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Date: 03/14/22

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

Applicable State or Regulations: KRS 162.90 Powers and Duties of the local board and Floyd County Board of Education Policy 03.2234

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

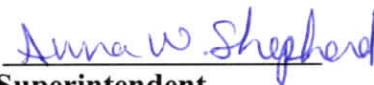
History/Background: Continuous Improvement involves reviewing data, diagnosing needs, setting goals, and planning strategies that can be deployed through actionable steps or activities. The CDIP is completed in 4 phases: Phase 1 includes Continuous Improvement Diagnostic for Districts; Phase 2 includes The Needs Assessment for Districts, District Assurances and District Safety Report; Phase 3 includes Comprehensive Improvement Plan for Districts, The Executive Summary for Districts, Professional Development Plan for Districts and The Superintendent Gap Assurances; Phase 4 includes Progress Monitoring. Through the improvement planning process, Floyd County Schools will focus on priority needs 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.

Recommended Action: To approve the Floyd County Schools 2021-22 Comprehensive District Improvement Plan

Contact Person(s): Davida Marson / 606.886.2354 Ext. 5512



Director



Superintendent



Floyd County Schools

Comprehensive District Improvement Plan (CDIP) 2022

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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Districts, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

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.

Explanations/Directions

Goal: Districts should determine long-term goals that are three to five year targets for each required district level indicator. Long-term targets should be informed by The Needs Assessment for Districts.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Districts should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Districts. 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</i> , <i>Shipley</i> , <i>Baldrige</i> , etc.).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the funding source(s) used to support (or needed to support) the improvement initiative.

1: Proficiency

Goal 1 Beginning September 2021, by May of 2025 Floyd County Schools will increase combined Reading and Math Proficiency in Elementary from 47.5 to 71.4, in Middle School from 51.1 to 73.4, and in High Schools from 42.7 to 60.2 as determined by Kentucky Summative Assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Floyd County Schools will increase Reading and Math Proficiency in the Elementary Schools by 4%, in Middle Schools by 3.5%, and in High Schools by 6% by May of 2022 as measured by KY State Assessments.	KCWP 1: Design and Deploy Standards: Ensure monitoring measures are in place to support high fidelity in teaching to the standards in the way of peer formal and informal observations, classroom observations and standards mastery checks.	Activity: (IP1) District leadership team will work to develop a district monitoring tool to measure implementation.	Utilize the school monitoring tool to complete school visits at a minimum of 2 times a year to provide instructional feedback. Implementation of TNTP protocol at a minimum of monthly in PLC's to determine if teacher planning is meeting the rigor of the standard required in student assigned tasks to focus on appropriate grade level learning activities.	District Instructional Team will ensure 30-60-90 Day Plan will be monitored and updated monthly	Instructional-General Fund Title 1 Funding Title II A Funding ESSER
	KCWP 4: Review, Analyze and Apply Data Develop a system to ensure a uniform approach for examining and interpreting various data sources and use information from data to determine priorities for individual student success.	Activity: (IP1) District Leadership team in conjunction with support team members (Digital Learning Coaches, MTSS consultant, Special Ed consultants, Pre-School consultant, Writing Intervention Consultant) will provide instructional support and training. (IP1,2,3 DACE)	Use feedback from the monitoring tool and school visit to provide guidance to the school and district instructional team to inform/develop needed professional development, and individual teacher/school focus areas.		

Goal 1 Beginning September 2021, by May of 2025 Floyd County Schools will increase combined Reading and Math Proficiency in Elementary from 47.5 to 71.4, in Middle School from 51.1 to 73.4, and in High Schools from 42.7 to 60.2 as determined by Kentucky Summative Assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Activity: (IP1/IP2) District instructional team will ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs of individual students. (IP1/IP3 DACE)	Analyze data from walk throughs, OTUS, coaching visits, PLC documentation, Kentucky Summative Assessment (KAS) and each benchmark (MAP & CERT) to inform instruction, identify students in need and allow students to set individual growth goals in Reading and Math.	District Instructional Team will ensure 30-60-90 Day Plan will be monitored and updated monthly	Instructional-General Fund Title 1 Funding Title II A Funding ESSER
		Activity: District Instructional Team will develop a progress monitoring tracking system(s) that allows students to understand their current level of content proficiency and to set goals with appropriate action steps. (IP1 and IP2 DACE)		District Instructional Team will ensure 30-60-90 Day Plan will be monitored and updated monthly	Instructional-General Fund Title 1 Funding Title II A Funding ESSER
		Activity: District will provide DACE Elementary with a Math Interventionist and Reading Interventionist to close achievement gaps. (IP 2, 3, and 4 DACE)	Student data documentation Progress monitoring Mentoring Reports Benchmark data	District Instructional Team will ensure 30-60-90 Day Plan will be monitored and updated monthly	District SIF Grant

2: Separate Academic Indicator

Goal 2 By May of 2025, 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 Kentucky Summative Assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Floyd County Schools will increase Science scores in Elementary by 4.5%, in Middle by 5%, and in High Schools by 5% as evidenced by KY State Assessments by May 2022.	KCWP 1: Design and Deploy Standards: Ensure monitoring measures are in place to support high fidelity in teaching to the science, writing, and social studies standards in the way of peer formal and informal observations, classroom observations and standards mastery checks.	Activity: District Instructional Team will ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. (IP3 DACE) Activity: District Instructional Leaders will lead a curriculum review / mapping process aligned to new standards in K-12 science areas. (IP3 DACE) Activity: (IP1) District Instructional Leaders in conjunction with school principals and teacher leaders will use a collection of assessment artifacts to inform next steps for individual students and groups of students. (IP1 and IP2 DACE)	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. Implementation of TNTP protocol at a minimum of monthly in PLC's to determine if teacher planning is meeting the rigor of the standard required in student assigned tasks to focus on appropriate grade level learning activities. Utilize Science specific E-Walk coaching document (PIMSER) to monitor high yield instructional strategies.	District Instructional Team will ensure 30-60-90 Day Plan will be monitored and updated monthly	Instructional-General Fund Title I Funding Title II A Funding ESSER

Goal 2 By May of 2025, 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 Kentucky Summative Assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Development of the curriculum map for K-12 science District Provided Data Protocols will be utilized after each benchmark assessment to identify and set goals for individual and groups of students.	District Instructional Team will ensure 30-60-90 Day Plan will be monitored and updated monthly	Instructional-General Fund Title I Funding Title II A Funding ESSER
Objective 2 Floyd County Schools will increase Social Studies scores in Elementary by 2.8% and in Middle by 2% by May 2022 on KY Summative Assessments.	KCWP 1: Design and Deploy Standards: Ensure monitoring measures are in place to support high fidelity in teaching to the social studies, standards in the way of peer formal and informal observations, classroom observations and standards mastery checks.	Activity: District Instructional Leaders and Teacher Leaders will develop a curriculum review/mapping process aligned to new Social Studies standards for deployment in PLC's (IP1/IP2/IP3 DACE) Activity: (IP1/IP2) District instructional leaders in conjunction with school administration will use summative evidence to inform what comes next for individual students and groups of students utilizing the PLC for professional learning. (IP1/ IP2 DACE)	Evidence of use of new Curriculum Map by teachers: lesson plans, instruction, PLC's., etc Evidence of PLC work through District PLC Team Meeting Document with attached evidence	District Instructional Team will ensure 30-60-90 Day Plan will be monitored and updated monthly	Instructional-General Fund Title I Funding Title II A Funding ESSER
			Evidence of PLC work through District PLC Team Meeting Document with attached evidence	District Instructional Team will ensure 30-60-90 Day Plan will be monitored and updated monthly	Instructional-General Fund Title I Funding Title II A Funding ESSER

Goal 2 By May of 2025, 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 Kentucky Summative Assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3: Floyd County Schools will increase On Demand Writing Scores in Elementary by 4.2%, in Middle by 4.5%, and in High Schools by 2.6% by May 2022 on KY Summative Assessments.	KCWP 1: Design and Deploy Standards: Ensure monitoring measures are in place to support high fidelity in teaching to the writing standards in the way of peer formal and informal observations, classroom observations and standards mastery checks.	Activity: (IP1) District instructional team will refine, implement, and monitor the district / school writing plan to ensure that students gain communication skills to meet post-secondary readiness and life skills. (IP1/IP3 DACE)	Data Analysis/Use of district-provided data protocols Refined Writing Plan Digital Portfolio Data Dashboard/OTUS updated each benchmark for the district and each school.	District Instructional Team will ensure 30-60-90 Day Plan will be monitored and updated monthly	Instructional-General Fund Title I Funding Title II A Funding ESSER

3: Growth

Goal 3 By May of 2025, Floyd County Schools will increase their student growth in combined proficiency in Reading and Math from 40.0 in Elementary Schools to 72.0 and from 42.8 in Middle Schools to 73.0 as determined by KY Summative Assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Floyd County Schools will improve their student growth scores in reading and writing by 12 pts in elementary and by 11.4 pts in middle schools by May of 2022 on KY Summative assessments.	KCWP 4: Review, Analyze and Apply Data Refine, implement, and monitor a system to support a multi-tiered approach for examining and interpreting various data sources and use information from data to determine priorities for individual student success.	Activity: (IP1/IP2) District instructional leadership team will support Professional Learning Communities as they focus clarity to ensure core instruction is reaching 80% or more of the student population in each classroom. Activity: (IP1/IP2) District Instructional Leaders in conjunction with school principals and teacher leaders will use a collection of assessment artifacts to inform next steps for individual students and groups of students recommended for Tier 1, 2 or 3 instruction. Documentation will be a focus. Activity: The district instructional leadership team and EXCITE Team members will support new teachers through mentoring and professional development activities, such as monthly New Teacher Cohort. (IP2/IP3 DACE)	Lesson plans Walk through documents Formative and summative classroom data Intervention tracking tool Evidence of PLC work through District PLC Team Meeting Document with attached evidence EXCITE Team Mentoring Documentation Form	District Instructional Team will ensure 30-60-90 Day Plan will be monitored and updated monthly	Instructional-General Fund Title 1 Funding Title II A Funding ESSER

4: Achievement Gap

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Floyd County Schools will increase Reading Proficiency within our consolidated student group 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 2022 as measured by KY Summative Assessment. NOTE: By May of 2025, Floyd County Schools will increase Proficiency within our consolidated student group in Elementary by 4.75, in Middle School 4.45, and in High Schools by 6.65 as measured by Kentucky Summative	KCWP 4: Review, Analyze and Apply Data Refine, implement, and monitor a system to ensure a uniform approach for examining and interpreting various data sources and use information from data to determine priorities for individual student success.	Activity: (IP1/IP2) District instructional leadership team will support Professional Learning Communities as they focus clarity to ensure core instruction is reaching 80% or more of the student population in each classroom. (IP1 DACE)	Lesson plans Walk through documents Formative and summative classroom assessments.	District Instructional Team will ensure 30-60-90 Day Plan will be monitored and updated monthly	Instructional-General Fund Title 1 Funding Title II A Funding ESSER
		Activity: (IP1/IP2) District Instructional Leaders in conjunction with school principals and teacher leaders will use a collection of assessment artifacts to inform next steps for individual students and groups of students recommended for Tier I, II or III instruction. Documentation will be a focus. (IP1 DACE)	Meeting schedules Sign in sheets Student data documentation – MTSS Folders	District Instructional Team will ensure 30-60-90 Day Plan will be monitored and updated month	Instructional-General Fund Title 1 Funding Title II A Funding ESSER
		Activity: (IP2) District MTSS Consultant will provide support and coaching for teachers/administrators at levels as appropriate for personalized student needs. (IP3 DACE)	<u>Meeting Links</u> Sign In Documentation Participation in support links	District Instructional Team will ensure 30-60-90 Day Plan will be monitored and updated monthly	Instructional-General Fund Title 1 Funding Title II A Funding ESSER

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Activity: (IP1/IP2) District and School personnel will review and analyze data provided by formative and benchmark assessments to name and claim students within each demographic group to inform instructional shifts in PLC meetings at each school. (IP1 DACE)	PLC documentation/protocol The analysis of Benchmark assessments such as: CERT, MAP to identify growth within the consolidated student group. District Provided Data Protocols Data Boards Data Dashboard/OTUS Data Notebooks	District Instructional Team will ensure 30-60-90 Day Plan will be monitored and updated monthly	Instructional-General Fund Title 1 Funding Title II A Funding ESSER
		Activity: (IP. 1/IP.2) District Leadership Team will support school personnel in the utilization of the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation.	Data Boards Data Dashboard/OTUS Data Notebooks PLC Notebooks	District Instructional Team will ensure 30-60-90 Day Plan will be monitored and updated monthly	Instructional-General Fund Title 1 Funding Title II A Funding ESSER

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Activity: Activity: (IP2) District will provide schools support tools for personalized learning opportunities/devices/programs for students utilizing technology to address needs identified through data. (IP3 DACE)	User data from the use of various programs including, but not limited to: Lexia, Reading Plus, APEX, and MAP Accelerator.	District Instructional Team will ensure 30-60-90 Day Plan will be monitored and updated monthly	Instructional-General Fund Title 1 Funding Title II A Funding ESSER
		Activity: (IP.1) The district instructional team and school personnel will ensure that formative assessment practices allow students to understand where they are going, where they are currently, and how they can close the gap. (IP1 DACE)			

5: Transition Readiness

Goal 5
By May of 2025, 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 increase transition readiness by 4.1% as determined by Kentucky State Assessments by May, 2022.	KCWP 1: Design and Deploy Standards: Ensure monitoring measures are in place to support high fidelity in teaching to the standards in the way of peer formal and informal observations, classroom observations and standards mastery checks.	Activity: (IP1/IP2) The District Instructional Leadership Team will support schools as they fully implement the district plan to ensure all students complete components of grade level ILP requirements.	ILP Schedules Student ILP's completion rate	District Instructional Team will ensure 30-60-90 Day Plan will be monitored and updated monthly	Instructional-General Fund Title I Funding Title II A Funding ESSER Perkins
		Activity: (IP2) The District Instructional Leadership Team will support the implementation of various pathways aligned to students ILP as measured by enrollment and completion rates of programming offered. Activity: District Instructional Team (DLC) will support / coach schools to ensure all students create a digital portfolio to demonstrate proficiency of the technology standards. Seniors will present their portfolio as a graduation requirement.	Excel Spreadsheets of all students of post-secondary readiness and ILP completion Pathway Enrollment MOA (Partnership Agreements) CTE Certifications	District Instructional Team will ensure 30-60-90 Day Plan will be monitored and updated monthly	Instructional-General Fund Title I Funding Title II A Funding ESSR Gear Up Perkins

Goal 5

By May of 2025, 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
		Activity: (IP1)/IP2) The District Leadership Team will refine existing surveys and support schools in achieving completion of surveys to inform decisions on various programming.	Survey Results/ Analysis	District Instructional Team will ensure 30-60-90 Day Plan will be monitored and updated monthly	Instructional- General Fund Title I Funding Title II A Funding ESSER Perkins

6: Graduation Rate

Goal 6 By May of 2025, 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 and 5 year graduation rate by .2 by May of 2022, as measured by State 4 and 5 year graduation cohort data.	KCWP 4: Review, Analyze and Apply Data Refine, implement, and monitor a system to ensure a uniform approach for examining and interpreting various data sources and use information from data to promote college and career pathway completion and support students in maintaining motivation and taking control of their own learning.	Activity: The District Instructional Team will assist school personnel with completing schedules that match students' planned program / pathway after data analysis from ILP completion is reviewed	School Schedules Student ILP	District Instructional Team will ensure 30-60-90 Day Plan will be monitored and updated monthly	Instructional-General Fund Title I Funding Title II A Funding Title IV Title V ESSER Gear Up
		Activity: The District Leadership Team will support school personnel in the utilization of the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation. (IP2)	Analysis of persistence to graduation tool	District Instructional Team will ensure 30-60-90 Day Plan will be monitored and updated monthly	Title I Title IV Title V
		Activity: The District Instructional Leadership Team will assure that attendance and behavioral issues are rectified as not to pose an interference with the educational process of students. Once schools have identified students that are not on target for on-time graduation, the district instructional team will support schools in exploring available	School schedules Alternative Programs including: Local Tech school, Virtual School, Early College Academy and Floyd County School of Innovation Analysis of persistence to graduation tool		Instructional-General Fund Title I Funding Title II A Funding Title IV Title V ESSER

Goal 6 By May of 2025, 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
		options for the student to graduate on time, including: Virtual School, Alternative Placement, Credit Recovery through programming such as APEX, Evening School, Summer School. (IP2)	Analysis of attendance data		

7: Other (Optional)

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

Districts with a school identified for TSI (including ATSI) 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
Consider: Describe the district’s plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval. Response: