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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.

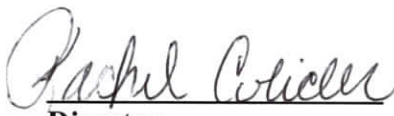
Applicable State or Regulations: KRS 162.90 Powers and Duties of the local board and Floyd County Board of Education Policy 03.2234

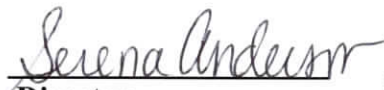
Fiscal/Budgetary Impact: Budget impacts are outlined in the plan (Attached)

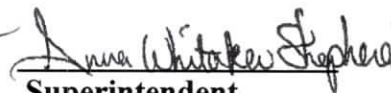
History/Background: Continuous Improvement involves data, diagnosing needs, setting goals, and planning strategies that can be deployed through actionable steps or activities. The CDIP is completed in four phases: Phase 1 includes Continuous Improvement Diagnostics for districts along with the Executive Summary. Phase 2 includes the District Needs Assessment, District Assurances and the District Safety Report. Phase 3 includes the designing of the District Comprehensive Improvement plan and the Superintendent Assurance. Phase 4 includes the development of the district monitoring 30,60,90 Plan to monitor plan implementation. 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 2022-2023 Comprehensive District Improvement Plan.

Contact Person(s): Rachel Crider & Serena Anderson 606-886-2353 Ext. 5522 or 5542


Director


Director


Superintendent

Date:

Floyd County Schools Comprehensive District Improvement Plan (CDIP)

2022-2023

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 seven (7) required district goals:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

Updated May 2022

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 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 specific federal, state, or local funding source(s) used to support each improvement initiative.

Updated May 2022

1: State Assessment Results in Reading and Mathematics

Goal 1: Beginning September 2022, by May of 2027 Floyd County Schools will increase combined Reading and Math Proficiency in Elementary from an average of 30.0 to 71.4, in Middle School from 35.0 to 73.4, and in High Schools from 37.0 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 from 30.0 to 38.2%, in Middle Schools from 35.0 to 42.7%, and in High Schools from 37 to 41.6% by May of 2023 as measured by Kentucky Summative Assessments.	Implement monitoring/coaching measures to support high fidelity instruction to support mastery of reading and math standards in the way of peer formal and informal observations, classroom observations and standards mastery checks. (KCWP 1 and 2) Implement and monitor District Lesson planning document based on Teacher "Clarity" work. (KCWP 1 and 2)	District leadership team will utilize the district monitoring tool (The Instruction HUB) to measure implementation of KAS utilizing the school lesson planning template, coaching document, and district data PLC template. Clarity for Learning training with teachers Deeper Learning Grant with KVEC and Dr. Silver on the foundations of quality teaching Lesson Study Professional development for all district teachers with Jenny Donally.	Utilize the district Instructional HUB to complete school visits monthly to provide instructional feedback.	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
		District leadership team will ensure congruence is present between standards, learning intentions/success criteria, and assessment measures. Math curriculum development K-12-KDE Math Pilot participant ELA curriculum development K-12	Monitoring of the district lesson planning template at a minimum of monthly in Administrative PLC's to determine if teacher planning is meeting the rigor of the standard required in student assigned tasks to focus		

Updated May 2022

Goal 1:
Beginning September 2022, by May of 2027 Floyd County Schools will increase combined Reading and Math Proficiency in Elementary from an average of 30.0 to 71.4, in Middle School from 35.0 to 73.4, and in High Schools from 37.0 to 60.2 as determined by Kentucky Summative Assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Mcgraw Hill ELA resources K-12 ELA training McGraw Hill resources K-12	on appropriate grade-level learning activities. Review of lesson plans, walk through, coaching visits, common planning,		
			Use feedback from the Instructional HUB and school visits to provide guidance to the school and district instructional team to inform/develop needed professional development, and individual teacher/school focus areas. Lesson plans that demonstrate aligned instructional strategies and assessment that evidence 80% of students demonstrated understanding of the standard. Walkthrough data evidencing that 80% or better of teachers are planning and teaching to the	Principal feedback on lesson plans, walkthrough data from principals and directors, teacher reflection during PLC meetings, curriculum meetings, surveys from trainings	

Updated May 2022

Goal 1:
Beginning September 2022, by May of 2027 Floyd County Schools will increase combined Reading and Math Proficiency in Elementary from an average of 30.0 to 71.4, in Middle School from 35.0 to 73.4, and in High Schools from 37.0 to 60.2 as determined by Kentucky Summative Assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			congruency of the standard.		
			Student work samples, formative and summative assessments, MAP Benchmark Assessments in reading and math		
Objective 2					

Updated May 2022

2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.): By May of 2027, Floyd County Schools will increase the percentage of students scoring Proficient/Distinguished in science, social studies, and writing to 67.8 in Elementary Schools, 64.2 in Middle Schools, and 65.9 in High Schools as evidenced by the state-required academic assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2023, Floyd County Schools will increase the percentage of students scoring proficient/distinguished in science by the following: Elementary by 4.5%, Middle by 5%, and High Schools by 5% as evidenced by state-required academic assessments.	Implement a systematic approach for monitoring the design/deployment of standards to ensure all students have access to and are taught grade-level Kentucky Academic Standards at appropriate levels of rigor. (KCWP 1) Implement a systematic approach for delivering classroom instruction to ensure that Tier I instruction is highly effective, culturally responsive, evidence based practices etc. (KCWP-2)	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 District Instructional Leaders will lead a curriculum review / mapping process aligned to new standards in K-12 science areas. to meet mastery. 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 District KAGAN Training Amplify Science Training KVEC partners with science standards training Begin to develop the science curriculum Purchase 9-12 HQIR for science	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. Utilize district coaching documents to monitor high yield instructional strategies. Development of the curriculum map for K-12 science	District Instructional Team will ensure 30-60-90 Day Plan will be monitored and updated monthly. PLC data meetings	Instructional-General Fund Title I Funding Title II A Funding ESSER

Updated May 2022

Goal 2 (State your science, social studies, and writing goal.): By May of 2027, Floyd County Schools will increase the percentage of students scoring Proficient/Distinguished in science, social studies, and writing to 67.8 in Elementary Schools, 64.2 in Middle Schools, and 65.9 in High Schools as evidenced by the state-required academic assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 By May 2023, Floyd County Schools will increase the percentage of students scoring proficient/distinguished in social studies by the following: Elementary by 2.8% and Middle by 2%, as evidenced by state-required academic assessments.	Implement a systematic approach for monitoring the design/deployment of standards to ensure all students have access to and are taught grade-level Kentucky Academic Standards at appropriate level. (KCWP-2) Implement a systematic approach for delivering classroom instruction to ensure that Tier I instruction is highly effective, culturally responsive, evidence based practices etc. (KCWP-2) Is of rigor.	District implementation of newly developed K-12 district Social Studies curriculum. Development of District benchmark assessment in grades 5th, 8th & HS District purchased SAVVAS instructional resources for all classrooms k-12 Monthly Social Studies curriculum meetings to monitor and adjust curriculum needs. District KAGAN Training	Evidence of use of new Curriculum Map by teachers: lesson plans, instruction, PLC's., etc District Benchmark Data Data/PLC meetings for Social Studies teachers k-12	District Instructional Team will ensure 30-60-90 Day Plan will be monitored and PLC data meetings updated monthly.	Instructional-General Fund Title I Funding Title II A Funding ESSER
Objective 3 By May 2023, Floyd County Schools will increase the percentage of students scoring proficient/distinguished in on demand writing by the following: Elementary by 4.2%, Middle by 4.5%, and High Schools by 2.6%	Implement a systematic approach for monitoring the design/deployment of standards to ensure all students have access to and are taught grade-level Kentucky Academic Standards at appropriate level Implement a systematic approach for delivering classroom instruction to	District Abel & Atherton Writing Training District KAGAN Training Literacy Team Meetings	Data Analysis/Use of district-provided data protocols Refined Writing Plan Digital Portfolio student work samples	District Instructional Team will ensure 30-60-90 Day Plan will be monitored and updated monthly. PLC data meetings	Instructional-General Fund Title I Funding Title II A Funding ESSER

Updated May 2022

Goal 2 (State your science, social studies, and writing goal.): By May of 2027, Floyd County Schools will increase the percentage of students scoring Proficient/Distinguished in science, social studies, and writing to 67.8 in Elementary Schools, 64.2 in Middle Schools, and 65.9 in High Schools as evidenced by the state-required academic assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
as evidenced by state-required academic assessments.	ensure that Tier I instruction is highly effective, culturally responsive, evidence based practices etc. (KCWP-2)		formative and summative assessments		

Updated May 2022

3: 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 By May of 2023, Floyd County Schools will increase the percentage of students scoring Proficient/Distinguished within our consolidated student group in Elementary by 4.8, in Middle School 4.5, and in High Schools by 6.7 as measured by Kentucky Summative Assessment.	Implement a systematic approach for monitoring the design/deployment of standards to ensure all students have access to and are taught grade-level Kentucky Academic Standards at appropriate levels of rigor. (KCWP 1) Implement a systematic approach for delivering classroom instruction to ensure that tiered instruction is highly effective, culturally responsive, evidence based practices etc. (KCWP-2)	The 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. 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. District KAGAN Training District and school level MTSS teams will monitor academic achievement and determine needs within student groups. Interventionists will utilize a common database of curriculum based measures for progress monitoring (easyCBM) Grade-level Student Intervention Team Meetings (SIT) will review student achievement and needs for more intensive Tier 2 and Tier 3 interventions and next step actions. District Wide training and use of co-teaching strategies	Utilize district coaching documents to monitor high yield instructional strategies. Grade-level SIT minutes to monitor student progress documented on Student Intervention Plans. Monthly Intervention Tracking Tool Monthly monitoring of LEXIA and Reading Plus Data	District Instructional Team will ensure 30-60-90 Day Plan will be monitored and updated monthly. Monthly District MTSS meeting School-level PLC data Lesson plans, walkthroughs, administrator feedback from HUB	Instructional-General Fund Title I Funding Title II A Funding ESSER

Updated May 2022

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teachers/administrators trained on Lexia, Reading Plus			
Objective 2					
Objective 3					

Updated May 2022

4: English Learner Progress

Goal 4 (State your English learner goal.): By May of 2027, Floyd County Schools will increase the

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May of 2027, Floyd County Schools will increase the percentage of progress for each student by 0.5%. evidenced by state-required academic assessments.	Implement a systematic approach for monitoring the design/deployment of standards to ensure all students have access to and are taught grade-level Kentucky Academic Standards at appropriate levels of rigor. (KCWP 1)	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. The LUA team will create a program service plan for any student scoring below 4.5 on the WIDA screener to ensure equitable access to highly effective, culturally responsive, evidence based practices etc.	Utilize district coaching documents to monitor high yield instructional strategies WIDA Access will monitor grades 1st & 2nd. Designated staff will formally monitor students academic performance on a regular basis to determine if deficits are noted	District Instructional Team will ensure 30-60-90 Day Plan will be monitored and updated monthly Implementation and monitoring of the district LAU Plan	ESSER Funding
	Implement a systematic approach for delivering classroom instruction to ensure that Tier I instruction is highly effective, culturally responsive, evidence based practices etc. (KCWP-2)				
Objective 2					

Updated May 2022

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By May of 2027, Floyd County Schools will increase the district's quality of school climate and safety combined percentages by 27.7% as evidenced by state-required assessment measures.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May of 2023, Floyd County Schools will increase the district's quality of school climate and safety percentages from 72.3 to 77.9% as evidenced by state-required assessment measures.	Implement a systemic approach to ensure the deployment and use of School Resource Officers in all schools in the district.	Examine results of survey from elementary, middle, and high school Re-iterate PBIS in all schools; ensure behaviors and consequences are well-defined and consistent Student Voice focus groups with superintendent Re-examine master schedules District and school level MTSS teams will monitor behavior and SEL data to determine needs and hotspots within the district and student populations. Evaluate the effective use of 7 Mindsets Evaluate the effectiveness of Advisor/Advisee period and GEAR Up programs with Link Crew, etc.	KSA Quality of School Climate and Safety survey results PBIS School Visits IC Discipline Report Student Surveys Agendas Agendas Master Schedules Updates 7 Mindsets usage report Post Secondary Readiness Percentage Completion of ILP	District Instructional Team will ensure 30-60-90 Day Plan will be monitored and updated monthly	SRO Officers in each school- General Professional Development Funding.
	Implement systemic approach for monitoring the uniform use of PBIS strategies in all Floyd County Schools	PBIS school walkthroughs	Walkthrough results and feedback provided to schools.		

Updated May 2022

Goal 5 (State your climate and safety goal.): By May of 2027, Floyd County Schools will increase the district's quality of school climate and safety combined percentages by 27.7% as evidenced by state-required assessment measures.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Implement systemic approach for monitoring the uniform use of the district Trauma Informed Care Plan in all Floyd County Schools	Consulting with Meaghan Martin (Tier 3 Solutions) in effective PBIS implementation. Trauma Informed Practices in Education (TIPE) training for all staff. Lifelines Suicide Prevention will be implemented by counselors for all students.	District Equity Dashboard		
Objective 2					

Updated May 2022

6: Postsecondary Readiness

Goal 6 (State your postsecondary goal.): By May of 2027, Floyd County Schools will increase the district's postsecondary readiness percentages from 54.9 to 80.0% as evidenced by state-required assessments measures.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Floyd County Schools will increase postsecondary readiness by 5.1% as evidenced by state-required assessments measures by May, 2023.	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: 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 ESSER Perkins Gear Up
		Activity: 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 and complete 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 EOP pass rate Work based learning opportunities Graduation checklist Pathway checklist Dual credit AP success Graduation rate (4 and 5 year cohort)	District Instructional Team will ensure 30-60-90 Day Plan will be monitored and updated monthly	Instructional-General Fund Title I Funding ESSR Gear Up Perkins

Updated May 2022

Goal 6 (State your postsecondary goal.): By May of 2027, Floyd County Schools will increase the district's postsecondary readiness percentages from 54.9 to 80.0% as evidenced by state-required assessments measures.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2					
		Activity: 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 ESSER Perkins

Updated May 2022

7: Graduation Rate

Goal 7 (State your graduation rate goal.): By May of 2027, Floyd County Schools will increase their 4-year graduation rate from 88.2 to 94.0% and their 5-year graduation rate from 93.8 to 95.0% 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 1.2% by May of 2023, as measured by State 4 and 5 year graduation cohort data.		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.	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 programs/resources.	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		

Updated May 2022

Goal 7 (State your graduation rate goal.): By May of 2027, Floyd County Schools will increase their 4-year graduation rate from 88.2 to 94.0% and their 5-year graduation rate from 93.8 to 95.0% 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.	Analysis of attendance data		
Objective 2					

Updated May 2022

8: Other (Optional)

Goal 8 (State your other goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Updated May 2022

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(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) 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:

At the present time, the Floyd County School District has six total schools is TSI status: DACE Elementary School 6-8 Disability, Betsy Layne Elementary School 6-8 Disability, Allen Elementary School 6-8 Disability, Floyd Central High School Disability, Adams Middle School 6-8 Disability and Prestonsburg Elementary k-5 Disability & Socioeconomic. The district has a comprehensive plan in place to support and monitor these schools as they implement school improvement plans.

The district plan includes the following supports: All district schools including TSI schools have a board assigned instructional supervisor to assist with CSIP implementation within the school. The supervisor will complete instructional walkthroughs to provide teacher coaching, participate in Administrative PLC meetings, assist with data PLC meetings etc. School supervisors will meet individually with each school once per month to review the **district monitoring tool located on the District Instructional Hub. Teacher/coach to model high-yield instructional strategies, assistance with MTSS planning and progress monitoring, district administrator will assist school administrators in developing systems.**

The district recently trained all district principals on **"Clarity for Learning"** to increase teacher clarity in the classroom. The district **Lesson Plan template, coaching document and Data PLC template** has been deeply rooted within the clarity work. Teachers at all district schools including TSI schools are being trained on the implementation of these district systems to ensure they are improving in teacher clarity within the classroom for more effective teacher instruction. New teachers at TSI schools attend monthly New Teacher Cohort Sessions offered by the District Instructional Team. These sessions focus on effective lesson planning, classroom management strategies, MTSS instructional strategies, assessment etc.

KAGAN: The district hosted a KAGAN event to provide district teachers with engagement strategies to enhance student engagement in the classroom. These strategies will be utilized in resource classrooms as well as regular education classrooms.

Abel & Atherton Writing training: The district hosted a Abel & Aflerton writing training for all teachers (TSI Schools) for 5th, 8th and 11th grade teachers to focus on effective Writing techniques and strategies to utilize for classroom instruction. A follow professional learning session has been scheduled to analyze student writing samples and how to provide specific feedback.

Co-Teaching: District level Co-Teaching training will be scheduled to enhance co-teaching strategies in the classroom.

ELA, Math, Social Studies HQIRs: The district has purchased HQIRs for all students k-12 in the content area of Math, ELA, Social Studies and Science K-8. Professional Learning has been provided by the district and resource companies in the implementation of these resources. The district is completing work to purchase high school science.

Updated May 2022

Monitoring and Support

Curriculum Alignment: The district is utilizing the Model Curriculum Framework to develop standard aligned curriculum in the content area of Math, ELA and Science. At this time, the district is implementing the newly developed Social Studies curriculum grades k-12.

Specialized Instructional Consultants: The district utilizes two special education instructional consultants to work with each TSI school monthly to ensure that schedules, instructional strategies, and data are all effectively utilized to maximize student learning.

Deeper Learning Initiative: The district is participating in the KVEC Deeper Learning Initiative. This work will bring 10 coaches to district schools, including TSI, that are trained in Deeper Learning concepts that will foster student learning at higher levels.

MTSS Consultant: The district will provide each TSI school a MTSS consultant to participate in school level SIT team meetings, teacher coaching for Tier Instruction, instructional strategies, resource implementation and progress monitoring student progress to ensure that all students are receiving effective instruction that meets their diverse learning.

Specifically for TSI schools: TSI K-8 schools will be traveling to Pike County Schools to observe systems at Valley Elementary School which is ranked as a Kentucky High Performing Blue School. One day will focus on K-5 with one day focusing on 6-8. Topics to be covered include: daily schedules, MTSS systems of support, co-teaching, HQIR's, curricula, assessments and data analysis to impact daily instructions and instructional programs.

Floyd Central High School will be traveling to Pulaski County High School, a High Performing Blue School in Kentucky. Topics to be reviewed include: daily schedules, MTSS support systems, Advisor programs, HQIR's, curricula, data analyzation to impact instructional strategies and instructional programs.

The district will add the Position of "Instructional Coach", pending board approval, to work with teachers in TSI schools to improve teacher lesson planning, student assessments, instructional strategies, HQIR implementation, curriculum implementation and building a culture of learning.

District Instructional lead will assist TSI schools in the development of effective systems which include: Curriculum and Instruction, Communication, Professional Development and Assessment.

The district I instructional Team will ensure that all programs, resources, and MTSS interventions being utilized and implemented within TSI schools meet criteria of being evidence based according to "What Works Clearinghouse" and the Kentucky Center for Mathematics.

The District Instructional Team will ensure that all TSI school Administrators and Teachers are trained in implementation of Marason's High Yield Instructional Strategies to ensure that effective strategies that foster student growth are embedded within daily instruction.

The District Instructional Team will utilize Danielson's framework Domain One to ensure that all teachers are planning lessons that are aligned to Kentucky Academic Standards and the Kentucky Summative Assessment assessment requirements.

Updated May 2022

Monitoring and Support

The District Instructional Team will provide coaching to TSI school administrators on effective teacher coaching to calibrate feedback to ensure that teacher feedback is congruent and consistent within the building to increase teacher clarity.

All TSI schools will meet monthly with the District Instructional Team in a TSI PLC meeting to measure, monitor and move based on data of implemented TSI strategies.

District Evidence Based Practices to be implemented from District Instructional Team:

<https://eric.ed.gov/?q=Evidence+Based+Practices+for+students+with+a+disability&id=EJ1326202>

Brock, Matthew E. – TEACHING Exceptional Children, 2022

Paraeducators play an important role in the education of students with significant disabilities. They can best contribute to improving student outcomes when they are skilled in using evidence-based practices. Tiered training is a practical and promising solution for how teachers can train teams of paraeducators to use evidence-based practices....

Descriptors: Paraprofessional School Personnel, Staff Development, Evidence Based Practice, Students with Disabilities

CSA Model- Concrete, Semi-Concrete, Abstract Model Representations: *WWC: Assisting students struggling with mathematics: Intervention in the elementary grades*. WWC | Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades. (n.d.). Retrieved December 14, 2022, from <https://ies.ed.gov/ncee/wwc/PracticeGuide/26>

WWC: Assisting students struggling with mathematics: Intervention in the elementary grades. WWC | Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades. (n.d.). Retrieved December 14, 2022, from <https://ies.ed.gov/ncee/wwc/PracticeGuide/26>

Prestonsburg Elementary School will be implementing the CSA (Concrete, Semi-Concrete, Abstract) Model for all students, with great emphasis placed on using this high yield effective strategy for those students among the identified GAP group(s). The above cited strategy has been reviewed by multiple stakeholders who have agreed to make the recommendation to select this intervention/strategy. The practice guide cited above is a published consensus from WWC and reviewed by an expert panel; based on 28 studies displaying increased results utilizing this strategy in the area of mathematics. Prestonsburg Elementary has determined that the lack of manipulatives, as well as the lack of student exposure to experiencing connecting concrete, semi-concrete visual representations to an abstract; has negatively impacted student performance in the area of mathematics. This intervention/strategy will be implemented school wide with great emphasis placed on students among the identified gap group(s); in effort to bridge gaps in student learning and move all students toward mastery of skill/content while performing at the level of proficiency. All teachers will embed this strategy into core instructional mathematics programs. Students failing to perform at the level of proficiency will receive more intensive work with this strategy in targeted instruction groups during their regularly scheduled mathematics block. Identified students will also receive intensive interventions with this model during their regularly scheduled resource/collaboration time. At-risk students, currently in response to interventions tier two, will receive additional learning experiences with this model two to three times weekly for a total of sixty minutes inside the classroom setting or "pull out" sessions as provided by an instructional tutor or certified interventionist. Those students currently in response to intervention tier three will receive intensive work with this strategy four to five times weekly for a total of one hundred twenty to one hundred fifty minutes. Interventions for students in this tier will only receive instruction provided by certified personnel and/or the school interventionist. Students receiving any of the above described will be individually monitored using a

Updated May 2022

Monitoring and Support

progress monitoring tool, when students respond to interventions, performing at the level of proficiency, students will exit to a lower tier of instruction, have modifications to goals, or no longer participate in targeted instruction groups.

Based on the review of this practice guide and the feedback/data obtained at the school level, we at Prestonsburg Elementary along with the WWC have identified this strategy as Level 1 with strong evidence.

- A study citation in APA format
- A discussion of the study and its findings
- A discussion of the local context
- A discussion of stakeholder input

An estimation of the ESSA evidence level

Personalized Learning: Bill & Melinda Gates Foundation. (2014). *Early progress: Interim research on personalized learning. Study: 81631*. Retrieved December 14, 2022, from <https://ies.ed.gov/ncee/wwc/Study/81631>

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Prestonsburg Elementary School will be implementing a personalized approach to learning across all subject areas and will implement its practices for all students. Primary focus will be geared toward students among the economically disadvantaged and students with disabilities GAP groups. The study cited above was reviewed by various stakeholders at Prestonsburg Elementary who ultimately agree that the practices, strategies, and interventions embedded with a personalized approach to learning is believed to positively impact the academic performance of all students and increase the number of students performing at the level of proficiency. This intervention/practice will be implemented as an effective approach to increase student learning across multiple disciplines, increase student engagement, move students toward mastery of skill/content; and perform at the level of proficiency. Although this approach will be implemented to all students, it is believed that students among the identified gap groups in particular will benefit most and perform at higher levels when compared to peers of the same age. The study reviewed was a quasi-experimental design that first included twenty three schools, five thousand students, mostly economically disadvantaged, and over the span of two years. The study was then extended and targeted two hundred forty six thousand six hundred seventeen (246,617) students in grades K-12. The studies revealed significant increases to achievement in the areas of reading and mathematics among the K-5 population, but less significance among the 6-12 student population. Prestonsburg Elementary will implement the study by focusing on data driven results to modify instructional practices, identify student gaps in learning, appeal to various learning styles, imbed targeted instruction groups, provide effective interventions to struggling students, design activities that appeal to student interests, differentiate instruction, and engage students in self reflection; holding them accountable for monitoring their individual progression toward mastery of skill/goal attainment. The main focus of this study will be to provide students with an individualized path to learning. It is our belief that when students have a voice in the design of their instructional path, students will perform at higher levels, therefore, increasing the number of students performing at the level of proficiency.

Updated May 2022

Monitoring and Support

Based on the review of this study and the feedback obtained at the school level, we at Prestonsburg Elementary along with the WWC have identified this strategy as Level 2 with moderate evidence.

- A study citation in APA format
- A discussion of the study and its findings
- A discussion of the local context
- A discussion of stakeholder input
- An estimation of the ESSA evidence level

Hang, Q. and Rabren, K. (2011). An Examination of Co-Teaching: Perspectives and Efficacy Indicators. Hammill Institute on Disabilities, Volume 30, Issue 5.

Student achievement of middle school students with disabilities will be targeted in the activities of the CSIP. The evidence-based practice the school will implement that specifically targets students with disabilities is co-teaching in the general education setting. Co-teaching is a high-leverage practice in special education that allows professionals to collaborate to increase student success. In the study, "An Examination of Co-Teaching: Perspectives and Efficacy Indicators" (Hang and Rabren, 2011), the purpose was to identify teachers' and students' perspectives of co-teaching and the efficacy of this teaching approach. Forty-five co-teachers and 58 students with disabilities, of whom were new to co-taught classrooms during the 2004 through 2005 school year, participated in this study. Data were collected from surveys, observations, and records review. Significant differences in student academic and behavioral performances were found in comparisons between the year before co-teaching and the year of co-teaching. Students with disabilities and their teachers also reported positive perspectives about co-teaching. Based on these preliminary results, co-teaching appears to be an effective instructional delivery option for meeting the needs of students with disabilities in general education classrooms.

Duff-Allen Central Elementary will implement co-teaching strategies for students with disabilities to improve student achievement scores. The faculty will participate in co-teaching professional learning that encompasses all of the approaches, with a primary focus on team teaching, parallel teaching, and station teaching. The faculty will learn how to implement each type of co-teaching approaches and when it is appropriate to implement that approach. Resource teachers will have common planning time with general education teachers to allow for the co-planning necessary to deliver the instruction effectively. This will allow students with disabilities the individualized instruction necessary to be successful in the general education setting while receiving core instruction. This evidenced-based strategy will be monitored through lesson plans, walkthrough visits, data PLCs, and daily schedules. School leadership will provide constructive feedback to both teachers to ensure student success is achieved.

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Monitoring and Support