



FLOYD COUNTY BOARD OF EDUCATION
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William Newsome, Jr., Vice-Chair - District 3
Dr. Chandra Varia, Member- District 2
Keith Smallwood, Member - District 4
Steve Slone, Member - District 5

Consent Agenda Item (Action Item): Consider/Approve entering contract with Abel and Atherton Educational Consulting for professional development in writing for a total of \$10,000

Applicable State or Regulations: Board Policy 01.11 General Powers and Duties of the Board.

Fiscal/Budgetary Impact: The District has budgeted to pay \$10,000 from ESSER funding to which will cover the cost professional development.

History/Background: Learning loss acquired as a result of the Pandemic has impacted student learning as is evidenced by achievement scores in writing. The District is aligning the curriculum work with student need based on data from various assessments. Abel and Atherton Educational Consultants provide evidence-based professional learning across the state of Kentucky.

Recommended Action: Approve as presented

Contact Person(s): Serena Anderson, Executive Officer of Instruction

N/A
Principal

Serena Anderson
Director

Anna W. Shepherd
Superintendent

Date:



October 5, 2022

Abell & Atherton Educational Consulting submits the following proposal aimed at addressing the "Learning Loss" among Floyd County Students due to instructional time lost due to the pandemic.

Forward:

"Learning loss" is one of Floyd County Public School District main concerns, as indicated on the survey of leaders in the District. 100% of central office instructional team ranked "Learning Loss" as a top priority. After two years of less than consistent instruction in Reading and Writing, specifically communication skills and the Reading/Writing Connection, we find students have fallen 2 years behind in all areas of instruction. However, a primary concern is the skill to communicate via writing at all levels of instruction K-12.

Rationale:

"Why is it important to examine the association between learning to write and the COVID-19 pandemic and the ensuing emergency remote instruction? Writing is a foundational skill in terms of students' success at school and beyond. Writing is one of the primary means by which students demonstrate what they know (e.g., written essays, written responses on tests). Writing about material read enhances comprehension of the ideas presented in text and writing instruction makes students better readers (Graham & Hebert, 2011). Writing also improves learning, as writing about content material makes material more understandable (Graham et al., 2018). Just as important, writing is a versatile tool as we use it to record information, communicate, persuade, inform, chronicle experiences, think about topics create imaginary worlds, entertain others, explore the meaning of events, and heal psychological and physiological wounds (Graham, 2006)."

(Skar, Graham, & Huebner, 2022)

Works Cited

Skar, G. B., Graham, S., & Huebner, A. (2022). Learning Loss During the COVID-19 Pandemic and the Impact of Emergency Remote Instruction on First Grade Students' Writing: A Natural Experiment. *Journal of Educational Psychology*, 1553.

Literacy is vital to the success of our students. Successful schools and districts have found that devising strategic, connected lessons to address specific writing standards, across grade levels, leaves students and teachers more confident about writing. And lack of consistent writing instruction has left teachers, parents and administrators worried about the learning loss evident in students' performances. Students need consistent access to writing opportunities while at school but also writing opportunities while at home.



Our writing lessons and strategies are foundational. Each lesson has both an in-person and an electronic version. Enabling teachers to teach writing skills and then provide students with that consistent access to writing opportunities will help them address student needs and at each student's instructional level. A well-planned program will help teachers to know what to do to "catch students up."

AAEC is proposing four professional learning days for teachers

- 1 full day workshop in November 2022 on Standards-Based Learning (The basics of Writing Standards 1, 2 and 3)
- 1 full day workshop in November 2022 for On-Demand Writing (Opinion/Argument assessed in State Accountability) Strategies will include remedial options and options that have been successful for special needs students
- 2 full days in January for teachers to meet with AAEC consultants to analyze student work, determine student instructional needs and plan to inform instruction to address individual student needs

Standards-Based Writing

- I. What Do You Guys Think? Survey Results
- II. Writing Standards 1-3
 - a. To Give an Opinion or Argue
 - b. To Inform
 - c. To Narrate
- III. Review of the Writing Process
- IV. Informational Writing
 - a. A Mental Image for All Levels
 - b. Instructional Strategies
 - c. Doing Research
 - d. Informational Writing Plan
- V. Argumentative Writing
 - a. Instructional Strategies
 - b. Opinion / Argue Writing Plans
- VI. Paragraph Structure
 - a. Instructional Strategies
- VII. Narrative Writing
 - a. Instructional Strategies
 - b. Narrative Writing Plan
- VIII. Cheat Sheet – What's the problem? Here's What You Do!
- IX. Q&A



On-Demand Writing

- I. What do you and your students need?
- II. On-demand Writing...What it is and is not!
 - A. Changes
 - B. Details
 - C. Blueprint
- III. Writing Standard I Opinion / Argument
 - A. What should a whole piece look like?
 - B. Writing plans
 - C. 4-corner Activity
 - D. Paragraph Structures
 - E. School-wide Plan
- IV. Instructional Strategies
- V. Transitions
- VI. Questions and Discussions

Student Work Analysis

Will be designed based on Floyd County Schools Students' Needs