FLOYD COUNTY BOARD OF EDUCATION
Danny Adkins, Superintendent
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Prestonsburg, Kentucky 41653
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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

Date: 3/12/2019

Consent Agenda (Action Item): To approve the Floyd County Schools Comprehensive District Improvement Plan for school year 2018-19.

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

Background and Rationale: By regulation and policy the district must re-write or revise the district's comprehensive school improvement plan on an annual basis.
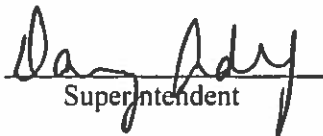
Budgetary/Financial Issues: No new impacts are noted, but the plans direct the use of a variety of allocated funding at the district and school levels.
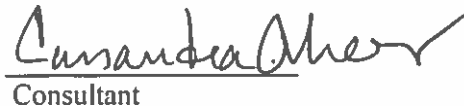
Alternatives: None proposed.

Recommended Action: To approve Floyd County Schools Comprehensive District Improvement Plan for school year 2018-19.

Contact Person: Cassandra Akers, Consultant 606.886.2354

Date: March 12, 2019

Superintendent   Consultant

2018-19 Floyd County Phase One: Continuous Improvement Diagnostic for Districts_09282018_09:00

Phase One: Continuous Improvement Diagnostic for Districts

Floyd County
Danny Adkins
106 North Front Avenue
Prestonsburg, Kentucky, 41653
United States of America

Last Modified: 03/07/2019
Status: Open

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Phase One: Continuous Improvement Diagnostic for Districts

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a district's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the district will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

Floyd County had a 90.62% response rate on the last TELL KY 2017 survey, which was just slightly below the state of Kentucky response rate of 90.95%. While most results improved from the 2015 TELL KY survey, several areas of concern presented as needs improvement areas. 1. Managing Student Conduct: Q5.1a. Students at this school understand expectations for their conduct. Q5.1d. School administrators consistently enforce rules for students conduct. Both these areas showed drops from 2015 to 2017. While: Q5.1b. Students at this school follow rules of conduct. Q5.1e. School administrators support teachers' efforts to maintain discipline in the classroom. Q5.1f. Teachers consistently enforce rules for student conduct. These areas showed growth of 1 percentage point or less. Based on these results, Floyd County Schools will: A. Review the role of Administrators in the schools PBIS process. B. Review PBIS training certification. C. Review the schools PBIS program. D. Review the process for training and implementation of PBIS for teachers, students, parents and community members. E. Review the process for training and implementation of district and school's Code of conduct for teachers, students, parents, and community members. F. Review of IC Behavior tab. 2. Teacher Leadership/School Leadership Q6.1a Teachers are recognized as educational experts. Q7.1a There is an atmosphere of trust and mutual respect in this school. Both of these areas showed drops from the 2015 to 2017 surveys. While: Q7.1c Teachers fell comfortable raising issues and concerns that are important to them. Q7.1d The school leadership consistently supports teachers. Both of these areas only improved a little over 1 percentage point or less. Based on these results, Floyd County Schools will: A. Review School-Wide PLC Groups B. Review School Leadership / Committee Groups C. Review School process for decision-making D. Train administrators on Shared Leadership E. Evaluate Culture in the building using surveys/walk-through data Results will be reviewed quarterly and reported to the district leadership as well as the school-level leadership teams.

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

Part II:

2. How will the district engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

Floyd County Schools will survey all stakeholders. Survey links will be posted on the District's website, Facebook page, Twitter page, also paper copies of the surveys will be placed in the offices of all schools for participation of those without access to the internet. The use of the Districts automated phone system will announce the opening and closing of surveys as well as the locations of the surveys, purpose and importance of receiving input from all stakeholders. Surveys will be conducted at the beginning and end of the year. A school district Advisory Board will be formed. Nominations will be taken from all local schools (certified staff, classified staff, students, parents/guardians, business representatives, school board, etc.) Voting will be held to populate the Advisory Board. Meetings will be held quarterly to accommodate members of the board. Meetings will focus on continuous improvement and how to effectively engage all stakeholders in the process of identifying and solving problems.

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)

2018-19 Floyd County Phase Two: The Needs Assessment for Districts_10092018_08:12

Phase Two: The Needs Assessment for Districts

Floyd County
Danny Adkins
106 North Front Avenue
Prestonsburg, Kentucky, 41653
United States of America

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Phase Two: The Needs Assessment for Districts

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 stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Once data is received in the Fall, district and school leadership teams begin breaking down or desegregating data. Our COILT - Central Office Instructional Leadership Team , which meets weekly, will break down individual school data and district-wide data. Directors of schools will ensure that School Level Leadership Teams coordinate that process within their individual buildings. Data will be broken down and reviewed with staff and stakeholders through PLC Meetings and Site-Based Council Meetings. Based on results of the data desegregation, planning for improvement will begin. Each teacher and stakeholder will participate in the planning process through surveys and review of data information. Benchmark exams are scheduled for all students in September, December and March. This data will be utilized in the same way as outlined above - broken down and reviewed by staff and stakeholders through PLC Meetings and SBDM Meetings. These interim assessments will be utilized to inform instruction and make adjustments to the planning process as necessary.

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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 gap students scored proficient on KPREP Reading.
-We saw a 10% increase among gap students in Reading from 2017 to 2018.
-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 2017 school year – a decrease from 92% in 2016.
-The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Floyd County's current academic state is as follows: Reading scores: Elementary KPREP percentage of proficient/distinguished students was 71.9% down slightly from 2016/17 % of 75.0 Middle School KPREP percentage of P/D students was 68.2, again down from 2016/17 scores of 69.2 High School's percentage of P/D students in Reading went from 50.7% in 2016/17 to 37.4% - this was, however, two different exams. 2016/17 was the English II EOC while last years scores were taken from the Reading portion of the ACT. Math Scores: Elementary KPREP percentage of Proficient/Distinguished students was 58.7% down from the 2016/17 score of 69.1% Middle KPREP percentage of P/D students was 52.3% down slightly from the 2016/17 score of 53.4 High School's percentage of P/D students in Math went from 38% in 2016/17 to 26.5%. This also represented two different tests as the 2016/17 score was from the Algebra II EOC and this years scores came from the Math portion of the ACT. Writing Scores: Elementary Writing scores went from 71.4% Proficient/Distinguished in 2016/17 to 50.6% in 2017/18. Middle Writing scores also went down from 48.1% P/D in 2016/17 to 42.7% in 2017/18. High School Writing scores also trended downward from 58.6 % P/D in 16/17 to 45.7% P/D in 17/18 The percentage of students meeting CPE requirements in English has continued to move up and down: 15/16: 49.9% 16/17: 51.5% and 17/18 is down to 42.5%. The same is true for the percentage meeting CPE requirements in Math: 15/16: 29% 16/17: 32.4% and 17/18 down to 26.8% Floyd County's Non-Academic Current State is as follows: Floyd County currently has 5553 students enrolled in 12 schools. The district's attendance rate is currently 94.2% down from the 16/17 rate of 95.05 and the 15/16 rate of 95.21. Teacher attendance is also down with the 16/17 attendance rate of 94.24 and the 17/18 rate sitting at 93.19. 74.9% of Floyd County's student population is identified as Economically Disadvantaged. Floyd County's 4 and 5 - Year Average graduation rate is 95.8%. 11 of the 12 Floyd County Schools were identified as "Other" while we had one school identified as TSI in the area of special needs math.

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

Areas of priorities/concerns for Floyd County are as follows: 1. Math: Elementary Math scores fell 10.4 points and High School Math scores are down 11.5 points. 2. Writing: Writing scores fell in all areas: Elementary down 20.8, Middle down 5.4 and High School down 12.9 points. 3. The percentage of students meeting CPE Benchmarks fell in English and Math. English is down 9% and Math down 5.6%. 4. Floyd County had one school classified as TSI - Prestonsburg High School's Student's w/ IEP in the area of Math. 5. Student attendance rates dropped for the second year in a row from 95.21 in 2015/16 to 94.20 in 2017/18.

ATTACHMENTS
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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?

Trends in data show areas of improvement to be: 1. Math 2. Writing 3. Student Attendance

ATTACHMENTS

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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 Key Core Work Processes outlined below:

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

1. Review current instructional practices and curriculums to ensure they are valid by Kentucky Academic Standards. 2. Ensure that Tier 1 instruction and assessment are meeting the intent of the standards as adopted. 3. All data results and benchmark data are desegregated to inform improvement planning and instruction. 4. Review PBIS processes and ensure they are being fully utilized at all schools. 5. Ensure all Middle / High schools have up and running Advisor/Advisee programs.

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

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%.

11 of Floyd County's 12 schools are classified as "Other". Floyd County's graduation rate as increased from 91.4% in 2013/14 to 95.8% in 2017/18.

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)

ATTACHMENT SUMMARY

2018-19 Floyd County Phase Two: District Safety Report_10092018_08:27

Phase Two: District Safety Report

Floyd County
Danny Adkins
106 North Front Avenue
Prestonsburg, Kentucky, 41653
United States of America

Last Modified: 11/02/2018
Status: Open

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Phase Two: District Safety Report

District School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one several weather drill, one earthquake drill, and one lockdown drill. In addition to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

Finally, pursuant to KRS 158.162, local Superintendents must submit verification to the Kentucky Department of Education that all schools are in compliance by November 1 each year. This diagnostic is the means by which this reporting requirement is fulfilled.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the local board adopted a policy requiring the school council or, if none exists, the principal in each school to adopt and implement an emergency plan as required by KRS 158.162?

Please reference the appropriate board policy number(s) and/or title(s) below.

Please note that the local board is also required, pursuant to KRS 158.164, to direct the school council or, if none exists, the principal in each school to establish lockdown procedures; however, you are not being asked to certify that here.

Yes. Floyd County Board Policies: 05.4, 05.41, 05.411, 05.42, 05.43, 05.45, 05.47, 05.48, 05.5 and 09.2.

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

2. Has each school council or, where applicable, the principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further below.

Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.

Yes, each school administrator signed an assurance that the School's Emergency plan was updated, reviewed and individual copies distributed to all staff members. The District's Director of Facilities and Director of Transportation signed assurances as well.

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

3. Has each school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further below.

Yes

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

4. Has each school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further below.

Yes

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

5. Has each school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further below.

Yes, on all school maps posted, severe weather safe zones are designated.

ATTACHMENTS

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

6. Was each school's emergency plan reviewed at the end of the <u>prior</u> school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

Please provide the most recent date of review/revision of the emergency plan for each school in the district below. If all schools in the district did NOT meet the requirement, respond "no" and please explain further below.

Yes.

ATTACHMENTS

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

7. Did each principal discuss the emergency plan with **all** school staff prior to the first instructional day of the <u>current</u> school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date each school in the district completed this discussion below. If all schools in the district have NOT met the requirement, respond "no" and please explain further below.

Yes, administrators signed assurances that the school's emergency plan was reviewed and distributed to all staff members.

ATTACHMENTS

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

8. During the first 30 instructional days of the <u>current</u> school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are <u>not</u> being asked to certify that here.

Yes.

ATTACHMENTS

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9. During the month of January during the <u>prior</u> school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly

during hours of operation and be appropriately documented; however, you are <u>not</u> being asked to certify that here.

Yes.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

2018-19 Floyd County Phase Two: District Assurances_10092018_08:18

Phase Two: District Assurances

Floyd County
Danny Adkins
106 North Front Avenue
Prestonsburg, Kentucky, 41653
United States of America

Last Modified: 01/28/2019
Status: Open

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Phase Two: District Assurances

Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read each assurance and indicate whether your district is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

District Assurances

1. All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who do not meet state certification requirements.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Schools are to notify parents when their students are taught for four or more consecutive weeks by teachers who do not meet state certification requirements.

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

2. Our district provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Needs Assessments and Data Review drives district and school level offerings of professional development for staff development to ensure that each individual students needs are being met.

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

3. Our district has planned strategies to recruit and retain certified teachers.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

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

4. Our district ensures that program funds are targeted to schools that have the lowest proportion of certified teachers, have the largest average class size, or are identified as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) schools.

- **Yes**
- ○ No

    O   N/A

COMMENTS

ATTACHMENTS

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

5. Our district ensures that all personnel compensated from federal program funds are performing assignments aligned to the program purpose, according to the program plan, and appropriate documentation of such work is maintained.

- ● **Yes**
- O No
- O N/A

COMMENTS

ATTACHMENTS

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

6. Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.

- ● **Yes**
- O No
- O N/A

COMMENTS

ATTACHMENTS

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

7. Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.

- ● **Yes**
- O No
- O N/A

COMMENTS

ATTACHMENTS

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

8. Our district ensures that set-aside funds for neglected institutions in the district are spent on identified student needs.

- ● **Yes**
- O No

○   N/A

COMMENTS

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

9. Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.

- ● Yes
- ○ No
- ○ N/A

COMMENTS

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

10. Our district ensures that parents are involved in deciding ways in which parent and family engagement funds are used.

- ● Yes
- ○ No
- ○ N/A

COMMENTS

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

11. Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.

- ● Yes
- ○ No
- ○ N/A

COMMENTS

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

12. Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance school's (TAS) program plan to ensure compliance and effectiveness.

- ● Yes
- ○ No

○   N/A

COMMENTS

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

13. Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer Title I, Part A equitable services.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

14. Our district ensures that schools meet cap size requirements prior to using Title I and/or Title II funds.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

15. We certify that we are a District of Innovation and attach the approved application.

- ○ Yes
- ● **No**
- ○ N/A

COMMENTS

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

16. The district certifies it has submitted the required District School Safety Report in eProve to verify compliance with KRS 158.162, to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

2018-19 Floyd County Phase Three: Comprehensive Improvement Plan for Districts_01162019_10:17

Phase Three: Comprehensive Improvement Plan for Districts

Floyd County
Danny Adkins
106 North Front Avenue
Prestonsburg, Kentucky, 41653
United States of America

Last Modified: 02/11/2019
Status: Open

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Phase Three: Comprehensive Improvement Plan for Districts

Comprehensive Improvement Plan for Districts

Rationale: District improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, districts build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:
Goal: Long-term three to five year target based on Kentucky Board of Education required 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 six Key Core Work Processes designed to systematically address the process, practice or condition that the school 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.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

You may enter an optional narrative about your Comprehensive Improvement Plan for Districts 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)

Comprehensive Improvement Plan for Districts

Rationale

District improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, districts build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required 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 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.

Measure of Success: the criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
  For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
  For high school: Proficiency, Separate Academic Indicator, 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 Goal

Goal 1 (*State your proficiency goal*): *By 2020, Floyd County School District will increase the number of Proficient/ Distinguished students in the area of 79.2% (middle) and 49.4 (high) and Math to 68.7% (elementary), 62.3% (middle) and 36.5% (high) as measured by state-required academic assessments.*

Which **Strategy** will the 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.*)	Which **Activities** will the 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.*)	In the following cha activities, the person of the activity or act the activity or activi
• 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	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By May 2019, 76.9% of elementary students, 74.2% of middle schools students, and 42.4% of high school students will score at or above proficiency in Reading.	*Strategy: KCWP 1: Design and Deploy Standards* All Administrators will be trained in utilizing *The Common Core Companion for ELA and Mathematics* to ensure standards are being taught at level and to the standard's intent.	*Activity: ELA and Mathematics Standards Training/Resources* Administrators will roll out training and the curriculum resources: *The Common Core Companion for ELA and Mathematics* during PLC's. All teachers will ensure all lessons planned meet the intent of the standard at each grade level. Administrators will evaluate this utilizing PLC documents and walk-through data.			
	Strategy: KCWP 2: Design and Deliver Instruction All Teachers will be trained in various	*Activity: Kagan Strategies PD* Teachers will utilize the train the trainer model within each school building to ensure Kagan strategies are being			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	strategies to improve ELA and Mathematics scores.	utilized in ELA and Mathematics classrooms. *Activity: Advance Kentucky's Middle School Program- Access to Algebra* All middle schools will continue to participate in this program designed to support a holistic strategy for math focused on student access, engagement, and success. The goal of this program is to promote a school couture of high expectations, provide rigorous student activity and provide open enrollment in advanced math classes to all students.			
		Activity: Gear Up Positions in Reading and Math 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.			
Objective 2 By May 2019, 63.7% of elementary students, 57.3% of middle school students, and 31.5% of high school students will	*Strategy: KCWP 2: Design and Deliver Instruction* All Teachers will be trained in various strategies to improve	*Activity: Literacy Training* A Train the Trainer Model will be utilized though PLC's with *Understanding (K-5) (6-8) (9-12) Kentucky Academic Standards in Reading/Writing: Effective Strategies for*			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
score at or above proficiency in Math.	ELA and Mathematics scores	*Classroom Instruction Across the Curriculum* at each level to ensure all teachers are teaching reading/writing across the curriculum.			
		Activity: *Mathematics Training* A Train the Trainer Model will be utilized through PLC's with Conceptual Building Blocks Training in Math (Addition/Subtraction) (Multiplication/Division) (Fractions) (Geometry) (Algebraic Thinking) & (Statistics) to ensure all teachers are teaching mathematics to engage all students.			
	Strategy-KCWP 4: *Review, Analyze, and Apply Data* All teachers will utilize an interim assessment process to measure growth in Reading and Math.	Activity: *Benchmark Assessments* Teachers in grades K-6 will use MAP to measure growth in Reading and Math. Teachers in grades 7-12 will use CERT to measure growth in Reading and Math. Results from each assessment will be used to develop individual plans for students.			
		Activity: *Goal Setting* Students and teachers will work collaboratively to develop goals and growth plans to reach those goals.			

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): By 2020, Floyd County School District will increase the number of Proficient/Distinguished studen (elementary), 57.8% (middle school), and 55.7% (high school); in the area of Social Studies to 90.8% (elementary) and 80.4% (middle school); and in the (elementary) and 34.1% (middle school) as measured by state required academic assessments. .

Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes approach. Provide justification and/or attach evidence for why the strategy was chosen.)	Which Activities will the 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.	In the following cha activities, the person of the activity or act the activity or activi
• 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	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May, 2019, 57.6% of elementary students, 52.8% of middle school students, and 50.7% of high school students will score at or above Proficiency in Writing.	Strategy: KCWP 1: Design and Deploy Standards All Administrators will be trained in utilizing *The Common Core Companion for ELA and Mathematics* to ensure standards are being taught at level and to the standard's intent.	Activity: ELA and Mathematics Standards Training/Resources Administrators will roll out training and the curriculum resources: *The Common Core Companion for ELA and Mathematics* during PLC's. All teachers will ensure all lessons planned meet the intent of the standard at each grade level. Administrators will evaluate this utilizing PLC documents and walk-through data.			
	Strategy: KCWP 2: Design and Deliver Instruction	Activity: Kagan Strategies PD Teachers will utilize the Train the Trainer Model			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	All Teachers will be trained in various strategies to improve writing scores.	within each school building to ensure Kagan strategies are being utilized in ELA and Mathematics classrooms.			
		Activity: On-Demand Training Teachers will utilize the Train the Trainer Model through PLC's for On-Demand, Part I: Building the Writer Within and On-Demand, Part II: More Lessons to Build Writers-to ensure writing is being taught across the curriculum.			
Objective 2: By May 2019, 85.8% of elementary students and 75.4% of middle school students will score at or above Proficiency in Social Studies; 42.8% of elementary school students and 29.1% of middle school students will score at or above Proficiency in Science.	*Strategy: KCWP 2: Design and Deliver Instruction* All Teachers will be trained in various strategies to improve Social Studies and Science scores.	*Activity: Disciplinary Literacy Training* A Train the Trainer Model will be utilized though PLC's with (K-5) (6-8) (9-12) *Building Content Knowledge and Understanding: A Standards Approach to Integrating Science and Social Studies into the Classroom* at each grade level.			
		Activity: Benchmark Assessments			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	Strategy-KCWP 4: Review, Analyze, and Apply Data All teachers will utilize an interim assessment process to measure growth in Science, Social Studies and Writing.	Teachers in grades K-6 will use MAP to measure growth in Reading and Math. Teachers in grades 7-12 will use CERT to measure growth in Reading and Math. Results from each assessment will be used to develop individual plans for students.			
		Activity: Goal Setting Students and teachers will work collaboratively to develop goals and growth plans to reach those goals.			

3: Gap

Goal 3 (State your Gap goal): By 2020, Floyd County School District's Proficiency rate for all identified Gap students in Reading will increase to 80.2% (high) and will increase in Math to 66.4% (elementary), 58.9% (middle) and 33.4% (high).

Which Strategy will the 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.)	Which Activities will the 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.	In the following cha[rt] activities, the person of the activity or act the activity or activit[ies]
• 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	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By May 2019, 75.2 of elementary students, 71.7 middle school students, and 36.9% of high school students in all identified Gap Groups will score at or above proficiency in Reading.	Strategy-KCWP 2: Design and Deliver Instruction The Floyd County School District has an intentional focus on 21st Century Skills to better prepare students for life after K-12 schooling by providing all students in grades 5-12 with technology devices. Teachers and students will utilize digital curriculum that focuses on personalized learning for RTI programs and academic monitoring.	Activity: Digital Leadership Network All Floyd County principals will participate in monthly DLN training sessions to become more equipped to be digital leaders in their respective schools. Activity: Technology Training Teachers in grades 5-12 have been and will continue to be trained to implement personalized learning utilizing one-to-one technology in their classrooms. Activity: Personalized Learning			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Teachers will utilize various programs to design lessons and teaching strategies to personalize learning for students based on student need and interest in each content area.			
Objective 2 By May 2019, 61.4% of elementary students, 53.9% of middle school students and 28.4% of high school students in all identified Gap Groups will score at or above proficiency in Math.	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 and Apprentice category.	Activity: Data Analysis Data from various formative and summative assessments will be analyzed by teachers and leadership to identify and monitor the progress of students scoring Novice and Apprentice levels. Activity: Response to Intervention (RtI) The leadership team at each school will ensure that students identified in need of RtI will have a specific time allotted for Tier II and Tier III instruction.			
		Activity: Professional Learning Communities (PLC's)			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Leadership teams and teachers will meet during PLC's to set goals for each student scoring at the Novice and Apprentice levels and monitor student progress on a weekly basis.			
		Activity: Professional Learning All teachers and district level instructional staff will attend a 6-hour training on "Improving Child Find Through Effective RtI Practices. The Training will include legal requirements, communication with parents, Literacy (reading/writing interventions), math interventions and data collection.			
	Strategy-KCWP 4: Review, Analyze, and Apply Data All teachers will utilize an interim assessment process to measure growth in Reading and Math.	*Activity: Benchmark Assessments* Teachers in grades K-6 will use MAP to measure growth in Reading and Math. Teachers in grades 7-12 will use CERT to measure growth in Reading and Math. Results from each assessment will be used to develop individual plans for students.			
		Activity: Goal Setting			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Students and teachers will work collaboratively to develop goals and growth plans to reach those goals.			

4: Graduation rate

Goal 4 (State your Graduation Rate goal): By 2020, Floyd County School District will increase 4 and 5 year average graduation rate to 96.8% as measur... completing the requirements for a Kentucky High School Diploma (adjusted 4 and 5 year cohort) compared to a cohort of students starting in grade 9.

Which Strategy will the 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.)	Which Activities will the 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.	In the following cha activities, the person of the activity or act the activity or activi
• 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	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By May 2019, Floyd County School Districts 4 and 5 year average graduation rate will increase to 96.3%.	Strategy: KCWP 5: Design, Align and Deliver Support School Leadership Teams will review transition tracking to ensure they always know where each student is in credits eared and being on tract to graduate. The district instructional team will meet regularly with school leadership to discuss issues and concerns regarding potential drop-outs.	Activity: Credit Recovery Floyd County Schools 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 ILP and RTI. Activity: Data Monitoring Directors will meet with school administration and guidance counselors systemically to review graduation rate and drop-out data. Current graduation rates will be reported to DPP monthly. This report will			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		include a list of all graduates and their status toward 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. District 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 teachers, character education, promoting attendance, building on student interest, and mentoring.			
Objective 2 By ay 2019, Floyd County Districts	*Strategy-KCWP 5: Design, Align and Deliver Support*	District Director of Pupil Personnel will meet quarterly with Attendance			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
average attendance rate will be 95.5%.	The district leadership team will ensure the implementation of the District Attendance Plan of Excellence.	Clerks from each school to review data and make necessary changes/additions. Professional growth will be ongoing to ensure that all Infinite Campus data is correct and up-to-date at all times.			
		Home visits will be done on a weekly basis by principals/school personnel and district representatives according to their tier status determined by the Attendance Plan of Excellence.			
		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.			
		Those schools identified in Tier II or III will be required to meet each month with the Superintendent, DPP, and Director assigned to that school to discuss the progress made toward meeting the attendance goal.			

Goal 5 (State your Growth goal): By 2020, Floyd County School District will improve Growth Rate in Reading from 22.4 to 32.4 (elementary) and 20.2 to 25.8 (elementary) and from 10.7 to 20.7 (middle) as measured by state-required academic assessments.

Which **Strategy** will the 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.)	Which **Activities** will the 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).	In the following cha... activities, the person of the activity or act... the activity or activi...
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By May 2019, elementary students will show growth in Reading from 22.4 to 27.4 and middle schools student will show growth 20.2 to 25.5.	*Strategy-KCWP 2: Design and Deliver Instruction* Floyd County Schools will provide equitable access to accomplished teaching to all students through professional learning opportunities.	*Activity: Professional Learning Opportunities* Sessions will be focused on personalized 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 1, want to grow professionally, exhibit accomplished teaching every day, exhibit teacher leadership qualities). These teachers will serve			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		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.			
Objective 2 By May 2019, elementary students will show growth in Math from 15.8 to 20.8 and middle school students will show growth from 10.7 to 15.7.	*Strategy-KCWP 3: Design and Deliver Assessment Literacy Classroom Activities* Teachers will utilize Map/CERT benchmark results, given in the fall, winter and spring, to inform instruction.	Teachers, under the guidance of school administration, will analyze all benchmark results to determine strength and areas of improvement for each student and use these results to drive instructional practices.			

Goal 6 *(State your Transition Readiness goal):* *By 2020, Floyd County School District's Transition Readiness rate will increase to 100% for all students.*

Which **Strategy** will the 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.)*	Which **Activities** will the 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.*	In the following cha[rt] activities, the person of the activity or act the activity or activi[ty]
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By May 2019, Floyd County School District will increase the rate of all students who graduate Transition Ready to 85%	*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 needed to ensure all students meet college ad career readiness targets. An emphasis will be placed on instructional effectiveness and rigor.	*Activity: Intentional Scheduling* Master schedules of each school will be reviewed by the district instructional team to ensure that opportunities for career certification are available to all students. A systematic approach to a rigorous curriculum will provide career pathways to students so that they may complete the required courses to become transition ready. *Activity: Partnerships/Sharing* The school district will facilitate discussions between career & technical schools and all high schools			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		to assist with the sharing of resources for students.			
		Activity: Transition Planning The district instructional team will meet regularly with high school principals and administrations from the career and vocational school to discuss implementation and impact of the year-long transition readiness plans.			
		Activity: Progress Monitoring School instructional teams will continuously monitor all data (scores from ACT, ASVAB, career pathways, certification exams, etc.) pertaining to transition readiness by posting the status of all students. Schools will report transition readiness rates to the district instructional team on a monthly basis.			
		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 with an Associate's degree from Big Sandy Community and Technical			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		College in their chosen field of study.			
Objective 2					

7: Other (optional)

Goal 7 (State your goal): By 2020, Floyd County School District will increase the composite ACT score from 17.7 to 19.5.

Which Strategy will the 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.)*

- 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 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.*

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following cha activities, the person of the activity or act the activity or activi

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By May 2019, Floyd County School District will increase their composite ACT score to 18.7.	*Strategy-KCWP 3: Design and Deliver Assessment Literacy* Benchmark assessments will be used throughout the instructional year to measure student progress toward the goal of meeting benchmark scores on the ACT.	Torch Prep provides an initial ACT practice test. The results of this test is used to set a baseline for comparison to the State ACT test. Torch Prep representatives then conduct ACT Boot Camp activities 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, but to teach kids HOW to take the ACT.			
	Strategy-KCWP 2: Design and Deliver Instruction	Students will take CERT benchmark exams 3 times per school year. These exams provide test results			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	Teachers will utilize data from benchmark assessments to design and deliver instructional activities focused on ACT content.	and scoring reports that teachers then use to measure student progress toward meeting benchmarks. Teachers identify areas of strength and areas of improvement for each student and use of those results drive classroom instruction.			
	Strategy-KCWP 2: Design and Deliver Instruction Teachers will monitor student progress on benchmark assessments and adjust instructional activities to meet individual student needs related to ACT content.	Teachers will continue to utilize Common Core Checklists to monitor content taught in classrooms. Checklists will be discussed in PLC's to ensure that all content is taught to students during the course of the year.			
		Teachers will monitor individual student progress toward mastery of the content.			
		All administrators will be responsible for conducting walk throughs in ACT content area classrooms to monitor teaching strategies and to ensure that Kentucky Academic Standards are being taught at high levels.			
Objective 2					

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding

2018-19 Floyd County Phase Three: The Superintendent Gap Assurance_01162019_10:24

Phase Three: The Superintendent Gap Assurance

Floyd County
Danny Adkins
106 North Front Avenue
Prestonsburg, Kentucky, 41653
United States of America

Last Modified: 02/04/2019
Status: Open

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Phase Three: 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) has/have failed to meet its/their gap target for two (2) consecutive years and is/are listed in the comment box below.

<u>COMMENTS</u>

Please enter your comments below.

<u>ATTACHMENTS</u>

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

ATTACHMENT SUMMARY

2018-19 Floyd County Phase Three: Executive Summary for Districts_01162019_10:23

Phase Three: Executive Summary for Districts

Floyd County
Danny Adkins
106 North Front Avenue
Prestonsburg, Kentucky, 41653
United States of America

Last Modified: 03/13/2019
Status: Open

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Phase Three: Executive Summary for Districts

Executive Summary for Districts

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 int he 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 two million free meals each year. This access to free schools 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 Fransisco and back to Prestonsburg each day. We have approximately 5,600 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, and 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%. They majority of our students come from low socioeconomic homes and some live in poverty. Floyd County Schools value technology and the significance it adds to education. All our classrooms are network connected and our 1G or greater land ports ensure blazing speed. Currently we have a ration 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 are 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 to 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 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.

<u>ATTACHMENTS</u>

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 Floyd County Schools is to provide amazing opportunities for ALL Floyd County Students in a safe, supportive, learning environment. Our vision statement is: The Floyd County School District, in collaboration with our communities, will provide a safe environment with intentional instruction to inspire students and staff, support a culture of innovation, and instill competencies for all students to be globally productive citizens. The core beliefs of our system are that 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 Goal of Floyd County Schools is to be a 5 Star School district, to ensure that all students are transition ready, to have an 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 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
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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 identified as one of the top districts in the state. We were previously ranked 15th in 2015 and 6th in 2016. Elementary and Middle school reading scores remained steady this year, while Middle School math scores dropped only slightly. Math scores showed decreases at the elementary and high school levels. We also showed declines in Elementary, Middle and High School writing. Gap and All students scores were consistent, with no significant difference noted overall in all areas. Based on this data, our focus will be on Standards, instructional strategies, and response to intervention. We have trained all administrators to utilize The Common Core Companion for ELA and Mathematics to ensure standards are being taught at grade level and to the intent required. Copies of the text were provided to each school and Administrators were tasked with training all teachers and utilizing standards in their walk-through instruments. Teachers have been provided training in various instructional strategies including Kagan strategies, On-Demand Training Part 1: Building the Writer Within and On-Demand Part II: More Lessons to Build Writers, K-5 Literacy, 6-8 Literacy and 9-12 Literacy trainings, as well as Conceptual Building Block Trainings in Mathematics: Addition and Subtraction, Multiplication and Division, Fractions, Algebraic Thinking, Geometry and Statistics. All teachers and administrators will also receive 6 hours of training on Response to Intervention- RtI.

ATTACHMENTS
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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

<u>ATTACHMENTS</u>

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

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