve attendance. This plan will detail classroom rewards and other incentives the school team has designed to improve attendance.	School Data Review		None

		Schools in Tier II and III will be required to meet each month with the Superintendent, DPP, and Director of Instruction assigned to the school to discuss the progress made toward meeting the attendance goal.	Agendas		None
By May 2019, we will collaborate to increase services provided to support well-rounded educational opportunities.	Strategy-KCWP 6: Establishing Learning Culture and Environment- Continuous Improvement Activities	Activity: Guidance Counselors will participate in district led cohort meetings to aid in alignment of awareness and students support services. Collaboration will occur with school-based mental health school-based therapist.	Increased Collaboration/Agendas		None
By May 2019, we will collaborate to increase services provided to support safe and healthy schools.	Strategy-KCWP 6: Establishing Learning Culture and Environment- Continuous Improvement Activities	Activity: The DILT will support all schools in the development of teams that will receive training to ensure culturally responsive behaviors are modeled and incorporated into the classroom. (i.e. Sources of Strength)The teams will membership made up of administration, teachers, and students.	Teams in every school implementing strategies learned from trainings.		\$7000 Title IV A
		Activity: The DILT will coordinate and provide training for schools with an emphasis on social/ emotional learning/ safety and awareness. The trainings will include Childhood Traumatic Stress, Trauma Informed Care, Strengthening Families, and Youth Thrive. Additionally, we will collaborate with local agencies to provide training for SROs, and drug awareness.	Teams in every school implementing strategies learned from trainings.		\$20000 Title IV A

4: Growth

State your Growth Goal

Goal 4: Increase the average combined reading and math growth in grades 3-5 from 72.4% to 75.1% and in grades 6-8 from 62.7% to 73.5% by 2019.					
Which Strategy will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>) <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment		Which Activities will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2018, elementary students will show growth in the combined reading and math score from 72.4% to 73.4% and middle school students will grow from 62.7% to 68.2%.	Strategy-KCWP 2: Design and Deliver Instruction Floyd County Schools will provide equitable access to accomplished teaching to all students through professional learning opportunities with CIA	Activity: Professional Learning Opportunities Sessions will be focused on personalized professional development based upon survey results. Induction cohort teachers will be mentored by experienced teachers who are members of the Accomplished Teaching Cohort.	Teacher Participation		\$1500 Title IIA
		Activity: Accomplished Teacher Cohort	Teacher Participation and retention		\$10000 Title IIA

	team members and other accomplished teachers.	Accomplished teachers will be chosen based on defined criteria (must have Rank I, want to grow professionally, exhibit accomplished teaching every day, exhibit teacher leadership qualities). These teachers will serve as mentors to the Induction Cohort teacher members.			
		<i>Activity: Accomplished Teaching</i> Teachers will have opportunities to participate in Accomplished Teaching Works Sessions where they can discuss ATLAS cases and the Accomplished Teaching Body of Knowledge (National Board/Charlotte Danielson Framework)	Teacher Participation		\$8000 NT3 grant funds
		<i>Activity: Curriculum, Instruction, & Assessment Team</i> Teachers will be selected to be part of a district Teacher Leadership team. Graduate opportunities will be available through university partnerships. Teachers will develop skills as instructional leaders and collaborate on district initiatives.	Teacher Participation		\$40000 Title IIA
		<i>Activity: NISL</i> Principals will be trained and certified by NISL to provide training and coaching to less accomplished principals. They will also receive training and support to apply for the Master Principal credential at the end of the three-year project.	Principal Participation		Title Funds

Goal 5: Ensure that the percentage of students who are College and Career Ready to 100% by 2019.					
Which Strategy will the school/district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.) <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 		Which Activities will the school/district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity. <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By	Strategy-KCWP 1: Design and Deploy Standards The district instructional leadership team will meet regularly with principals and appropriate staff to discuss resources and activities to ensure that all students meet college and career readiness targets. An emphasis will be placed upon instructional effectiveness/rigor.	Activity: Intentional Scheduling The district instructional team will review the school's master schedule to ensure that opportunities for career certification are available to all students. A systemic approach to a rigorous curriculum will provide career pathways to students so that they may complete the required courses to become career ready. Additionally, the district will facilitate discussions between the career & technical school and all high schools to assist with the sharing of resources.	School Data Review		None
		Activity: CCR Planning District instructional team members will meet periodically with high school principals and administration from the career and vocational school to discuss implementation and impact of the year-long College and Career Readiness Plans.	School Participation		None
		Activity: Progress Monitoring Schools will continuously monitor all data (scores from ACT, WorkKeys, ASVAB, career pathways, certification tests; WIN program data, etc.) pertaining to CCR by posting the status of all students as they work toward college/career readiness. Schools will report CCR benchmark rate to the district on a monthly basis.	Data Analysis		None
By May 2019, all schools will collaborate to provide inter-disciplinary activities that will	Strategy-KCWP 6: Establishing Learning Culture and	Activity: Early College Academy Students who meet specified criteria will apply and attend the Floyd County Early College Academy. These students will graduate high school	Student Participation		Title Funds

support well-rounded educational opportunities that include community partnerships.	Environment- Continuous Improvement Activities	with an Associate's degree from Big Sandy Community and Technical College in their chosen field of study.			
		Activity: The DILT will support schools in working vertically as 3 attendance area teams to design and implement a service learning project. The projects should be designed to provide student voice and leadership opportunities and to meet a community need.	Completion of project for each area that clearly displayed vertical collaboration between schools.		\$15,000 Title IV, Part A

6: Other (optional)

State your **Other** Goal (optional)

Goal 6: Increase the district composite ACT score from 18.9 in 2017 to 19.5 in 2018.					
Which Strategy will the school/district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.) <ul style="list-style-type: none">• KCWP 1: Design and Deploy Standards• KCWP 2: Design and Deliver Instruction• KCWP 3: Design and Deliver Assessment Literacy• KCWP 4: Review, Analyze and Apply Data• KCWP 5: Design, Align and Deliver Support• KCWP 6: Establishing Learning Culture and Environment		Which Activities will the school/district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.) <ul style="list-style-type: none">• KCWP1: Design and Deploy Standards - Continuous Improvement Activities• KCWP2: Design and Deliver Instruction - Continuous Improvement Activities• KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities• KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities• KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities• KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
Objective	Strategy	Activities to deploy strategy		Measure of Success	Progress Monitoring Date & Notes
Funding					

Objective 1: By May 2019, the district ACT Composite score will be 19.5.	<i>Strategy-KCWP 3: Design and Deliver Assessment Literacy</i> Various benchmarks will be used periodically to measure student progress toward the goal of meeting benchmark scores on the ACT.	Torch Prep provides an initial ACT practice test for all students in 11th grade. The results of this test is used to set a baseline for comparison to the state ACT test. Torch Prep representatives then work with students in each school to teach ACT test taking strategies designed to improve their individual ACT score. The purpose of this strategy is not to teach content, rather to teach kids how to take the ACT.	ACT Scores		Title Funds
		Students will take practice ACT tests purchased from Mastery Prep and Torch Prep periodically during the school year. Those companies provide the test results and scoring reports that teachers then use to measure student progress toward meeting benchmark. Teachers identify areas of strength and areas of improvement for each student and use those results to drive classroom instruction.	ACT Scores		
	<i>Strategy-KCWP 2: Design and Deliver Instruction</i> Teachers will design activities focused on ACT content and monitor the progress of students	Teachers will use Common Core Checklists to monitor content taught in classrooms. These checklists will be discussed in PLCs to ensure that all content is taught to students during the course. Individual student progress toward mastery of the content will also be a topic of discussion.	Student Achievement School Data Review		None
		Each administrator will be responsible for conducting walkthroughs in ACT content area classrooms to monitor teaching strategies and to ensure that Kentucky Academic Standards are being taught at high levels.	ACT Scores		None
		All ACT content classes will begin with a bell ringer. All bell ringers are ACT released items.	ACT Scores		None

Phase III: Executive Summary for Districts_11302017_08:55

Phase III: Executive Summary for Districts

Floyd County
Steve Trimble
106 North Front Avenue
Prestonsburg, Kentucky, 41653
United States of America

Last Modified: 01/08/2018
Status: Open

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Phase III: Executive Summary for Districts

Executive Summary

Description of the District

Describe the district size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the district serves?

The Floyd County School District is a rural school system located in the Southeast region of Kentucky. Our largest community and county seat is Prestonsburg, a city of about 3500 people. Three schools are located in Prestonsburg, The remaining 8 schools in our system are located in small communities throughout Floyd County. Schools are an integral part of these communities and most people in Floyd County have a connection to either a student or staff member at every school. Floyd County Schools have more than 1,000,000 square feet of facility space and more than 1,000 employees. We are the county's largest employer. Our cooks will serve more than 2 million free meals each year. This access to free school meals is in conjunction with the Hunger-Free Kids Act of 2010 and the Community Eligibility Option (CEO). Our bus drivers drive a distance comparable to driving from Prestonsburg to Boston, Boston to San Francisco and back to Prestonsburg each day. We have approximately 6000 students attending 11 different schools deeming us the 19th largest of Kentucky's 174 school districts. Our system is comprised of 3 high schools, 1 middle school, 5 primary through grade eight schools, 2 primary through grade five schools, and a district alternative program which is focused on credit recovery and behavior modification for high and middle school students. Floyd County Schools have a collective Free/Reduced lunch rate of 75%. The majority of our students come from low socioeconomic homes and some live in poverty. Floyd County Schools values technology and the significance it adds to education. All of our classrooms are network connected and our 1G or greater land ports ensure blazing speed. Currently we have a ratio of about one computer for every two and one-half students. These workstations provide access for research and other on-line programs such as Study Island, My Reading Coach, Earobics, Starfall and many others. Examples of current tech devices include document cameras, white boards and interactive slates, CPS systems, and the very popular iPods and iPads. Our Innovation Team has implemented a one-to-one program in grades 5 through 12 which has already provided every student in those grades with a personal device for their educational use. Teachers in those grade levels have been trained to use the device and specific software as an instructional tool. We are working on the customer service aspect of education and trying to improve the connection we make with our students and community. We have an active Advisory Council that includes members from different groups in our community. Their job is the partner with the school system to make changes that effectively impact our schools, our students, and our community at large. Administration takes a team approach through leadership cadres. Our District Instructional Leadership Team (DILT) consists of the superintendent, central office personnel and all principals. Being team-oriented allows us to share successes and the strategies and activities that have led to those successes. We are highly competitive when it comes to getting better. Floyd County Schools are ensuring that Floyd County students get an education that is second to none, focusing on relationships, rigor, and relevance. We have seen a great many positive changes over the course of the past few years and strive for excellence in all classrooms on a daily basis.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

District's Purpose

Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the district embodies its purpose through its program offerings and expectations for students.

The mission of the Floyd County School System is to educate all students to become proficient, life-long learners who are prepared for college and/or career. Our Vision is Building A Better Future for Every Child- Every Day. The Core Beliefs of our system are: Education is a shared responsibility. Achievement requires the dedication and participation of staff, students, family and community. All students can learn. All students have potential that can and will be developed. Rates of learning vary. The time required for mastery has no bearing on the value of the learner. All students have unique skills and talents. Individual abilities must be identified and nurtured. High self esteem enhances success. People develop best through sincere praise and validation. The Goals of the Floyd County Schools are to be a 5 Star school district, to ensure that all students are transition ready, to have a ACT composite of 19.5 or greater, and to remain fiscally solvent and efficient. Our administrators and teachers design programs and base instructional practices upon the following essential questions: What do we want kids to know and be able to do? How do we know when they know it? What are we prepared to do when they don't? What are we prepared to do when they do? We believe in the Response to Intervention process and work to move students forward in the curriculum. Support is available at all levels to ensure that students are successful. Our alternative school is designed to assist students with credit recovery to make sure on time graduation is a reality for all.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Notable Achievements and Areas of Improvement

Describe the district's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the district is striving to achieve in the next three years.

Floyd County Schools has been one of the top districts in the state. We were previously ranked 15th in 2015 and 6th in 2016. Although official rankings no longer exist, our school system is still among the top systems in the state. Specifically, our elementary students (all students and gap subgroups) have continued to score above our delivery targets in all content areas. Those same students made significant gains in Social Studies and Writing in 2017. Our high schools students have also made gains in Social Studies and Writing. Middle school students are meeting delivery target goals in Reading and have made significant growth in that content. Our focus, moving forward, is on Literacy in all content areas. We believe that students must have the content vocabulary necessary to achieve success at high levels. We have begun the process by providing Literacy training to leadership and teachers who will disseminate the information and oversee the implementation of Literacy strategies in their schools. A Literacy Lead has been chosen in each school. It will be the responsibility of that person to initiate training and oversee the use of effective strategies for students in each classroom.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

N/A

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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CDIP Phase III: The Superintendent Gap Assurance_11302017_08:54

CDIP Phase III: The Superintendent Gap Assurance

Floyd County
Steve Trimble
106 North Front Avenue
Prestonsburg, Kentucky, 41653
United States of America

Last Modified: 01/08/2018
Status: Open

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CDIP Phase III: The Superintendent Gap Assurance

GAP Target Assurance

As superintendent of the district, I hereby certify that:

- ☐ No school in the district has failed to meet its gap target for two (2) consecutive years.
- ☒ The following School(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below.

COMMENTS


Please enter your comments below.

James D. Adams Middle School Allen Elementary School Betsy Layne High School James A. Duff Elementary School/Allen Central Middle School (now consolidated into Duff Allen Central Elementary) Allen Central High School/South Floyd High School (now consolidated into Floyd Central High School) May Valley Elementary School Prestonsburg Elementary School Prestonsburg High School South Floyd Middle School/W. D. Osborne Elementary School (consolidated with McDowell Elementary to form South Floyd Elementary)

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Gap Targets	Gap reports for each school in Floyd County can be found at this link. The chart indicates if the group met targets for the last 3 years.	

**CDIP Phase II: Equitable Access to Effective Educators District
Diagnostic_10252017_09:45**

CDIP Phase II: Equitable Access to Effective Educators District Diagnostic

Floyd County
Steve Trimble
106 North Front Avenue
Prestonsburg, Kentucky, 41653
United States of America

Last Modified: 02/02/2018
Status: Open

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Equitable Access to Effective Educators District Diagnostic 3
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CDIP Phase II: Equitable Access to Effective Educators District Diagnostic

Equitable Access to Effective Educators District Diagnostic

Equity Data Analysis:

Provide a brief analysis of the completed district data chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators. This data analysis should be included in the Comprehensive District Improvement Plan needs assessment. The analysis should address items and/or themes highlighted in yellow. **NOTE: Attachments Required**

Floyd County Schools has a district Free/Reduced Lunch rate of 78.75%. Only 2 schools are below 75% and the highest school rate is 92.9%. The vast majority of our students come from low socio-economic conditions at home. We have very few minority students, only 2%, and even fewer ELL students, .23%. The district average for students with disabilities is 22.99%. A few schools have rates that are higher than the district average. We have a teacher turnover rate of 17.1%. The rate of KTIP teachers is 14.27%. 7.91% of our teachers are National Board Certified Teachers. The average teacher attendance is 94.66%

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Barriers and Root Causes:

Identify your district's **barriers** to ensuring equitable access to effective educators for the students most at-risk (students experiencing poverty, minority students, English Learners, students with disabilities) in the district. Explain the **reasons** why these barriers exist. **NOTE: Attachments Optional**

Floyd County Schools has a F/R lunch rate of 78.75% with 8 of 14 schools having a higher rate than the district average. Many of our students come from families who live in generational poverty. We have several housing authority locations in our district. Our special education population is 22.99% with 5 of 14 schools having a school rate higher than the district average. Many of our students don't have access to technology in their homes, either because of geographic location or because they can't afford the cost, and live with someone other than their biological parent. Our county is located in an area that has experienced a severe economic decline with the loss of jobs in the coal industry over the past few years. Because of our geographic location, there are few new businesses/industries coming into our area to provide new jobs and people have been moving from our area to find employment. A few of our schools have experienced high rates of teacher turnover and high percentages of new teachers coming to the profession.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Goal Setting:

Complete the District Equity Measures tab within the Equity Workbook. Updated and/or new measures should reflect the analysis of data, barriers, and root causes as listed above. Review the equity measures within this diagnostic and the goals in your CDIP. How are the concerns that have surfaced in the District Equity Measures, analysis of data, barriers and reasons for the barriers reflected in current CDIP goal(s)?

- If so, insert the associated CDIP goal(s) in the cell below.
- If not, create new SMART goal(s) to include in your CDIP to reflect this concern and insert it in the cell below.

***Goals should be set high enough to encourage and inspire increased effort while still being attainable.

NOTE: Attachments Optional

Goal 3: Increase the Graduation Rate from 95.2% to 95.4% by 2020, as measured by the 5-Year Cohort Graduation Rate. Goal 4: Increase the average combined reading and math growth in grades 3-5 from 72.4% to 75.1% and in grades 6-8 from 62.7% to 73.5% by 2019.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Strategies and Activities:

Identify **at least one** strategy and activity to address **each goal** identified above that is/will be embedded in the Comprehensive District Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve educator effectiveness; and strategies to retain educators, particularly in high needs schools. Once implemented, these should assist the district in meeting the equity-related goals set in the previous section.

***The purpose is to ensure that equitable access to effective educators is incorporated into district planning.

NOTE: Attachments Optional

The district instructional team will meet regularly with school leadership and appropriate staff to discuss issues and concerns regarding potential drop-outs. They will review tracking to ensure that schools always know where each student is in regards to credits and being on track for a timely graduation. Activity: Positive Behavior Intervention and Support (PBIS) Schools will implement Positive Behavior Intervention and Support systems to meet RtI requirements and improve overall schoolwide culture. Central Office Instructional Leadership Team will monitor, support, and assist in training to ensure the proper implementation of PBIS in schools. Activity: Advisor/Advisee Each middle and high school will intentionally schedule a block of time for Advisor/Advisee. Activities will include career planning through use of the ILP, building relationships between students and teacher, character education, promoting attendance, building on student interest, and mentoring. Strategy-KCWP 2: Design and Deliver Instruction Floyd County Schools will provide equitable access to accomplished teaching to all students through professional learning opportunities with CIA team members and other accomplished teachers. Activity: Professional Learning Opportunities Sessions will be focused on personalized professional development based upon survey results. Induction cohort teachers will be mentored by experienced teachers who are members of the Accomplished Teaching Cohort. Activity: Accomplished Teacher Cohort Accomplished teachers will be chosen based on defined criteria (must have Rank I, want to grow professionally, exhibit accomplished teaching every day, exhibit teacher leadership qualities). These teachers will serve as mentors to the Induction Cohort teacher members. Activity: ATLAS Teachers wanting to gain national board certification will be engaged with ATLAS and National Board Body of Knowledge until they achieve board certification. Activity: Curriculum, Instruction, & Assessment Team Teachers will be selected to be part of a district professional learning team. Graduate opportunities will be available through university partnerships. Teachers will develop skills as teacher leaders and collaborate on district initiatives. Activity: NISL Principals will be trained and certified by NISL to provide training and coaching to less accomplished principals. They will also receive training and support to apply for the Master Principal credential at the end of the three-year project.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Floyd County District Equity	District Equity data	...