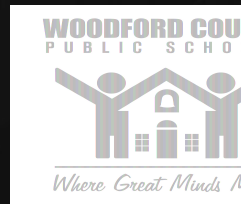




WOODFORD COUNTY SCHOOLS INSTRUCTIONAL UPDATE



APRIL 15, 2019



Comprehensive District Improvement Plan Woodford County Schools

Woodford County

Vision

"The Woodford Way" is a system the community takes pride in, and an environment of excellence for students to learn in.

Mission

Provide, promote, and prepare students to strive for excellence.

Beliefs

- Expecting continuous individual & collective growth
- Serving the academic, social, emotional, & physical needs of every child
- Valuing, empowering, supporting & celebrating all stakeholders
- Making decisions with high levels of integrity & in the best interest of students
- Collaborating to maximize success

Facilities

Objectives

- Provide facilities that allow teaching and learning to match local college and career needs.

Critical Initiatives

- Provide a physical location to allow for "One Stop" access to community and school support needs for families and students.
- Expand and leverage current partnerships to create a workforce development center, or program, that matches the expanding employment needs of the community.
- Update science and inquiry labs that allow students to engage in the critical thinking, discovery, and collaborative practices essential to global competitiveness.
- Create facilities for creative and performing arts for students to practice and participate in music and theatre facilities that allow for the maximization of talent and interest.

Support Services

Objectives

- Create and improve a system of student supports to reduce and eliminate barriers for learning.

Critical Initiatives

- Implement and expand the Interconnected Systems Framework to ensure a strategic system of supports for mental health needs exists within the school and within the community.
- Educate staff in what it means to be culturally responsive in meaningful ways, not just in namesake or in policy documents.
- Improve Positive Behavioral Interventions and Supports to continuously decrease office discipline referrals.

Recruit & Retain

Objectives

- Ensure a high quality and diverse staff is employed and provided quality learning and growth.

Critical Initiatives

- Partner with local college and universities to recruit quality student teachers into Woodford County and support those teachers into positions within the district.
- Recruit high quality teachers through intensive and intentional efforts that match expressed needs of potential candidates.
- Design, deploy, and support professional learning to ensure all employees have the knowledge and ability to implement updated, research supported, pedagogical practices that maximize achievement.
- Employ a diverse teaching staff that matches the diversity of the students which the district serves.

Technology

Objectives

- Utilize technological resources to improve the teaching, learning, and opportunity for students.

Critical Initiatives

- Train and support staff members to fully utilize the benefits of technology to enhance learning through student individualization, increased student feedback, and increase student collaboration.
- Ensure all students have the foundational skills needed to learn and communicate with technology.



Recruit & Retain

Objectives

- Ensure a high quality and diverse staff is employed and provided quality learning and growth.

Critical Initiatives

- Partner with local college and universities to recruit quality student teachers into Woodford County and support those teachers into positions within the district.
- Recruit high quality teachers through intensive and intentional efforts that match expressed needs of potential candidates.
- Design, deploy, and support professional learning to ensure all employees have the knowledge and ability to implement updated, research supported, pedagogical practices that maximize achievement.
- Employ a diverse teaching staff that matches the diversity of the students which the district serves.

Activity

Retention for Recruitment

Person responsible: Garett Wells

Required Resources:

Financial Resource:

Other Resource:

Activity Measure(s)

Utilize employee feedback to create a retention strategy that communicates respect for the time and services of current staff which can be utilized to recruit potential teachers for the future.

Activity

Intentional Recruitment

Person responsible: Garett Wells

Required Resources:

Financial Resource: \$10000.00

Other Resource: Director of Staff and Student

Activity Measure(s)

Expand recruitment area and/or create clear incentive programs to recruit and develop minority candidates for all positions in Woodford County.



UPDATES TO BOARD

JANUARY

APRIL

JULY

OCTOBER

NOVEMBER



Activity

Intentional Recruitment

Person responsible: Garet Wells

Required Resources:

Financial Resource: \$10000.00

Other Resource: Director of Staff and Student

Activity Measure(s)

Expand recruitment area and/or create clear incentive programs to recruit and develop minority candidates for all positions in Woodford County.



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Activity

Retention for Recruitment

Person responsible: Gareth Wells

Required Resources:

Financial Resource:

Other Resource:

Activity Measure(s)

Utilize employee feedback to create a retention strategy that communicates respect for the time and services of current staff which can be utilized to recruit potential teachers for the future.



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Activity

Retention for Recruitment

Person responsible: Gareth Wells

Required Resources:

Financial Resource:

Other Resource:

Activity Measure(s)

Utilize employee feedback to create a retention strategy that communicates respect for the time and services of current staff which can be utilized to recruit potential teachers for the future.

Professional Career Continuum for Teaching



New Teacher Capacity Building

WOODFORD COUNTY
PUBLIC SCHOOLS



Where Great Minds Meet

Activity

Retention for Recruitment

Person responsible: Garett Wells

Required Resources:

Financial Resource:

Other Resource:

Activity Measure(s)

Utilize employee feedback to create a retention strategy that communicates respect for the time and services of current staff which can be utilized to recruit potential teachers for the future.

New Teacher Induction Program Overview

Year 1

- Works collaboratively with assigned mentor
- Attends district-led professional learning sessions with mentor
 - New Teacher Orientation
 - Four Professional Learning Sessions Focused on Tier I Instruction
- Attends Cooperative Learning Day 1 in Best Practice Academy
- Participates in Accomplished Teacher Observations as needed
- Completes New Teacher Growth Portfolio

Year 2

- Attends two district-led Professional Learning Sessions
 - Focused on deepening understanding of all three Tiers of Support
- Participates in a 6-wk coaching cycle with assigned mentor
- Participates in Accomplished Teacher Observations as needed

Year 3

- Participates in a small-group cadre to explore an area of best-practice through an action-research approach
- Presents results of action-research to colleagues

Year 4

- Participates in a small-group cadre to explore an area of best-practice through an action-research approach
- Presents results of action-research to colleagues
- Attends one Professional Learning Session on Pathway Options for Continued Growth (NBCT, Rank I, etc)

Teacher Leadership Opportunities

- **Mentor**
 - Tenured accomplished teacher
 - Works collaboratively with a 1st year teacher through a year of reflective practice or a 2nd year teacher through a 6-wk coaching cycle
 - **Cadre Leader**
 - NBCT Accomplished Teacher
 - Leads a small group of 3rd or 4th year teachers to in-depth exploration of one area of best practice through an action-research approach
- Participant's Roles and Responsibilities



**New Teacher Induction and
Mentoring Program Handbook**

Activity

Retention for Recruitment

Person responsible: Garett Wells

Required Resources:

Financial Resource:

Other Resource:

Activity Measure(s)

Utilize employee feedback to create a retention strategy that communicates respect for the time and services of current staff which can be utilized to recruit potential teachers for the future.

WOODFORD COUNTY SCHOOLS

BEST PRACTICE ACADEMY 2019-2020

Learning the WOFO way!

May 29, May 30, May 31, June 3, June 4

July 29, July 30, July 31, Aug. 1

Woodford County Middle School

PROGRAM SCHEDULE

First session: May 29, May 30, May 31, June 3, June 4

May 29

An Introduction to Literacy Stations
by Kristi McCullough, Smekens (6 hours)

Gifted Brains in the Classroom (Elementary)
by Michelle Cason (3 hours 8:30-11:30)

Gifted Brains in the Classroom (Middle/High)
by Michelle Cason (3 hours 12:30-3:30)

May 30

High Yield Strategies for Special Education Teachers
by Amy Lingo (6 hours)

Foundations of Writing about "Text"
by Micki Ray (3 hours 8:30-11:30)

May 31

Helping Anxious Students Move Forward
by Jessica Minahan (6 hours)

June 3

Unleashing Student's Inner Mathematician: Building a Strong Foundation for Numeracy
by Brooke Powers (3 hours 8:30-11:30)

Harnessing the Power of Growth Mindset Through Literacy in the Math Classroom
by Brooke Powers (3 hours 12:30-3:30)

More than Words--Communication Strategies for Students with Autism
by Courtney Nuckols (3 hours 8:30-11:30)

June 4

MTSS
Jimmy Brehm and Jan Sellers (6 hours)

****To read session description and register for session, please click on title

PROGRAM SCHEDULE

Second session: July 29, July 30, July 31, Aug. 1

July 29

New Teacher Academy
by Jimmy Brehm (6 hours)

Digital Get Down: We're 1:1, now what?
by: Dr. Danielle Sutton (6 hours)

Centers: What to do with students when not working with teacher (Primary grade focus)
by Dr. Christi Wright (3 hours 8:30-11:30)

Word Study Lessons: Phonics, Spelling and Vocabulary (Primary grade focus)
by Dr. Christi Wright (3 hours 12:30-3:30)

July 30

PLC
by Jimmy Brehm (6 hours)

Word Study Lessons: Phonics, Spelling and Vocabulary (Intermediate grade focus)
by Dr. Christi Wright (3 hours 8:30-11:30)

Centers: What to do with students when not working with teacher (Intermediate grade focus)
by Dr. Christi Wright (3 hours 12:30-3:30)

July 31

Kagan Day 1
by Misty Higgins (6 hours)

Behavior Interventions and Supports
by Meghan Martin (6 hours)

August 1

Getting Started with Trauma-informed Education:
Building Safe and Supportive School Environments
by Alex Shevrin Venet (6 hours)

****To read session description and register for session, please click on title





Support Services
Objectives
<ul style="list-style-type: none">• Create and improve a system of student supports to reduce and eliminate barriers for learning.
Critical Initiatives
<ul style="list-style-type: none">• Implement and expand the Interconnected Systems Framework to ensure a strategic system of supports for mental health needs exists within the school and within the community.• Educate staff in what it means to be culturally responsive in meaningful ways, not just in namesake or in policy documents.• Improve Positive Behavioral Interventions and Supports to continuously decrease office discipline referrals.

Activity

Special Education Facilitated Self-Assessment

Person responsible: Tracey Francis

Required Resources:

Financial Resource: \$5000.00

Other Resource:

Activity Measure(s)

Utilization of outside consultant(s) to facilitate and advise on a district self-assessment of special education service delivery to lead to the creation of a multi-year improvement plan that increases the achievement of students with an Individualized Education Plan.

Activity

Cross-Agency Community Partnership.

Person responsible: JAN SELLERS

Required Resources:

Financial Resource: \$40000.00

Other Resource:

Activity Measure(s)

Establish and communicate partnerships between student and family support agencies across the community. This map should describe where and how to access agencies inside and outside the district to support families. A developed and communicated map and structure for sustainability should result.



UPDATES TO BOARD

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FEBRUARY

MAY

AUGUST

NOVEMBER

