FLOYD COUNTY BOARD OF EDUCATION
Anna Whitaker Shepherd, Superintendent
442 KY RT 550
Eastern, KY 41622
Telephone (606) 886-2354   Fax (606) 886-4550
www.floyd.kyschools.us

William Newsome, Jr., Board Chair - District 3
Linda C. Gearheart, Vice-Chair - District 1
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Consent Agenda Item (Action Item): Consider and approve the Floyd County School Consolidated Improvement Plan (CDIP) for upcoming school year 2023-2024 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 an Executive Summary. Phase two: includes the District Needs Assessment. District Assurances and District Safety Report. Phase 3: includes the designing of the District Improvement Plan and Superintendent Assurances along with the creation of the 30, 60 ,90 Day Plan which is developed as a district monitoring tool for the comprehensive plan. Phase Four: includes the district Professional Development, LAU and NTI plan. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) will cultivate an environment that promotes student growth and achievement.

Recommended Action: Approve the Floyd County Schools Consolidated Improvement plan for the upcoming school year.

Contact Person(s): Rachel Crider, Chief Elementary Instructional Officer

N/A _____   *Rachel Crider*   *Anna W. Shepherd*
Principal   **Director**   **Superintendent**

Date: 2-13-24

Floyd County Schools Comprehensive District Improvement Plan (CDIP)
2023-2024

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) 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 Schools, 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.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
  - 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

- The required goals for **high schools** include the following:
  - 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

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Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

Current data within the district is showing several areas of concerns as evidenced through KSA data:

Math is currently a high priority and concern in the Floyd County School District as 78% of elementary students, 72% of middle school students and 76% of high student students are scoring below proficiency.

Science is currently a high priority and concern in Floyd County School District as 72% of elementary students, 82% of middle school students, and 93% of high school students are performing below the proficiency level.

Reading is currently a high priority and concern for the Floyd County School District as 65% of elementary students, 60% of middle school students, and 58% of high school students are performing below the proficiency level.

Disability Gap - Currently, the Floyd County School District has three (3) schools that falls in the TSI category for Disability.

This data demonstrates focus areas for the district. The district is taking intentional steps to utilize data to put in place effective systems to bring productive change to the district.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

The following Processes, Practices and Conditions will be thoroughly addressed in the Improvement Plan for the Floyd County School District. The district has taken multiple measures to ensure they have involved necessary stakeholders at both the school and district level in frequent data analysis opportunities including: 3 MAP Benchmark Assessments per year, 3 k-3 MAP Fluency Assessments per year, KSA data yearly and weekly formative & summative assessments. The district devotes one day per school year to take a deep dive into student data so teachers may gain a clear understanding of their student learning needs, and therefore, plan for rigorous, effective classroom daily instruction that meets student individual learning needs. The district holds monthly MTSS meetings and monthly counseling cadres with district counselors to ensure that all areas of the complete student are taken into careful consideration.

After careful analysis, the district selected KCWP 1 Deploy Standard's and KCWP 2 Design and Deliver Instruction as priority needs for the district. The district is experiencing large teacher turnover each year and experienced teachers are in need of deeper dives into district purchased resources to implement the resources for deeper student learning. The district has an intentional focus on teacher lesson planning, content curriculum, HQIR resources for all classrooms in all content areas, professional learning opportunities for teachers, Deeper Learning grant work, Multi-Tiered System of Support, and a support system for teachers from 1-5 years teaching experience. The district Improvement Plan will include trauma informed goals,

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strategies and activities that will address teacher deeper understanding of the KAS, Teacher Clarity work, High Yield Instructional strategies, evidenced based resources and teacher professional learning opportunities to advance student learning within the district.g

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status			Change		
	Elem	MS	HS	Elem	MS	HS
State Assessment Results in reading and mathematics	45.6 Low	52.2 Low	52.6 Low	-0.6 Maintain	+0.7 Increase	-2.2 Maintain
State Assessment Results in science, social studies and writing	53.0 Medium	52.9 Medium	52.6 Medium	+4.9 Increase	+5.9 Increase	+12.4 Increased Significantly
English Learner Progress	N/A	N/A	N/A	N/A	N/A	N/A
Quality of School Climate and Safety	78.3 High	68.9 High	68.3 Very High	-2.5 Declined	+0.4 Increase	+0.8 Increase
Postsecondary Readiness (high schools and districts only)	N/A	N/A	79.2 Medium	N/A	N/A	+20.4 Increased Significantly
Graduation Rate (high schools and districts only)	N/A	N/A	91.1 Low	N/A	N/A	+0.2 Increase

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1: State Assessment Results in Reading and Mathematics

By spring of 2027, Floyd County district will increase the percentage of students scoring proficient or distinguished in elementary reading from 36% to 60%; middle reading from 40% to 65%; high school reading from 41% to 65%, and in elementary math from 22% to 50%; middle school math from 29% to 50%; high school math from 24% to 50%, as measured by state assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By spring of 2024, Floyd County district will increase the percentage of students scoring proficient or distinguished in reading from 36% to 42%; middle reading from 40% to 46%; high school reading from 41% to 47%, and in math from 23% to 30%; middle school math from 29% to 34%; high school math from 24% to 30%, as measured by state 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 documents based on Teacher "Clarity" work.	District leadership team will utilize the district monitoring tool (The Instruction HUB) to measure the implementation of KAS utilizing the school lesson planning template, coaching document through monthly school monitoring visits. • Clarity for Learning training with teachers PLC, Faculty meetings • Deeper Learning Grant with KVEC and Dr. Silver on the foundations of quality teaching -Monthly coaching	increase in effectiveness of instruction, including more consistent use of learning boards and implementation of Deeper Learning strategies teacher planning is meeting the rigor of the standard required in student-assigned tasks to focus on appropriate	District Instructional Team will ensure 30-60-90 Day Plan will be monitored and updated monthly. School Monitoring Visits, One per school, per semester from the District Instructional team. Implementation of New Teacher Support System. (Monthly) Utilize the district Instructional HUB to complete school visits monthly to provide instructional feedback	-Instructional-General Fund -Title I Funding -Title II A Funding -General Fund -Title Funds -ESSER Funding

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By spring of 2027, Floyd County district will increase the percentage of students scoring proficient or distinguished in elementary reading from 36% to 60%; middle reading from 40% to 65%; high school reading from 41% to 65%, and in elementary math from 22% to 50%; middle school math from 29% to 50%; high school math from 24% to 50%, as measured by state assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	(KCWP 1 and 2)	sessions, district coach training sessions each month and action research projects during 23-24 school year. District leadership team will ensure congruence is present between standards, learning intentions/success criteria, and assessment measures. Monthly monitoring visits, school monitoring visit one per semester (walkthroughs and lesson plans) All teachers will monitor data (MAP, KSA, MAP Fluency, formative and summative) after each benchmark assessment and after KSA data release, District Data Day, PLC meetings & Faculty meetings. All teachers engage in data discussions with principals and staff, Assessments PLC meetings, Faculty meetings All schools share data and goal setting with students and families	grade-level learning activities more effective lesson plans, walkthroughs data demonstrates increased levels of learning Use feedback from the Instructional HUB and school visits to guide the school and district instructional team to inform/develop needed professional development, and individual teacher/school focus areas. Increase in the number of lesson plans that demonstrate aligned instructional strategies and assessments that evidence 80% of students demonstrated understanding of the standard. Walkthrough	Monitoring of the district lesson planning template at a minimum of monthly in Administrative PLCs Walk-throughs Coaching visits Principal feedback on lesson plans, walkthrough data from principals and Directors, teacher reflection during PLC meetings, curriculum meetings, Surveys from trainings 30-60-90 Day Plan	

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By spring of 2027, Floyd County district will increase the percentage of students scoring proficient or distinguished in elementary reading from 36% to 60%; middle reading from 40% to 65%; high school reading from 41% to 65%, and in elementary math from 22% to 50%; middle school math from 29% to 50%; high school math from 24% to 50%, as measured by state assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		after each benchmark, yearly KSA data release

Math curriculum committee will meet periodically throughout the year with the district instructional team to monitor the development progress of the math curriculum. K-12-KDE Math Pilot participants Monthly coaching sessions with District and school visits. AMS & PES Pilot Schools
ELA curriculum will be implemented by K-12 teachers and monitored weekly through lesson plans, coaching visits
TSI PLC's

TSI Monthly Observation Visits
Instructional classwork will be showcased through students published pieces via district programs (Christmas Through the Eyes of A Child and Young Authors). The district will follow a Literacy Plan developed with input from a district team. This work is ongoing and updated annually. | data evidencing that 80% or better of teachers are planning and teaching to the congruency of the standard.

Student work samples, formative and summative assessments, MAP Benchmark Assessments in reading and math

Agenda Submission to the District Monitoring Tool

Observation Data from eWok document
-Student published pieces

Completion of the District Literacy Plan

Increase in students scoring | | |

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By spring of 2027, Floyd County district will increase the percentage of students scoring proficient or distinguished in elementary reading from 36% to 60%; middle reading from 40% to 65%; high school reading from 41% to 65%, and in elementary math from 22% to 50%; middle school math from 29% to 50%; high school math from 24% to 50%, as measured by state assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			proficient/distinguished on formative, summative, and District Benchmark assessments		

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

By spring of 2027, Floyd County district will increase the percentage of students scoring proficient or distinguished in:
- *science- elementary from 28% to 50%; middle school from 18% to 50%; high school to 50%*
- *social studies- elementary from 32% to 60%; middle school from 32% to 60%; high school from 36% to 60%*
- *writing from- elementary from 33% to 50%; middle school from 47% to 70%; high school from 46% to 70%*

as measured by state assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By spring of 2024, Floyd County district will increase the percentage of students scoring proficient or distinguished in: • science- elementary from 28% to 33%; middle school from	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	District Instructional Team will ensure ongoing professional development in the area of best practice/high-yield instructional strategies to aid in curricular adjustments for all teachers k-12 throughout the 2024 school year.	Increase in teachers effectively utilizing the New Standard Check Sheets in planning instruction in Science,	District Instructional Team will ensure 30-60-90 Day Plan will be monitored and updated monthly. School Monitoring Visits. (2) per school year.	Instructional-General Fund Title I Funding Title II A Funding

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By spring of 2027, Floyd County district will increase the percentage of students scoring proficient or distinguished in:
- science- elementary from 28% to 50%; middle school from 18% to 50%; high school to 50%
- social studies- elementary from 32% to 60%; middle school from 32% to 60%; high school from 36% to 60%
- writing from- elementary from 33% to 50%; middle school from 47% to 70%; high school from 46% to 70%

as measured by state assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
18% to 26%; high school to 25% • *social studies-elementary from 32% to 39%; middle school from 32% to 39%; high school from 36% to 40%* • *writing- elementary from 33% to 37%; middle school from 47% to 53%; high school from 46% to 52%* *as measured by state assessments.*	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)**	Quarterly, District Instructional Leaders will lead all K-12 teachers in curriculum development/review 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 during weekly and monthly PLCs, faculty meetings, and data meetings. District KAGAN Training-New Teachers. HS teachers 23-24 Teachers and school leadership will meet 3 times per year to discuss, review and analyze data from benchmark testing for Social Studies and Writing and MAP for Science, and will share data and goal setting with students and families each	Social Studies, and Writing. Ongoing development of a quality curriculum map for K-12 science Increased evidence of use of new Curriculum Map by teachers: lesson plans, instruction, PLC's., etc Increase in students scoring proficient/distinguished on formative, summative, and District Benchmark assessments Deeper discussions around KAS for Social Studies during PLC meetings for Social Studies teachers K-12, as evidenced in agendas and/or minutes	Utilize district coaching documents to monitor implementation of high yield instructional strategies. PLC data meetings (protocols/agendas/minutes) Digital Portfolio student work samples formative and summative classroom assessments District Benchmark Assessments	ESSER Instructional-General Fund Title I Funding Title II A Funding ESSER Instructional-General Fund Title I Funding Title II A Funding ESSER

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By spring of 2027, Floyd County district will increase the percentage of students scoring proficient or distinguished in:
- *science- elementary from 28% to 50%; middle school from 18% to 50%; high school to 50%*
- *social studies- elementary from 32% to 60%; middle school from 32% to 60%; high school from 36% to 60%*
- *writing from- elementary from 33% to 50%; middle school from 47% to 70%; high school from 46% to 70%*

as measured by state assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		nine week grading period after benchmarks, KSA etc.

Amplify Science Training will continue for all K-8 teachers during the 23-24 school year.

District plans to purchase 9-12 HQIR for science, which will be implemented and monitored by the District Instructional Team and teachers (9-12).

Districtwide implementation of newly developed K-12 district Social Studies curriculum. Implementation will be documented weekly in lesson plans (k-12). | Increased usage of district-provided data protocols

Refined Writing Plan

Increased completion of Digital Portfolio | | |

3: Achievement Gap

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

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By spring of 2024, Floyd County district will increase the percentage of students with disabilities scoring proficient or distinguished in elementary reading from 22% to 32%; middle reading from 20% to 30%; high school reading to 30%, and in elementary math from 15% to 25%; middle school math from 19% to 29%; high school math to 52%, as measured by state 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 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, as well as math intervention strategies to aid in meeting individual student needs to drive student success.
- KAGAN Training New Teachers and HS teachers 23-24
- Co-Teaching and Personalized Learning training 23-24
- KCM Math training Elementary, Middle & high students 23-24

District Instructional Leaders in conjunction with school principals and teacher leaders will use a collection of assessment artifacts to inform the next steps for individual students and groups of students during monthly PLCs, faculty, DILT and ILT meetings

District and school-level MTSS teams will monitor student achievement and determine needs within student groups. Monthly SIT Meetings, teachers K-12 | Increase in the effective use of high-yield instructional strategies

Increase in students with disabilities scoring proficient/distinguished on formative, summative, and District Benchmark assessments

Increase of student performance data LEXIA and Reading Plus Data for students with disabilities | District Instructional Team will ensure 30-60-90 Day Plan will be monitored and updated monthly.

District coaching documents will be used to monitor high-yield instructional strategies. Monthly District MTSS meeting

PLC data meetings (protocols/agendas/minutes)

formative and summative classroom assessments

District Benchmark Assessments

Lexia and Reading Plus data

Lesson plans, walkthroughs, administrator feedback from HUB

Grade-level SIT minutes to monitor student progress documented on Student Intervention Plans

Monthly Intervention Tracking Tool | Instructional-General Fund

Title I Funding

Title II A Funding

ESSER |

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Interventionists will utilize a common database of curriculum-based measures for progress monitoring focusing on district new teachers K-12 (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. Teachers k-12 Monthly School MTSS PLC's – District Led			

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4: English Learner Progress

By spring of 2027, all EL students in Floyd County not reaching English Language Proficiency will progress by at least 2.0 levels as measured by ACCESS testing.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
By spring of 2024, all EL students in Floyd County not reaching English Language Proficiency will progress by at least 0.5 levels as measured by ACCESS testing.	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 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.	Increase in the effective use of high-yield instructional strategies An improvement on WIDA Access for grades 1st & 2nd. Increase in students scoring proficient/distinguished on formative, summative, and District Benchmark assessments	District Instructional Team will ensure 30-60-90 Day Plan will be monitored and updated monthly Implementation and monitoring of the district LAU Plan Coaching documents to monitor high-yield instructional strategies Designated staff will formally monitor students academic performance on a regular basis to determine if deficits are noted	ESSER Funding

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5: Quality of School Climate and Safety

By spring of 2027, Floyd County district will increase the percentage of students who "agree or strongly agree" in elementary from 95% to 100%; in middle school from 92% to 100%; and in high school from 91% to 100%, as measured by the School Climate and Safety Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By spring of 2024, Floyd County district will increase the percentage of students who "agree or strongly agree" in elementary from 95% to 97%; in middle school from 92% to 94%; and in high school from 91% to 94%, as measured by the School Climate and Safety Survey.	Monitor and clarify expectations for district wide PBIS in order to ensure behaviors and consequences in all schools are well-defined and consistent. **(KCWP-6)**	District leadership will periodically examine results of survey from elementary, middle, and high schools to ensure surveys are completed District leadership will monitor and refine a systemic approach to ensure the deployment and use of School Resource Officers in all schools in the district have clarity around purpose and goals. Student Voice focus groups will meet quarterly with the superintendent to give student perspectives on learning environment and culture across the district Every nine weeks, district leadership will review and monitor master schedules to ensure adequate time for the appropriate implementation of all PBIS and SEL programs District and school level MTSS teams will monitor behavior and	School and district survey results will show positive results PBIS School Visits will show consistency of implementation Decrease in discipline incidents per IC 7 Mindsets usage report will show increased implementation of the program	District Instructional Team will ensure 30-60-90 Day - Plan will be monitored and updated monthly Student Surveys School visits/Walkthroughs IC Discipline Report Agendas Master Schedules 7 Mindsets usage report District Equity Dashboard	SRO Officers in each school- General fund Professional Development Funding

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By spring of 2027, Floyd County district will increase the percentage of students who "agree or strongly agree" in elementary from 95% to 100%; in middle school from 92% to 100%; and in high school from 91% to 100%, as measured by the School Climate and Safety Survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		SEL data to determine needs and hotspots within the district and student populations, and evaluate the effective use of 7 Mindsets. (monthly)			

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6: Postsecondary Readiness

By spring of 2027, Floyd County district will increase the postsecondary readiness rate from 79.2 to 100 , as measured by state assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By spring of 2024, Floyd County district will increase the postsecondary readiness rate from 79.2 to 85, as measured by state assessments.	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. **(KCWP-1)**	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, ensuring that various pathways are being implemented appropriately. (monthly)\n\nThe District Instructional Leadership Team will support and coach schools as needed 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.	An increase in student ILP's completion rate\n\nCompletion of Excel Spreadsheets of all students of post-secondary readiness and ILP completion\n\nAn increase in students enrolling in and completing Pathways and AP classes\n\nIncrease of students meeting benchmarks on ACT	District Instructional Team will ensure 30-60-90 Day Plan will be monitored and updated monthly\n\nILP schedules\n\nMOA (Partnership Agreements)\n\nCTE Certifications\n\nEOP pass rate\n\nWork-based learning opportunities\n\nDigital portfolios\n\nGraduation checklist\n\nPathway checklist\n\nReports on Dual credit, AP success, and Graduation rate (4 and 5-year cohort)\n\nSurvey Results/ Analysis	Instructional-General Fund\n\nTitle I Funding\n\nESSER\n\nPerkins\n\nGear Up Instructional-General Fund

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7: Graduation Rate

By spring of 2027, Floyd County District will increase their combined graduation rate from 91.1% to 100% , as measured by state reporting requirements.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
By spring of 2024, Floyd County District will increase their combined graduation rate from 91.1% to 94% , as measured by state reporting requirements.	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 **(KCWP-1)**	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 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. 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. options for the student to graduate on time, including: Virtual School, Alternative Placement, Credit	An increase in the number of students who complete credits at RLC Increase in counselor check-ins with students to ensure that they are on track to graduate on time Decrease in behavior incidents that may impact graduation.	District Instructional Team will ensure 30-60-90 Day Plan will be monitored and updated monthly Counselors will check ILP progress monthly Link will be added to District Monitoring Tool to monitor ILP Progress. School Schedules Student ILP Analysis of persistence to graduation tool Alternative Programs including: Local Tech school, Virtual School, Early College Academy and Floyd County School of Innovation Analysis of attendance data	Instructional-General Fund Title I Funding Title II A Funding Title IV Title V ESSER Gear Up

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By spring of 2027, Floyd County District will increase their combined graduation rate from 91.1% to 100% , as measured by state reporting requirements.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		Recovery through programming such as APEX, Evening School, Summer School.			

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

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? **Response:** At the present time, the Floyd County School District has three schools in TSI status: Floyd Central High School (Students with Disabilities), Adams Middle School (6-8 Students with Disabilities) and Prestonsburg Elementary (K-5 Students with Disabilities). 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** have 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.

Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. **Response:** Currently all classrooms K-12 have Highly Qualified Instructional Resources for ELA and Math. The district has developed a common curriculum for ELA and Math around HQIR resources and high yield instructional strategies for all classrooms grades K-12. Any current Inequities will be addressed through school monitoring visits once per month from the District Instructional team.

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

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Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response: Each school was monitored through an eleot observation tool the previous school year. This information was collected and shared with the school administrative team. The data was utilized to determine student learning needs and to locate barriers for student learning. All TSI schools are currently completing the IMPACT survey that will provide information that directly links to student learning within the school. That information will be analyzed to determine barriers to learning along with weekly lesson plan analysis and weekly classroom coaching visits from the school administration tem.

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response:

EBP 1- Math Intervention:

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 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.

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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.

EPB 2 - 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

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.

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.

EPB 3 - Co-Teaching:

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'

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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.

Adams Middle School and Floyd Central High School 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 approach 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.

Based on the review of this study and the feedback obtained at the school level, we have identified this strategy as Level 1 with strong evidence.

Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

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TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Intervention for Students Struggling with Mathematics	*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	X
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*	X
Co-Teaching	Hang, Q. and Rabren, K. (2011). An Examination of Co-Teaching: Perspectives and Efficacy Indicators. Hammill Institute on Disabilities, Volume 30, Issue 5.	X
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