

WOODFORD COUNTY SCHOOLS

September 2018
Instructional Update



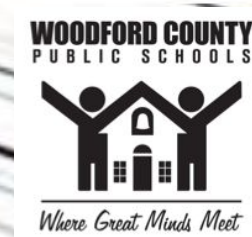
District Accreditation Visit

Sunday, April 14, 2019	Welcome & Dinner	Cabinet
Monday, April 15, 2019	School Visits and Interviews	All Schools
Tuesday, April 16, 2019	School Visits and Interviews	All Schools
Wednesday, April 17, 2019	Work Session and Exit Report	All Leadership

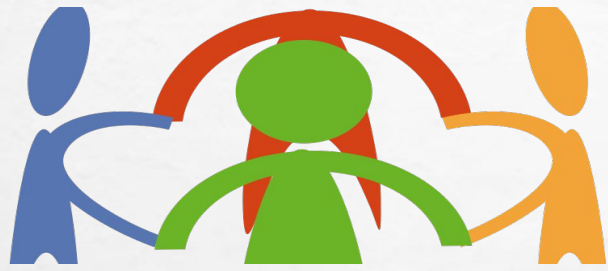
TBD	Accreditation Training	Domain leads and co-leads
August 30, 2018: 8:30 - 3:30	CDIP & CSIP Planning	CSIP Lead Admin
October 24, 2018: 8:30 - 3:30	Platform Use	CSIP Lead Admin
November 28, 2018: 8:30 - 3:30	Next Steps	CSIP Lead Admin



Representing		Committee Person(s)	
High School Student		TBD	
Community Representative		Brian Traugott Karen Kasacavage	
Parent		Kelly Brengelman	
Classified Staff		Dana Christian	
Teacher		Allison Culbertson	
Board Member		Sherri Springate	
School Administrator		Debbie Spears	
Traditionally Underrepresented Populations		Carmen Wilcox	
Principal		Elaine Kaiser	
Central Office Staff		Bob Gibson	
Superintendent or Designee		Jimmy Brehm	



Wednesday, October 3
Thursday, November 15
Tuesday, December, 11



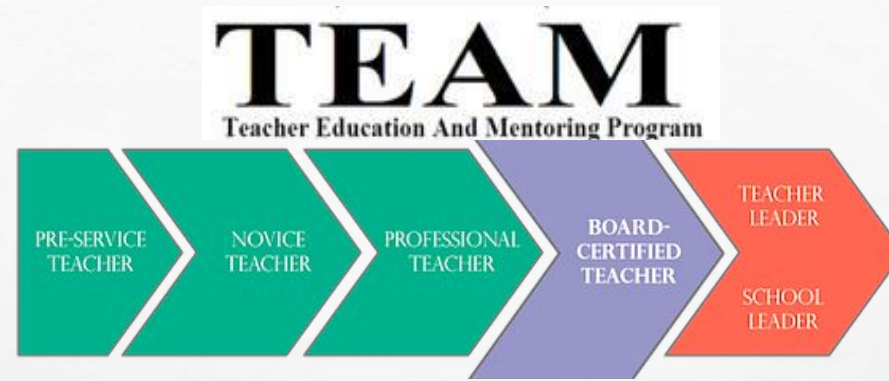
PBIS Interconnected Systems & Trauma Sensitive Schools



Ongoing external supports and internal coaching to help with continued and next steps implementation of Positive Behavioral Interventions and Supports. Efforts to teach all students desired behaviors and prevent serious behavioral problems should support the adoption and implementation of evidence-based practices. Practices that meet these criteria are consistent with Positive Behavioral Interventions and Supports (PBIS). The district shall improve implementation based on researched fidelity rubrics, data reviews, and culture and climate surveys used systematically to determine district and school next steps to ensure PBIS is itself a program of continuous improvement.

The Interconnected Systems Framework (ISF) represents a proposed and developing interconnection of Positive Behavioral Interventions and Supports (PBIS) and School Mental Health (SMH) systems to improve educational outcomes for all children and youth, especially those with or at risk of developing mental health challenges. Educators must be empowered to form dynamic, trauma-sensitive learning communities that will enable them to help all children feel safe and supported to learn throughout the school day. This requires a process in which leadership and staff identify priority needs for the students and families in their school and tailor trauma-sensitive solutions to fit their unique culture and infrastructure. Over time, school-wide trauma sensitivity can become fully integrated into the running of the school. Children attending school each week affected by toxic stress and trauma as a result of adverse childhood experiences such as chronic neglect and family violence. Regardless of the root of the trauma, those working in a capacity to support children can benefit from gaining a deeper understanding of how trauma affects child development and what intervention efforts have been effective in helping children heal. In addition, student support staff can be instrumental in advocating for changes in school and service system policies and protocols that exacerbate, rather than ameliorate, the experiences of trauma-affected children.

Woodford County Schools will create a task force to learn, evaluate, create, advocate, and educate around a clear proposal for an interconnected systems framework including needs to improve schools and environments so they are increasingly "Trauma Sensitive." The proposals from the task force shall include systems to address needs at tiers 1, tiers 2, and tiers 3 and may include recommendations for altering or improving current alternative programs such as the STAR classroom.



To ensure all teachers have the education and support to reach his/her professional potential, Woodford County Schools will leverage resources and framework of the National Board for Professional Teaching Standards, from pre-service teacher preparation to accomplished practice. The Teacher Education and Mentoring Program will capitalize on the instructional expertise of accomplished teachers by: partnering with pre-service institutions, creating induction programs for novice teachers and new teachers to the district, and supporting professional teachers into leadership roles through mentorships and reflective practices.

Teachers, administrators and others who work to support best practice in our schools should rethink the trajectory people follow to become accomplished teachers. Getting that path right and making sure all teachers follow it asserts the body of knowledge and skills teachers need, and leads to a level of consistent quality that is the hallmark of all true professions. More than a decade of research from across the country confirms that students taught by National Board Certified Teachers (NBCTs) learn more than students taught by other teachers. Estimates of the increase in learning are on the order of an additional one to two months of instruction, and the positive impact is even greater for high-need students.



The new KDE Science Assessment System, based on the defined learning expectations included in Kentucky's Academic Standards for Science, is comprised of three interrelated components: Classroom Embedded Assessments, Through-Course Tasks and the State Summative Assessment. These components of the system occur on different schedules, and all focus on the advancement of teaching and learning throughout the school year.

Currently in process during the 2017-2018 are the steps for a review of curriculum, instruction, and assessment in the area of science as described in the district Curriculum Review Cycle. With the process not complete and additional needs to align resources with instructional documents activities around NGSS, including STEM programs, shall continue to be an improvement priority for Woodford County Schools.

Infusing More Writing Across the Curriculum



“Dr. Douglas Reeves calls nonfiction writing one of the most powerful practices that impacts student achievement. The Rigor in the Classroom with Dr. Douglas Reeves professional learning activity explores achievement and student socioeconomic status, power standards, nonfiction writing, feedback and grading, and establishing a culture of achievement. Custom-designed exercises help educators (1) survey their current individual and school practices and (2) investigate ways to enhance practices that lead to rigor in the classroom.

*In Results Now, researcher Michael Schmoker underscores the importance of writing as one of three aspects of literacy that includes reading, writing, and talking. Writing prepares students for every professional venture after high school. Schmoker laments that schools typically **assign writing** but do not **teach** it.”*

Woodford County Schools’ data demonstrates that student achievement in the area of writing is underperforming in comparison to other areas of achievement. Woodford County Schools will evaluate current practices, determine areas of need, and create clear demonstrations of success in the development of a district wide writing plan to improve the frequency and quality of student writing across the curriculum.



The vision of the Woodford County Schools Workforce Development Center mirrors that of the Kentucky Work Ready Skills Initiative. The initiative infuses resources to expand career and technical education facilities and upgrade equipment in schools through local partnerships between private industry and educational institutions. The vision is the development of projects that are tailored to the workforce and industry needs of the area and include the participation of a private employer, educational agency and other interested local and regional partners.

Woodford County Schools will continue to expand and leverage current partnerships to create a workforce development center, or program, that matches the expanding employment needs of the community. These opportunities will include, but will not be limited to, expanded student co-op opportunities, registered student internships, increased industry certifications that match community employment needs, training programs, and facilities that match local student and local industry needs.



A Birth to 5 Community Coalition must respond to a community imperative to help all children arrive at Kindergarten ready to access the high quality education that our school district is prepared to provide them. That goes beyond beginning academic skills. It requires that attention be given to the needs of the “whole child”. Woodford County Schools must be the leader in seeking and sustaining partnerships that work together to identify the need and provide support in the areas of communication, cognition, social-emotional development, nutritional needs, and physical growth of children in our community, as well as coaching for parents. Woodford County Schools must develop a system that provides priority to families who may experience barriers related to language, income level, limited or low level literacy skills, limited access to transportation, or unfamiliarity with processes related to accessing social/community services.

The work in Birth to 5 must move to Woodford County Schools working to develop a singular hub, with long term goals being a physical hub (community center) created through intention. A unified partnership should serve as an outreach arm for Woodford County Schools to seek out families and young children in need of support so that all students are aware of resources to help become Kindergarten Ready and successful in the Woodford County Community.