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Issue Paper

Date: March 9, 2020

Action/Discussion Item: To review and approve Floyd County Schools Comprehensive District Improvement Plan (CDIP) as required by Kentucky Department of Education.

Applicable Statutes or Regulation: KRS 162.90 Powers and Duties of the local board and Floyd County Board of Education policy 03.2234

Issue: Through the improvement planning process, Floyd County will focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) will cultivate an environment that promotes student growth and achievement.

Background: Continuous Improvement should involve reviewing data, diagnosing needs, setting goals, and planning strategies that can be deployed through actionable steps, or activities. The CDIP is completed in 4 phases: Phase 1 includes Continuous Diagnostic for Districts. Phase 2 includes The Needs Assessment for Districts, District Assurances and District Safety Report. Phase 3 includes Comprehensive Improvement Plan for Districts, Closing the Achievement Gap Diagnostic, Executive Summary for Districts and The Superintendent Gap Assurance. Phase 4 includes Progress Monitoring.

Fiscal/Budgetary Impact: Budget Impacts are outlined in the plan (Attached)

Alternative: To deny the agreement request.

Recommended Action: To approve Floyd County Schools 2019/2020 Comprehensive District Improvement Plan.

Contact Person(s):

Cassandra Akers / 606.886.2354 Ext. 5526

Principal

Director of Instruction

Superintendent

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**2019-20 Floyd County Phase One: Continuous Improvement Diagnostic for
Districts_09252019_13:23**

2019-20 Phase One: Continuous Improvement Diagnostic for Districts

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

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TABLE OF CONTENTS

2019-20 Phase One: Continuous Improvement Diagnostic for Districts 3

2019-20 Phase One: Continuous Improvement Diagnostic for Districts

2019-20 Phase One: Continuous Improvement Diagnostic for Districts

The **Comprehensive District Improvement Plan or CDIP** is defined as a *plan developed by the local school district with input of parents, faculty, staff, and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the district's 2019-20 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Districts

Phase Two: October 1 - November 1

- The Needs Assessment for Districts
- District Assurances
- District Safety Report

Phase Three: November 1 - January 1

- Comprehensive District Improvement Plan
- Executive Summary for Districts
- The Superintendent Gap Assurance

Phase Four: January 1 - December 31

- Progress Monitoring

As superintendent of the district, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

Danny Adkins 9/25/2019

2019-20 Phase Two: The Needs Assessment for Districts_10162019_15:13

2019-20 Phase Two: The Needs Assessment for Districts

Floyd County
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TABLE OF CONTENTS

2019-20 Phase Two: The Needs Assessment for Districts	3
Understanding Continuous Improvement: The Needs Assessment	4
Protocol	5
Current State	6
Priorities/Concerns	7
Trends	8
Potential Source of Problem.....	9
Strengths/Leverages	10
Attachment Summary	11

2019-20 Phase Two: The Needs Assessment for Districts

2019-20 Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment

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 (e.g. 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 (i.e. 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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each district complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

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?

Floyd County Schools Central Office Leadership Team (COLT) and Central Office Instructional Leadership Team (COILT) meets weekly. The COLT meetings focus more on leadership activities, superintendent messages and department updates. The COILT meetings focus entirely on instruction. All directors on staff at Central Office: School supervisors, Early Childhood, CIO, Title, Human Resources, DPP's, Food Service, Media Liaison, DAC, and Special Education are members of this instructional team. The School supervisors create an agenda with input from all members, a sign-in sheet is utilized and a secretary takes minutes at each meeting. Special meetings are called as needed. The DAC and Continuous Improvement Coach visited every school to meet with the school's leadership team. The focus of the meeting was data review and plans for next steps. Minutes from the meeting were taken by the DAC and shared with the school team at the end of the meeting. Floyd County Schools scheduled a professional development day this year within the school calendar. That day was set aside for each individual school staff to take a deep dive into their data and identify areas of strength and prioritize areas for improvement. Sample data protocol was given to the school and they provided the district with their agenda and goals for the day with staff. All protocols were also shared with the district. Sign-In sheets were utilized during these meetings and documentation of the meeting results provided by the schools. The focus of the meetings should be on: What does the data tell us? What content area are the students most challenged? most successful? What can be done to increase P/D while reducing N/A? How are we identifying kids?

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:

- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 74% of the district's teachers received adequate professional development.

We are currently planning for teacher, student and community surveys to be conducted to gather information from all stakeholders. Surveys will be distributed through social media and media blitz to encourage participation. Survey will be given online.

2018/19 KRPEP Results show: 95.1% Graduation Rate continues to be a strength in Floyd County

Elementary: 58% scored P/D in Reading which is above state average of 54.6% Reading- 55.2% F/R - 41.6% w/disability 36.8% scored P/D in Math below state average of 48.6% Math -33.3% F/R - 27.5% w/disability 26.5% scored P/D in Science which is below state average of 31.7% Science - 23.9% F/R - 22.5% w/disability 52.5% scored P/D in Social Studies which is below state average of 53% Social Studies - 49% F/R - 53% w/disability 43.8% scored P/D in Writing which is below state average of 46.6% Writing: - 33% F/R - 33% w/disability

Middle School: 60.7% scored P/D in Reading which is slightly below state average of 59.6% Reading: 57% F/R - 50.6 w/disability 41.5% scored P/D in Math which is below state average of 46.4% Math: 37% F/R - 22.4% w/disability 17% scored P/D in Science which is below state average of 26% Science: 14/5% F/R - 5.8% w/disability 59.2% scored P/D in Social Studies which is slightly above the state average of 58.8% Social Studies: 53% F/R - 35% w/disability 27.3% scored P/D in Writing which is below state average of 31.9% Writing: 26% F/R - 6% w/disability

High School: 34.5% scored P/D in Reading which is below state average of 44.5% Reading: 29% F/R - 14.9% w/disability 19.7% scored P/D in Math which is below the state average of 35.3% Math 16.7% F/R - 8.7% w/disability 18.7% scores P/D in Science, which is below state average of 29.9% Science: 14.4% F/R - 4.5% w/disability 56.1% scored P/D in Writing which is above state average of 50.3% Writing: 50% F/R - 22% w/disability

Floyd County's Transition Readiness increased from 2017/18 52.1% ready to 2018/19 54.3% ready.

Floyd County's Overall Scores: Proficiency Indicator: Elementary (67.1), Middle (71.3) are both in the Medium range while High Schools (42.7) are in the very low range

Separate Academic: Elementary (62.1), Middle (61.3), and High Schools (61.5) are all in the Medium Range

Growth: Elementary (40.0) and Middle (42.8) are both in the Very Low range

Transition Readiness: High School (54.3) is in the Very Low range

Graduation Rate: High School (93.5) is in the High range

Floyd County Elementary, Middle and High Schools all received 2 star ratings. Attendance Rate over the past two schools years have been 94.2% in 2017/18 and 94% in 2018/19.

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Districts.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Floyd County Schools has experienced a downward trend in Math scores in all areas: Elementary, Middle and High School across all groups: All Students, Economically Disadvantaged and W/ Disability Groups from 2017/18 to 2018/19 KPREP scores. The 18/19 results are all below state average. Science is another area of concern. Science scores have shown a downward trend as well, across all areas; Elementary, Middle and High School across all demographic groups: All Students, Economically Disadvantaged and w/Disability. The 18/19 results are all below state average as well. Transition Readiness is also an area of concern with the district only graduating 54.3% ready for school/work after high school.

Trends

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

Math and Science are significant areas for improvement. Even though our Transition readiness improved slightly from 2017/18 to 2018/19 - it is still a grave area of concern.

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](#)

KCWP 1: Design and Deploy Standards will be a focus, especially since we have new standards in math and reading and writing. KCWP 4: Review, Analyze and Apply Data. Data gathered from formative assessments, KPREP, CERT and MAP benchmarks will be utilized to inform instruction and move kids. Tier 1 instruction will be a focus as well as evidence based practices for instruction of students that do not meet Tier 1 standards. KCWP 5: Design, Align and Deliver Support. Leadership will have to be trained and equipped to ensure that new math and current science standards are being employed fully in the classroom and that instruction meets the intent of the standard

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

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

Graduation rate is a strength. Reading and Social Studies are also identified as strengths compared to Math and Science. Attendance rate is another strength for the district.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Two: District Assurances_10162019_15:06

2019-20 Phase Two: District Assurances

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TABLE OF CONTENTS

2019-20 Phase Two: District Assurances 3

Introduction..... 4

Title I..... 5

Title II..... 8

All Programs..... 9

Individual Learning Plan (ILP) 10

Attachment Summary 11

2019-20 Phase Two: District Assurances

2019-20 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.

Title I

1. Pursuant to Section 1112(e)(1)(B)(ii), all schools in the district give timely notice to parents of students taught for four or more consecutive weeks by a teacher who does not meet applicable state certification requirements at the grade level and subject area assigned. Section 1112(c)(6) of ESSA also requires districts provide an assurance to KDE that all teachers and paraprofessionals working in a program supported by Title I, Part A funds meet applicable certification requirements. Finally, KRS 161.020 prohibits a person from holding a public school position for which certificates may be issued, unless he or she holds a certificate for the position, issued by the Education Professional Standards Board.

- ☐ Yes
- ☒ No
- ☐ N/A

COMMENTS

Parents were not notified in several instances when this occurred. We are working to ensure this doesn't happen again.

2. Pursuant to Section 1116(a)(3)(B) of ESSA, the district ensures that parents and family members of students receiving services under Title I, Part A are involved in decisions regarding the allotment of federal funding for parental involvement activities.

- ☒ Yes
- ☐ No
- ☐ N/A

3. Pursuant to Section 1116(c)(1) of ESSA, the district ensures that each school served under Title I, Part A convenes an annual meeting, at a convenient time, to inform parents of their school's participation and explain requirements under Title I, Part A, including the right of parents to be involved.

- ☒ Yes
- ☐ No
- ☐ N/A

4. Pursuant to Section 1112(a)(1)(A) of ESSA, the district ensures that its plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, other appropriate school personnel, and with parents of children served under Title I, Part A.

- ☒ Yes
- ☐ No
- ☐ N/A

5. Pursuant to Section 1117(b)(1) and in order to ensure timely and meaningful consultation, the district ensures that it consults with appropriate officials at private schools within and outside the district that serve students residing in the district. This consultation occurs during development of the district's programs under Title I, Part A

and is done with the goal of reaching an agreement on how to provide equitable services to eligible private school students. This assurance is also required pursuant to Section 1112(c)(2) of ESSA.

- ☒ **Yes**
- ☐ No
- ☐ N/A

6. Our district complies with Section 1113(c)(3) of ESSA, which requires a portion of Title I, Part A funds be set-aside for neglected institutions in the district, and ensures such funds are spent on identified student needs as required by the Code of Federal Regulations (CFR).

- ☒ **Yes**
- ☐ No
- ☐ N/A

7. The district ensures that child counts submitted to KDE pursuant to Title I, Part D, which is found in Sections 1401-1432 of ESSA, are supported by appropriate documentation.

- ☒ **Yes**
- ☐ No
- ☐ N/A

8. Pursuant to Sections 1423(3) of ESSA, the district ensures that participating schools coordinate with facilities working with delinquent children to ensure such children are participating in a comparable education program.

- ☒ **Yes**
- ☐ No
- ☐ N/A

9. Pursuant to Section 1118(b), the district ensures it uses Title I funds only to supplement not supplant funds that would, in the absence of federal funds, be made available from state and local sources. To demonstrate this, the district uses a methodology that allocates funding in a way that ensures a school receiving Title I funds is allocated all state and local funds it would otherwise receive were it not receiving Title I funds.

- ☒ **Yes**
- ☐ No
- ☐ N/A

10. Pursuant to Section 1118(c), the district ensures it has established and implemented a district-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and, a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

- ☒ **Yes**
- ☐ No
- ☐ N/A

Title II

11. The district provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- ☒ **Yes**
- ☐ No
- ☐ N/A

12. Pursuant to Section 2103(b)(2)(C) of ESSA, the district prioritizes Title II funds to schools implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

- ☒ **Yes**
- ☐ No
- ☐ N/A

13. If Title II funds are used by the district for the purpose of reducing class size to a level that is evidence-based, as permitted by Section 2103(b)(3)(D), the district ensures schools are first allocated funds according to mandated cap size requirements prior to using federal funds to provide additional staff.

- ☒ **Yes**
- ☐ No
- ☐ N/A

All Programs

14. The district ensures that personnel compensated from federal program funds are performing assignments aligned to the program purpose and in accordance with the program plan and that appropriate documentation of such work is maintained. This ensures the use is in compliance with 2 CFR 200.430.

- ☒ **Yes**
- ☐ No
- ☐ N/A

15. The district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements and in compliance with 2 CFR 200.430.

- ☒ **Yes**
- ☐ No
- ☐ N/A

Individual Learning Plan (ILP)

16. Pursuant to 704 KAR 3:305(2), the district ensures that an individualized learning plan (ILP), which adheres to the [Kentucky Department of Education's Self-Implementation Rubric](#), is being implemented with fidelity for all students in grades 6 to 12.

- ☐ Yes
- ☒ No
- ☐ N/A

COMMENTS

WIN Learning has been purchased for Individualized Learning Plans for all grade 6-12. WIN training has been completed and our next step is that all schools are to submit a plan to ensure all students are given adequate time within the school schedule to work within their ILP.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Three: Executive Summary for Districts_12062019_12:48

2019-20 Phase Three: Executive Summary for Districts

Floyd County
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TABLE OF CONTENTS

2019-20 Phase Three: Executive Summary for Districts..... 3
Attachment Summary 6

2019-20 Phase Three: Executive Summary for Districts

2019-20 Phase Three: Executive Summary for Districts

Description of the District

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

The Floyd County School district is a rural school system located in the Southeast region of Kentucky. Our largest community and county seat is Prestonsburg, a city with a population of around 3500. Three schools are located in Prestonsburg, the remaining nine schools in our system are located in small communities throughout Floyd County. Schools are an integral part of these communities and most people in the county have a connection to either a student or staff member in at least one 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 1.4 million free meals yearly. This access to free school meals is in conjunction with the Hunger-Free Kids Act of 2010 and the Community Eligibility Option (CEO). Our bus drivers drive over 5,000 miles each day. We currently have 5,532 students enrolled in 12 different schools. Our system is composed of 3 high schools, 1 middle school, 5 primary through eighth grade schools, 2 primary through fifth grade schools and a district alternative school which is focused on credit recovery and behavior modification for middle and high school students. Floyd County Schools have a collective Free/Reduced lunch rate of 75.1% and 20.5% of our student population is identified as special needs. The majority of our students come from low socio-economic 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 1 G or greater land ports ensure blazing speed. Currently we have a ratio of about 1 computer for every 2 and one-half students. These work stations provide access for research, online testing, and other programs such as Study Island, Nearpod, Starfall, Alek, Reading Plus and many others. Examples of current technology devices include document cameras, interactive white boards and slates, CPS systems and I pads. Our district has implemented a one-to-one program in grades five through twelve, which provides every student in those grades with a personal device for their educational use. Teachers have also been trained to use the device and software as an instructional tool. We are continuing to work on customer service 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 main focus 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 Leadership Team (DILT) consists of the superintendent, central office personnel and all school-level administrators. Being team-oriented allows us to share successes and the strategies and activities that have led to those successes. Floyd County Schools are focused on ensuring that Floyd County Students get a personalized education that is second to none.

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 inspire: * Our staff to provide opportunities for ALL students in a safe, supportive, learning environment. * Our students to learn in a culture of innovation. * Our communities to instill competencies for our students to be globally productive citizens. * Our families to believe that we are working together for a better future. The core belief of our system is 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 goals of Floyd County Schools are: * 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 administration and teachers design programs and instructional practices around 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 Multi-Tiered System of Support (MTSS) and work to move all students forward in the curriculum. Support is available at all levels to ensure 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.

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.

Traditionally, Floyd County Schools has been a high performing district. With a KDE audit and investigation we have lost some of the luster from the past and set a fresh, new path forward, with our focus entirely on students and meeting their needs. We have reorganized central office. We have placed an emphasis on Multi-Tiered Systems of Support and are focusing on intentional professional development opportunities for content and strategies, standards implementation and curriculum mapping. We added a professional learning day for Data Analysis into the school calendar and are emphasizing the use of data to inform instruction for students, improve Tier 1 instruction and provide RTI services for those kids in need. We have also implemented PETLL walk-through process and School Walk Arounds based on Mike Rutherford's work.. We remain an attendance leader in our region and are maximizing partnerships to provide new opportunities for students.

Additional Information

Districts Supporting CSI/TSI Schools Only: Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

Floyd County Schools has one school identified as a CSI school: Duff-Allen Central elementary. Services and procedures for providing support for DACE to ensure a successful implementation of their school improvement plan include: 1. PETLL visits above and beyond other district schools - to provide additional feedback toward their targeted areas of improvement. 2. Director(s) of Instruction are attending PLC Meetings. 3. District & Recovery Team are overhauling PLC process and aligning it more with the DeFour's model. 4. Administrators have changed walk through process and are using the ELEOT model. 5. DAC will be meeting with Administrative Team & PLC Teams to review benchmark data. 6. Monthly Administrative team meetings with School Director. 7. District leads in all hiring recommendations and staffing.

Additional Information

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

Floyd County Schools, along with other schools state-wide, has had an extremely high personnel turnover rate. We currently have numerous positions that have not been filled. The Human

Resources director is working intentionally to promote the district and to develop relationships with local universities to ensure we have quality applicants for vacant positions.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Three: The Superintendent Gap Assurance_12062019_12:49

2019-20 Phase Three: The Superintendent Gap Assurance

Floyd County
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TABLE OF CONTENTS

2019-20 Phase Three: The Superintendent Gap Assurance 3
Gap Target Assurance 4
Attachment Summary 5

2019-20 Phase Three: The Superintendent Gap Assurance

2019-20 Phase Three: The Superintendent Gap Assurance

Gap Target Assurance

As superintendent of the district, I hereby certify that (please select one):

- ☐ No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years.
- ☒ **The following school(s) failed to meet its/their targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. (Please list the names of any school being reported pursuant to KRS 158.649(9) in the comment box below.)**

COMMENTS

Please enter your comments below.

Prestonsburg High School failed to meet their targets to reduce the gap in student achievement for their With Disability population in Math for both of the last two consecutive years. Duff-Allen Central Elementary School is currently identified as a CSI school, meaning their scores placed them in the bottom 5% of Elementary Schools in the state.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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Comprehensive District Improvement Plan (CDIP)

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *ShIPLEy*, *Baldrige*, etc.).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

- [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](#)

Measure of Success: Criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Goal: Include long-term three to five year targets based on the six (6) required district level goals. Long-term targets should be informed by The Needs Assessment for Districts.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes listed above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.	Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

1: Proficiency Goal

Goal 1 (State your proficiency goal.): By May of 2024, Floyd County Schools will increase Elementary Proficiency to 71.4, Middle School Proficiency to 73.4, and High School Proficiency to 60.2 as by Kentucky State Assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Floyd County Schools will increase Reading Proficiency in the Elementary Schools by 3.8, in Middle Schools by 3.58, and in High Schools by 5.98 by May of 2020 as measured by KY State Assessments.	KCWP 1: Design and Deploy Standards: District Instructional Leaders will provide all schools with Standards Check sheets and ensure that standards are being taught to the intent of the standard – grade level appropriate.	Activity: Curriculum Mapping During and until the curriculum mapping for Floyd County Schools is complete, all teachers will utilize New Standard Check Sheets in planning instruction in Reading, Speaking, Listening, and Math.	All instruction/planning is tied to new standards in all subject areas. Use of TNTP protocol in PLC's to determine if planning is meeting the intent of the standard – focus on appropriate grade level		
			Walk through data		
	KCWP 4: Review, Analyze and Apply Data Results: All staff will utilize benchmark assessments to inform instruction in Reading and Math.	Activity: Interim Benchmarks All students will participate in interim benchmark testing three times per year – MAP in grades K-5, CERT in grades 6-11.	Data Analysis The use of Study Island to address student needs identified by data		
		Activity: Data Analysis Data from KPREP and each benchmark will be analyzed and used to inform instruction, identify students in need and allow students to set individual growth goals in Reading and Math.	Growth shown in Reading and Math Data Boards/Notebooks in each school		
			Student movement via progress data analysis		
			Instruction/Enrollments/Schedules adjusted via results of data analysis.		

Goal 1 (State your proficiency goal.): By May of 2024, Floyd County Schools will increase Elementary Proficiency to 71.4, Middle School Proficiency to 73.4, and High School Proficiency to 60.2 as by Kentucky State Assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Floyd County Schools will increase Math Proficiency in the Elementary Schools by 5.7, in the Middle Schools by 5.3, and in the High Schools by 7.3 by May of 2020 as measured by KY State Assessments.	KCWP 1: Design and Deploy Standards: District Instructional Leaders will lead a curriculum review / mapping process aligned to new standards.	Activity: Curriculum Mapping District Instructional and teacher leaders will update Floyd County Schools Curriculum map in Math to reflect the new Kentucky Academic Standards in Math.	Evidence of use of new Curriculum Map by teachers: lesson plans, instruction, PLC's., etc.		
	KCWP 5: Design, Align and Deliver Support Processes: Directors of Instruction will develop new walk through document specific to content and will monitor administrator's feedback to ensure it is specific.	Activity: Professional Learning Through a partnership with PIMSER, trainings will be provided to all administrators in effective feedback to math teachers in math content.	Use of content specific math walk through document		
		Activity: Professional Learning All Principals will participate in the Math Administrator Trainings presented by PIMSER. The trainings are designed to increase an administrators knowledge of what a 21 st century math classroom aligned to new standards should look like.	Professional Development Certification by all Administrators		
		Activity:			
		Activity:			

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By May of 2024, Floyd County Schools will increase the district’s Separate Academic Indicator to 67.8 in Elementary Schools, 64.2 in Middle Schools, and 65.9 in High Schools as evidenced by the KY State Assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Floyd County Schools will increase Science scores in Elementary by 6.7, in Middle by 7.5, and in High Schools by 7.4 as evidenced by KY State Assessments by May 2020.	KCWP 1: Design and Deploy Standards: District Instructional Leaders and Teacher Leaders will develop a curriculum review / mapping process aligned to new Science standards.	Activity: Curriculum Mapping During and until the curriculum mapping for Floyd County Schools is complete, all teachers will utilize New Standard Check Sheets in planning instruction in Science, Social Studies, and Writing.	All instruction/planning is tied to new standards in all subject areas. Use of TNTP protocol in PLC’s to determine if planning is meeting the intent of the standard – focus on appropriate grade level		
	KCWP 1: Design and Deploy Standards: KCWP 1: Design and Deploy Standards: District will begin implementation of computational thinking along with Computer Science Standards as measured by SCRIPT Rubric	Activity: Curriculum Mapping District Instructional and teacher leaders will update Floyd County Schools Curriculum map in Science to reflect the new Kentucky Academic Standards in Science Activity: Leadership Teams District and Teacher Leadership Teams will meet to increase capacity through work within various groups such as FLEX Team, STEM Team and Nearpod Teams. Activity: STEM Bus The district will provide a STEM bus that can be scheduled into each school to ensure all schools have access to STEM equipment and activities.	Floyd County Schools Curriculum Map for Science based on KAS Standards. Leadership Team Agendas/Sign-ins for Monthly Meetings. STEM bus district schedule and lesson plans Walk Through Data		

Goal 2 (State your separate academic indicator goal.): By May of 2024, Floyd County Schools will increase the district's Separate Academic Indicator to 67.8 in Elementary Schools, 64.2 in Middle Schools, and 65.9 in High Schools as evidenced by the KY State Assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and Apply Data Results: All staff will utilize benchmark assessments to inform instruction in Science.	Activity: Interim Benchmarks All students will participate in interim benchmark testing three times per year on CERT in grades 6-11.	Data Analysis		
		Activity: Data Analysis Data from KPREP, each benchmark and both formative and summative assessments will be analyzed and used to inform instruction, identify students in need and allow students to set individual growth goals in Science, Social Studies, and Writing.	Data Analysis The use of Study Island to address student needs identified by data Data Boards/Notebooks in use in all schools.		
	KCWP 5: Design, Align and Deliver Support Processes: Directors of Instruction will develop new walk through document specific to content and will monitor administrator's feedback to ensure it is specific	Activity: Professional Learning Through a partnership with PIMSER, trainings will be provided to all administrators in effective feedback to Science teachers in Science content	Professional Development certification by all administrators.		
			Use of walk through documents specific to Science		
Objective 2 Floyd County Schools will increase Social Studies scores in Elementary by 4.3 and in Middle by 3.7 by May 2020 on KY State Assessments.	KCWP 1: Design and Deploy Standards: District Instructional Leaders and Teacher Leaders will develop a curriculum review / mapping process aligned to new Social Studies standards.	Activity: PLC's: Administrators and teachers will utilize PLC's to review standards utilizing the KY Standards Webpage. The committee will work through content specific documents and videos in planning instruction to meet intent of the new standards	Evidence of use of new Curriculum Map by teachers: lesson plans, instruction, PLC's., etc.		

Goal 2 (State your separate academic indicator goal.): By May of 2024, Floyd County Schools will increase the district’s Separate Academic Indicator to 67.8 in Elementary Schools, 64.2 in Middle Schools, and 65.9 in High Schools as evidenced by the KY State Assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3: Floyd County Schools will increase On Demand Writing Scores in Elementary by 5.1, in Middle by 6.6 and in High Schools by 4.0 by May 2020 on KY State Assessments.			Evidence of PLC work through agendas and sign in sheets.		
	KCWP 4: Review, Analyze and Apply Data Results: All staff will utilize benchmark assessments to inform instruction	Activity: Interim Benchmarks Schools will utilize interim On-Demand Benchmark exams and results will be analyzed and used to inform instruction, identify students in need and allow students to set individual growth goals Writing.	Data Analysis		
			The use of Study Island to address student needs identified by data Data Boards/Notebooks in use in all schools.		
	KCWP 1: Design and Deploy Standards: District Instructional Leaders and Teacher Leaders will develop a curriculum review/mapping process aligned to new ELA Standards	Activity: PLC’s: Administrators and teachers will utilize PLC’s to review standards utilizing the KY Standards Webpage. The committee will work through content specific documents and videos in planning instruction to meet intent of the new standards	Floyd County Schools Curriculum Map for Writing based on KAS Standards		

3: Growth

Goal 3 (State your growth goal.): By May of 2024, Floyd County Schools will increase their student growth from 40.0 in Elementary Schools to 72.0 and from 42.8 in Middle Schools to 73.0 as determined by KY State Assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Floyd County Schools will improve their student growth scores in reading by 11.3 pts in elementary, by 12.6 pts in middle schools, and by 17.7 in high schools by May of 2020 on KY state assessments.	KCWP 4: Review, Analyze and Apply Data Results All schools will implement the Multi-Tiered Systems of Support fully.	Activity: Teacher Leadership Teacher Leadership Team will focus on ensuring core instruction is reaching 80% or more of the student population in each classroom.	Lesson plans Walk through documents Formative and summative classroom data		
	KCWP 5: Design, Align and Deliver Support Processes The book entitled "Explicit Instruction Effective and Efficient Teaching by Anita Archer and Charles A. Hughes will be provided to schools.	Activity: Explicit Instruction Schools will utilize the Explicit Instruction books in PLC's to inform instruction with a focus on Core Instruction and meeting the intent of new standards as written.	PLC Meeting minutes Walk through documentation Lesson plans		
Objective 2 Floyd County Schools will improve their student growth scores in math by 15.9 pts in elementary schools, by 15.9 in middle schools and by 19.8 pts as indicated on KY state assessments by May of 2020.	KCWP 5: Design, Align and Deliver Support Processes: All schools will send teacher leaders/administrators to Explicit Instruction Training to focus on Core Instruction of students.	Activity: FLEX Team The FLEX Team (teacher leadership group) will provide support for explicit instruction in the classrooms of all schools.	Meeting agendas Sign in sheets		
	KCWP 4: Review, Analyze and Apply Data Results Each school will have monthly School Instructional Team	Activity: SIT Team SIT Team will review and analyze data gathered on students recommended for Tier 1, 2 or 3	Meeting schedules Sign in sheets		

Goal 3 (State your growth goal.): By May of 2024, Floyd County Schools will increase their student growth from 40.0 in Elementary Schools to 72.0 and from 42.8 in Middle Schools to 73.0 as determined by KY State Assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	meetings (SIT) with a MTSS focus. Each meeting will consist of district MTSS consultant, administrator, regular and special education teachers.	instruction. Documentation will be a focus.	Student data documentation – MTSS Folders		

4: Achievement Gap

Goal 4 (State your achievement gap goal.) By May of 2024, Floyd County Schools will increase Proficiency within our Gap Population in Elementary by 4.75, in Middle School 4.45, and in High Schools by 6.65 as measured by Kentucky State Assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Floyd County Schools will increase Reading Proficiency in the Elementary Schools by 3.8, in Middle Schools by 3.6, and in High Schools by 6.0 with the Gap Group population by May of 2020 as measured by KY State Assessments.	KCWP 4: Review, Analyze and Apply Data Results All schools will implement the Multi-Tiered Systems of Support fully.	Activity: FLEX Team Teacher Leadership Team will focus on ensuring core instruction is reaching 80% or more of the student population in each classroom	Lesson plans Walk through documents Formative and summative classroom data		
	KCWP 4: Review, Analyze and Apply Data Results Each school will have monthly School Instructional Team meetings (SIT) with a MTSS focus. Each meeting will consist of district MTSS consultant, administrator, regular and special education teachers.	Activity: SIT Team / MTSS Support SIT Team will review and analyze data gathered on students recommended for Tier 1, 2 or 3 instruction. Documentation will be a focus.	Meeting schedules Sign in sheets Student data documentation – MTSS Folders		
	KCWP 4: Review, Analyze and Apply Data Results Each school will mimic Data Day with each benchmark assessment.	Activity: Benchmark Exam Analysis School personnel will review and analyze data provided by benchmark assessments to name and claim students within each demographic group to inform instructional shifts	Meeting Agendas Sign in sheets Benchmark assessments such as: CERT, MAP. Data Boards Data Notebooks		
		Activity: PLC Meetings PLC's will review formative and summative assessment data to name and claim all students to inform instructional shifts.	Meeting Agendas Sign in sheets Data Boards Data Notebooks		

Goal 4 (State your achievement gap goal.) By May of 2024, Floyd County Schools will increase Proficiency within our Gap Population in Elementary by 4.75, in Middle School 4.45, and in High Schools by 6.65 as measured by Kentucky State Assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Floyd County Schools will increase Math Proficiency in the Elementary Schools by 5.7, in the Middle Schools by 5.3, and in the High Schools by 7.3 within the Gap Group population by May of 2020 as measured by KY State Assessments.					
		Activity: STEM Bus All Floyd County Schools will have access to STEM equipment via a STEM Bus loaded with equipment such as Spheros, Ozbots as well as lessons plans for teachers to implement these activities in their classroom.	STEM Bus Schedule STEM Lesson Plans Equipment Usage		
	KCWP 4: Review, Analyze and Apply Data Results Schools will utilize personalized learning to increase engagement and address competencies identified through data.	Activity: Personalized Learning Personalized learning for students utilizing technology to address identified weaknesses identified through data.	User data from the use of various programs including, but not limited to: Study Island, IXL, Reading Plus, APEX, and Lexia.		
		Activity: Innovative Learning Activities Schools will provide access to activities aligned to computational literacy.	User logs and data from Code.org and other computer programs.		
	KCWP 5: Design, Align and Deliver Support Processes Schools will provide alternate education in setting appropriate to needs of the student.	Activity: Technology Enhanced Programs Technology programs will be provided to students meet their individualized personal goals.	Data Boards Data Notebooks Use of personalized tech programs: Study Island, IXL, Reading Plus, and Lexia.		
		Activity: Alternative Settings Education will be provided in alternative settings as deemed appropriate through data. Activity: Nearpod and STEM Team: District technology coordinator will assemble teachers from each school	Alternative School Placement and completion User logs and data from personalized programs such as APEX		

Goal 4 (State your achievement gap goal.) By May of 2024, Floyd County Schools will increase Proficiency within our Gap Population in Elementary by 4.75, in Middle School 4.45, and in High Schools by 6.65 as measured by Kentucky State Assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		to join the Nearpod and STEM Teams – those teachers will train teachers in their building to effectively incorporate Nearpod and STEM in their lesson planning for more personalized learning to enhance engagement.	learning for credit recovery. Lesson Plans Training Agendas and sign ins		

5: Transition Readiness

Goal 5 (State your transition readiness goal.): By May of 2024, Floyd County Schools will increase their transition readiness goal from 54.3 to 75 as determined by Kentucky State Assessment measures.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Floyd County Schools will utilize WIN program for all students' grades 6-12 to complete Individual Learning Plans for post-secondary planning as measured in WIN reports by May 2020.	KCWP 5: Design, Align and Deliver Support Processes Schools will provide a plan to ensure all students complete Individual Learning Plans.	Activity: ILP Implementation Plan All schools – grades 6-12- will provide a plan to ensure all students complete components of grade level ILP requirements.	ILP Schedules Student ILP's completion rate		
		Activity: WIN Training All schools will send personnel to be trained in the implementation of ILP's within their schools.	Schedule of trainings Sign in sheets Meeting Agendas		
	KCWP 5: Design, Align and Deliver Support Processes All High Schools will utilize tracking system to monitor transition and graduation rates.	Activity: Transition/Graduation Rate Tracking System All high schools will utilize an excel spreadsheet to track all (9-12) students course work and ILP completion to plan programming to ensure students meet transition readiness.			
		Activity: Transition/Graduation Rate Tracking System All high schools will utilize an excel spreadsheet to track all students to ensure they are meeting requirements for on-time graduation.			
Objective 2: Floyd County Schools will implement various programs aligned to students ILP by May 2020 as	KCWP 5: Design, Align and Deliver Support Processes All 8 th graders will participate	Activity: Early College Explorers Program All 8 th grade students will participate in field trips to colleges/technical			

Goal 5 (State your transition readiness goal.): By May of 2024, Floyd County Schools will increase their transition readiness goal from 54.3 to 75 as determined by Kentucky State Assessment measures.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
measured by enrollment and completion rates of programming offered.	in exploring program for careers.	schools and be introduced to various career offerings to better prepare them for high school course planning.			
	KCWP 5: Design, Align and Deliver Support Processes All students will complete surveys to inform decisions made by district.	Activity: Bright Bytes Survey All students will complete this survey to inform decisions on technology enhanced programming.			
		Activity: STEM Academy Floyd County Schools will begin planning the opening of a STEM Academy with offerings in various stem/technical programing not available anywhere else in the district including Engineering, Heavy Equipment Operator and Computer Science.			

6: Graduation Rate

Goal 6 (State your graduation rate goal.): By May of 2024, Floyd County Schools will increase their 4 year graduation rate from 93.5 to 94.3 and their 5 year graduation rate from 96.6 to 97.0 as measured by State 4 and 5 year graduation cohort data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Floyd County Schools will improve their 4 year graduation rate by .2 by May of 2020, as measured by State 4 year graduation cohort data.	KCWP 4: Review, Align and Apply Data Results: All students will determine a pathway based on data analysis from ILP completion.	Activity: Scheduling All students' schedules will match their planned program / pathway after data analysis from ILP completion is reviewed.	School Schedules Student ILP's		
	KCWP 6: Establish Learning Culture and Environment: Schools will create an environment that supports a student's individual needs as part of the curriculum and instruction.	Activity: PBIS All schools will implement Positive Behavior Intervention and Support to meet identified behavioral needs of students and improve the overall culture of the school.	PBIS School Plans Behavior Data Review Attendance Review		
		Activity: Monitoring of Data Data will be reviewed at minimum each 9 week grading period to identify students that may be off track for graduation	Data Notebooks Data Boards		
Objective 2 Floyd County Schools will improve their 5year graduation rate by .2 by May of 2020 as measured by the State 5 year graduation cohort data.	KCWP 5: Design, Align and Deliver Support Processes: Schools will utilize Multi-Tiered Systems of Support to students in achieving their learning goals.	Activity: MTSS Meetings SIT Team will meet monthly to discuss MTSS for identified students in RTI. These meetings will be attended by a district MTSS consultant and at least one administrator from the school.	Reduction of students moving to Tier 3 for instruction.		
	KCWP 5: Design, Align and Deliver Support Processes: Schools will utilize each students ILP to plan programs and initiatives that meet each	Activity: Pathways Offered The district will utilize completed ILP's to plan programs and pathways that are of interest to the majority of students in Floyd County.	School schedules Alternative Programs including: Local Tech		

Goal 6 (State your graduation rate goal.): By May of 2024, Floyd County Schools will increase their 4 year graduation rate from 93.5 to 94.3 and their 5 year graduation rate from 96.6 to 97.0 as measured by State 4 and 5 year graduation cohort data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	student’s post-secondary goals.		school and Early College Academy.		
		Activity: Alternative Path/Program Once schools have identified students that are not on target to on-time graduation, the school will explore available options for the student to graduate on time, including: Alternative Placement, Credit Recovery through programming such as APEX, Evening School, Summer School.	Review of student records Referral to alternative programming as needed Student graduation rate at the school and district level		

7: Other (Optional)

Goal 7 (State your separate goal.): By May of 2024, Floyd County Schools will increase their culture and environment as evidenced by improved attendance, graduation rate, transition readiness rates and Family involvement and decreases in safe school violations as measured by State KPREP Data and school safety audits.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1. Floyd County Schools will improve their culture and environment as evidenced by increases in attendance by May 2020. Objective 2. Floyd County Schools will improve their culture and environment as evidenced by increases in graduation and transition readiness rates by May 2020.	KCWP 6: Establish Learning Culture and Environment: Schools will write and follow daily attendance protocols.	Activity: School Attendance Plans Each school will develop and implement an attendance plan following board daily attendance protocols.	School Attendance Plan		
		Activity: Attendance PLC's All schools will conduct weekly attendance PLC's to address needed protocol and meet the needs of targeted students. Attendance PLC meetings will be attended by an administrator, resource personnel, attendance clerk and other identified staff.	Weekly PLC Meeting agendas PLC Minutes Sign ins from PLC meeting		
	KCWP 6: Establish Learning Culture and Environment In conjunction with School Family Resource Centers and Youth Service Centers, school personnel will conduct home visits on truant students to remove barriers to their regular school attendance.	Activity: Truancy Court All high and middle schools will conduct weekly truancy court meetings in conjunction with the County's Court Designated Officer as need to identify truant students.	Weekly Truancy court schedule Minutes from meetings		
		Activity: Home Visits All school family resource and youth service center personnel, along with school administrator, will conduct home visits as need to assist in removing barriers effecting a student's school attendance.	Home visit forms List of items / services provided to homes		
	KCWP 6: Establish Learning Culture and Environment	Activity: PBIS All schools will implement Positive Behavior Intervention and Support to meet identified behavioral needs	PBIS System Implementation Plan		

Goal 7 (State your separate goal.): By May of 2024, Floyd County Schools will increase their culture and environment as evidenced by improved attendance, graduation rate, transition readiness rates and Family involvement and decreases in safe school violations as measured by State KPREP Data and school safety audits.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Schools will plan and fully implement an effective PBIS program	of students and improve the overall culture of the school.	Behavior records form current and previous years Review of plan for purposes of improving outcomes		
<p>Objective 3: Floyd County Schools will improve their culture and environment as evidenced by increases in family and community involvement by May 2020.</p> <p>Objective 4: Floyd County Schools will improve their culture and environment by showing decreases in safe school violations by May 2020 as measured by decrease behavior violations.</p>	KCWP 6: Establish Learning Culture and Environment Schools will install school resource officers in all high schools and middle schools.	Activity: School Resource Officers Working with local county officials all high and middle schools will have access to a school resource officer to help improve overall safety and culture of the school.	Board Minutes approving resource officers		
	KCWP 6: Establish Learning Culture and Environment Schools will show a reduction in behavior violations.	Activity: PBIS Implementation All schools PBIS system will result in the decrease in behavior violations with the school.	Behavior records from current and previous years		
	KCWP 6: Establish Learning Culture and Environment Schools will implement safety protocols to ensure students are safe in their school environment.	Activity: School Safety Audits Through Kentucky Center for Safe Schools, all schools in the county will participate in a school safety audit.	Safe Schools Audit Schedule Safe Schools Audit Report		
		Activity: School Security Systems All schools will have their security, entry and camera systems reviewed and replaced as appropriate.	Safe Schools report Implementation Plan		

Special Considerations for Districts with Targeted Support and Improvement (TSI) Schools

Districts with a school identified for Targeted Support and Improvement (TSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(11)). The local board of education must review and approve the revised school improvement plan for TSI schools (KRS 160.346(4)(a)) .

Monitoring and Support
<p>Consider: Describe the district’s plan for monitoring and supporting the school improvement plan of any school identified for TSI. Include in your response information regarding the process for local board review and approval.</p> <p>Response:</p>