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Consent Agenda Item (Action Item):

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

Applicable State or Regulations:

KRS 162.90 Powers and Duties of the local board and Floyd County Board of Education Policy 03.2234

Fiscal/Budgetary Impact:

Budget Impacts are outlined in the plan (Attached)

History/Background:

Continuous Improvement involves reviewing district data, diagnosing needs, setting goals, and planning strategies that can be deployed through actionable steps or activities to improve district instructional practices. The CDIP is completed in 4 phases: Phase 1 includes Continuous Improvement Diagnostic for districts and Executive Summary, Phase 2 includes the District Needs Assessment, District Assurances and District Safety Report, Phase 3 includes the District Comprehensive Improvement Plan and 30, 60, 90 Day Monitoring Plan, Phase 4 includes the district NTI Plan, LAU Plan, Professional Development Plan and progress monitoring. These 4 phases work together to demonstrate District Goals, Objectives, Strategies' and Activates that have been carefully planned to increase student performance in the district K-12.

Recommended Action:

To approve the Floyd County Schools 2025 Comprehensive District Improvement Plan.

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

N/A
Principal

Rachel M. Crider
Director

Larry Hammond
Superintendent

Date: 12-16-24



Floyd County Schools Comprehensive District Improvement Plan (CDIP) 2024-2025

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

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 shows several areas of concern as evidenced by KSA data:

Math is currently a high priority and concern in the Floyd County School District as 73% of elementary students, 72% of middle school students, and 79% of high school students are scoring below proficiency.

Science is currently a high priority and concern in Floyd County School District as 70% of elementary students, 85% of middle school students, and high school students are performing below the proficiency level which is suppressed.

Reading is currently a high priority and concern for the Floyd County School District as 59% of elementary students, 57% of middle school students, and 58% of high school students are performing below the proficiency level.

Writing

Disability Gap - Currently, the Floyd County School District has two (2) schools that fall 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, Brigance, KSA data yearly, and weekly formative & summative assessments. The district has also included EXACT PATH as a Tier 2 support program to meet student learning needs. The district devotes one day per school year to taking a deep dive into student data so teachers may gain a clear understanding of their student's learning needs, and therefore, plan for rigorous, effective classroom daily instruction that meets students' 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. The district offers a New Teacher Mentoring System that provides new teachers support from the first year through the fifth year of teaching in the district to provide trained teachers to deliver effective instruction. A LETRS group of district teachers has been formed containing 20 LETRS-trained teachers to focus on the Science of Reading in all district primary K,1,2 classrooms. District curriculum for ELA, Math, Social Studies, and Science continue to be reviewed and adjusted by district teachers as an ongoing process for district growth. Lastly, the district is moving toward implementing Lesson Internalization Protocols to more effectively implement district-purchased HQIRs. The district is a pilot district for the new assessment and accountability system.

After careful analysis, the district selected KCWP 2 Design and Deliver Instruction and KCWP 3 Assessment Literacy as priority needs for the district. Many key concepts were taken into consideration. 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, designing and implementing effective assessments, and a support system for teachers from 1-5 years teaching experience. The district Improvement Plan will include trauma-informed goals, strategies, and activities that will address teachers' deeper understanding of the KAS, Teacher Clarity work, High-yield Yield Instructional strategies, evidenced-based resources, effective assessment practices utilizing CASL and teacher professional learning opportunities to advance student learning within the district. The district has several areas of strengths/leverages that they can build upon to continue to work toward achievement goals. Overall, elementary schools have experienced an increase in performance seeing a 7-point increase and entering the Yellow Category for the district color, while middle school and high school saw small declines in performance.

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	53.0 Low	52.3 Low	48.2 Low	7.4 Increased Significantly	+0.1 Increase	-4.4 Maintain
State Assessment Results in science, social studies and writing	53.3 Medium	49.3 Medium	46.2 Low	-3.6 Declined	+5.9 Increase	-6.4 Declined
English Learner Progress	N/A	N/A	N/A	N/A	N/A	N/A
Quality of School Climate and Safety	78.1 High	69.1 High	66.0 High	-0.2 Maintain	+0.2 Increase	-2.3 Declined
Postsecondary Readiness (high schools and districts only)	N/A	N/A	90.0 High	N/A	N/A	+10.8 Increased
Graduation Rate (high schools and districts only)	N/A	N/A	93.9 Medium	N/A	N/A	+2.8 Increase

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 41% to 60%; middle reading from 42% to 65%; high school reading from 41% to 65%, and in elementary math from 27% to 50%; middle school math from 27% to 50%; high school math from 21% to 50%, as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By spring of 2025, Floyd County district will increase the percentage of students scoring proficient or distinguished in reading from 41% to 47%; middle reading from 42% to 49%; high school reading from 41% to 47%, and in math from 27% to 35%; middle school math from 27% to 35%; high school math from 21% to 31%, 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, and classroom observations.. (KCWP 2) Implement and monitor District Lesson planning documents based on Teacher "Clarity" work. (KCWP 2) Implement a systemic process to review and revise assessment systems at both district and school level utilizing the Framework for a Balanced Assessment System. (KCWP 3)	District leadership team will utilize the district monitoring tool (The Instruction HUB) to measure the implementation of KAS utilizing the school lesson planning template, and coaching document through monthly school monitoring visits. - Clarity for Learning training with teachers PLC, Faculty meetings District Deeper Learning Plan will provide teachers with Coaching opportunities to learn deeper learning strategies to utilize in the classroom. District instructional 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)	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 grade-level learning activities more effective lesson plans, walkthrough 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	District Instructional Team will ensure The 30-60-90 Day Plan will be monitored and updated monthly during the 24-25 school year. School Monitoring Visits, One per school, per year with a second unannounced visit, TSI schools will receive one per school per semester from the District Instructional team during the 24-25 school year. The District Instructional team and District Principals will complete the visits. The District Instructional Team will oversee the Implementation of the New Teacher Support System. (Monthly) 24-25 school year. The District Leadership team will utilize the district Instructional HUB to complete school visits monthly to provide instructional feedback for each month during the 24-25 school year. District Instructional leads will monitor the district lesson planning template at a	-Instructional-General Fund -Title I Funding -Title II-A Funding -General Fund -Title Funds

		All teachers will monitor data (MAP, KSA, MAP Fluency, formative and summative) after each benchmark assessment and after the 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 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 Instructional classwork will be showcased through students' published pieces via district programs (Christmas Through the Eyes of A Child and Young Authors).	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 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 the eWok document	minimum of monthly in Administrative PLCs each month during the 24-25 school year. The District Instructional Team will monitor Walk-through data weekly during the 24-25 school year. District Principals will complete weekly Coaching visits during the 24-25 school year. Principals will provide feedback on lesson plans and walkthrough data to teachers weekly during the 24-25 school year. Each district school and the District Instructional Supervisors will utilize The 30-60-90 Day Plans to monitor planned improvement strategies and activities at the 30, 60, and 90-day mark of the school's 24-25 school year. This will take place at the 30, 60, 90, 120 day marks. PES & AMS feedback from visits will be communicated via the District Hub	
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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 41% to 60%; middle reading from 42% to 65%; high school reading from 41% to 65%, and in elementary math from 27% to 50%; middle school math from 27% to 50%; high school math from 21% to 50%, as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		The district will follow a Literacy Plan developed with input from a district literacy leadership team. This work is ongoing and updated annually. Literacy Walks will be performed in every district Elementary school with observations in K,1,2 classrooms with feedback for growth provided based upon the Science of Reading. A second literacy walk will be conducted for the TSI schools. The District Instructional Team will complete a year-long study of Assessment for Learning compared to Assessment of Learning. A pilot school will be selected to begin the use of the Reading and Writing Unit Internalization Protocol. LETRS Team Meetings: All District LETRS trained teachers will participate in district meetings with the purpose of moving all District K,1,2 classrooms to effective utilization of Science of Reading practices.	-Student published pieces Completion of the District Literacy Plan Increase in students scoring proficient/distinguished on formative, summative, and District Benchmark assessments The District Instructional Team will complete school monitoring visits 2 times a year that will include a review of classroom assessments. The school supervisor will attend PLC meetings with the pilot Principal and teachers to review units and assessments.	The District Instructional Team will complete Literacy Walk in every elementary school and provide feedback for growth utilizing the Science of Reading based Rubric. A second literacy walk will be conducted for the TSI schools. The District Supervisor will plan, conduct, and provide feedback to LETRS teachers from each meeting The District Literacy Leadership Team will during the 24-25 school year to monitor and provide feedback to each school regarding the development and implementation of the District Literacy Plan. The District Instructional Leadership Team will meet once per month during the 24-25 school year to monitor the ongoing EWOK data and to provide feedback to each school regarding the balance of the formative and summative assessments utilized by teachers.	

By spring of 2027, Floyd County district will increase the percentage of students scoring proficient or distinguished in elementary reading from 41% to 60%; middle reading from 42% to 65%; high school reading from 41% to 65%, and in elementary math from 27% to 50%; middle school math from 27% to 50%; high school math from 21% to 50%, as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				The Instructional supervisor will meet quarterly with the pilot school principal to review and provide feedback on benchmark assessment results. District Supervisor will meet Bi-monthly with PILOT school in PLC to complete work on Lesson Internalization.	

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 29% to 50%; middle school from 15% to 50%; high school to 50%
- social studies- elementary from 29% to 60%; middle school from 27% to 60%; high school from 29% to 60%
- writing from- elementary from 31% to 50%; middle school from 42% to 70%; high school from 45% to 70%

as measured by state assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By spring of 2025, Floyd County district will increase the percentage of students scoring proficient or distinguished in: • science- elementary from 29% to 36%; middle school from 15% to 27%; high school to 25% • social studies- elementary from 29% to 39%; middle school from 27% to 38%; high school from 29% to 40% • writing- elementary from 31% to 37%; middle school from 42% to 51%; high school from 45% to 53% as measured by state assessments.	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) Implement a systemic process to review and revise assessment systems at both district and school levels utilizing the Framework for a Balanced Assessment System. (KCWP 3)	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 2024-25 school year. Quarterly, District Instructional Leaders will lead all K-12 teachers in a 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 the next steps for individual students and groups of students during weekly and monthly PLCs, faculty meetings, and data meetings. Teachers and school leadership will meet 3 times per year to discuss, review, and analyze data from	Increase in teachers effectively utilizing the lesson plan document in planning instruction in Science, 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	The District Instructional Team will ensure The 30-60-90 Day Plan will be monitored and updated monthly during the 24-25 school year. The District Instructional Team will conduct School Monitoring Visits, (1) per school year during the 24-25 school year. TSI schools will receive an additional visit in the second semester. District Administrators will utilize the district coaching documents to monitor the implementation of high-yield instructional strategies on weekly lesson plans during the 24-25 school year. The District Instructional team will utilize weekly PLC data meetings (protocols/agendas/minutes) by completing monthly monitoring visits for each district school during the 24-25 school year. District Administrators will analyze student work samples monthly	Instructional-General Fund Title I Funding Title IIA Funding Instructional-General Fund District PD Funding

By spring of 2027, Floyd County district will increase the percentage of students scoring proficient or distinguished in:

- science- elementary from 29% to 50%; middle school from 15% to 50%; high school to 50%
- social studies- elementary from 29% to 60%; middle school from 27% to 60%; high school from 29% to 60%
- writing from- elementary from 31% to 50%; middle school from 42% to 70%; high school from 45% to 70%

as measured by state assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		benchmark testing for Social Studies and Writing and MAP for Science, and will share data and goal setting with students and families each nine-week grading period after benchmarks, KSA, etc. Amplify Science Training will continue for all K-8 teachers during the 24-25 school year. Districtwide implementation of newly developed K-12 district Social Studies and science curriculum. Implementation will be documented weekly in lesson plans (k-12). Utilize the Kentucky Writing Project to develop writing skills that are opinion and argumentative for Science, Social studies, and Math	Social Studies teachers K-12, as evidenced in agendas and/or minutes Increased usage of district-provided data protocols Refined Literacy Plan Increased completion of Digital Portfolio	to ensure congruence of instruction during the 24-25 school year. District Administrators will analyze formative and summative classroom assessments by monthly lesson plan review implemented within the classroom during the 24-25 school year. District administrators will analyze District Benchmark Assessments in the months of October, December, and March to plan the next instructional steps to individually meet student learning needs during the 24-25 school year.	

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
By spring of 2025, Floyd County district will increase the percentage of students with disabilities scoring proficient or distinguished in elementary reading from 28% to 38%; middle reading from 24% to 34%; high school reading from 12% to 22%, and in elementary math from 22% to 32%; middle school math from 19% to 29%; high school math from 8% to 18%, as measured by state assessments.	Implement a systematic approach for delivering classroom instruction to ensure that tiered instruction is highly effective, culturally responsive, evidence-based practices, etc. (KCWP-2) Implement a systemic process to review and revise assessment systems at both district and school levels utilizing the Framework for a Balanced Assessment System. (KCWP 3)	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. 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, teacher K-12 Students in grades K-4 that did not meet the benchmark in reading or did not meet proficiency in reading in 3rd grade on the state assessment will take	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 in Exact Path for students with disabilities	The District Instructional Team will ensure the 30-60-90 Day Plan will be monitored and updated monthly during the 24-5 school year. District MTSS Lead will utilize coaching documents to monitor high-yield instructional strategies. District MTSS monthly meetings during the 24-25 school year. District Administrators will utilize weekly PLC data meetings (protocols/agendas/minutes) to monitor instructional planning to effectively close achievement gaps that were identified for the 24-25 school year. District Administrators will utilize formative and summative classroom assessments to ensure congruence and rigor of assessments weekly during the 24-25 school year by analyzing weekly lesson plans.	Instructional-General Fund Title I Funding Title II-A Funding

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		a diagnostic assessment to determine focus areas for growth that will be included in a student reading improvement plan. Interventionists will utilize a common evidence-based intervention tool for intervention strategies and progress monitoring focusing on district new teachers K-12 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. Monthly School MTSS PLC's - District-Led PLCs will focus on implementation of MTSS model utilizing intervention tools and data driven decision making.		District Administrators will analyze District Benchmark Assessments in October, December, and March to plan for effective instruction that meets individual students' learning needs during the 24-25 school year. The District Instructional Team will analyze weekly Lesson plans, walkthroughs, and administrator feedback from District HUB monthly during the 24-25 school year to provide feedback for improvement steps to improve daily instructions. The District MTSS consultant will analyze Grade-level monthly SIT minutes to monitor student progress documented on Student Intervention Plans to provide schools with feedback for the 24-25 school year. District administrators and teachers will utilize the District Monthly Intervention Tracking Tool to monitor student progress biweekly during the 24-25 school year. District and school administrators will analyze monthly intervention tool usage data.	

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 2025, 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 delivering classroom instruction to ensure that Tier I instruction is highly effective, culturally responsive, evidence-based practices, etc. (KCWP-2) Implement a systemic process to review and revise assessment systems at both district and school levels utilizing the Framework for a Balanced Assessment System. (KCWP 3)	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. 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. Parents are invited to attend family nights and open houses. Interpreting options are given on-site at the location	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 The 30-60-90 Day Plan will be monitored and updated monthly during the 24-25 school year at the 30, 60, 90 120-day calendar mark. District Administrators will monitor Implementation and monitoring of the district LAU Plan monthly to provide schools feedback for improvement during the 24-25 school year. The Principals and District Instructional Team will utilize coaching documents to monitor high-yield instructional strategies that will be utilized by District Administrators to ensure students' needs are met weekly during the 24-25 school year. Designated staff will formally monitor students' academic performance bi-weekly to determine if deficits are addressed weekly during 24-25.	Title I Funding Parent Involvement Funding

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 96% to 100%; in middle school from 93% to 100%; and in high school from 88% to 100%, as measured by the School Climate and Safety Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<i>By spring of 2025, Floyd County district will increase the percentage of students who "agree or strongly agree" in elementary from 96% to 98%; in middle school from 93% to 95%; and in high school from 88% to 92%, as measured by the School Climate and Safety Survey.</i>	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) Create a PREPaRE Crisis Management Plan including Prevention, intervention, and post-vention strategies Utilize the district trauma-informed care plan	District leadership will periodically examine the results of surveys from elementary, middle, and high schools to ensure surveys are completed The District Mental Wellness Team, in conjunction with the counselor cadre and FRYSC, will create and implement a rewards store in each school to provide incentives for the PBIS system in place. 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 SEL data to	School and district survey results will show positive results PBIS School Visits will show consistency of implementation Decrease in discipline incidents per IC	District Instructional Team will ensure 30-60-90 Day - The plan will be monitored and updated monthly during the 24-25 school year at the 30, 60, 90 120 day calendar mark. Each school will utilize Student Surveys to be conducted each semester during the 24-25 school year to measure school climate and safety. District Administrators will complete School visits/Walkthroughs monthly and monitor via district hub etc. during the 24-25 school year. MTSS Team will utilize the IC Discipline Report will be analyzed monthly during District MTSS meetings to monitor student behavior needs during the 24-25 school year. School MTSS Team will utilize Agendas from PBIS and MTSS meetings which will be monitored via District Hub monthly during the 24-25 school year to make informed instructional topic decisions. Principals: Master Schedules will be analyzed throughout the school year each semester to ensure effective use of instructional time during the 24-25 school year.	SRO Officers in each school- General fund Professional Development Funding THRIVE

By spring of 2027, Floyd County district will increase the percentage of students who “agree or strongly agree” in elementary from 96% to 100%; in middle school from 93% to 100%; and in high school from 88% to 100%, as measured by the School Climate and Safety Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		determine needs and hotspots within the district and student populations The District Mental Wellness Team will review data to determine in monthly meetings to monitor needs for prevention and intervention strategies. District crisis management team will utilize postvention plan in the aftermath of a crisis. District Mental Wellness Team will review THRIVE goals in monthly meetings to monitor needs for prevention and intervention strategies			

6: Postsecondary Readiness

By spring of 2027, Floyd County district will work to maintain postsecondary readiness rate at 100 as measured by state assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<i>By spring of 2025, Floyd County district will work to maintain the postsecondary readiness rate 100 as measured by state assessments.</i>	Monitor and clarify district-wide scheduling expectations to ensure all students are meeting ACT benchmarks or enrolled in readiness classes in all schools Monitor and clarify district-wide ILP Platform to ensure all students are enrolled in their pathway courses to become Career Ready (KCWP-2)	The District Instructional Leadership Team will support schools as they fully implement the district plan to ensure all students complete components of college readiness. Maintain ILP requirements, ensuring that various pathways are being implemented appropriately. (monthly) The District Instructional Leadership Team will support schools as they fully implement the district plan to ensure all students complete certifications for career readiness. Maintain requirements, ensuring that various pathways are being implemented appropriately. (monthly) The District Instructional Leadership Team will support and coach schools as needed to ensure all students create and complete a digital portfolio to demonstrate proficiency in the technology standards. Fifth, Eighth-grade students as well as Seniors will present their portfolio as a graduation requirement.	An increase in student ILP's completion rate The Postsecondary Readiness sheets for all students at each school must be completed. Certifications and ILP completion will be monitored. An increase in students enrolling in and completing Pathways and AP classes Increase of students meeting benchmarks on ACT	District Instructional Team will ensure The 30-60-90 Day Plan will be monitored and updated monthly during the 24-25 school year at the 30, 60, 90 120 day mark. ILP schedules—The Digital Learning Coach will review ILPs at least once per semester throughout the 2024-2025 school year to ensure student completion. CTE Certifications—High School/District CTE Leads will review CTE certifications each month of the school year from 2024 to 2025 to ensure student completion. EOP pass rate - High School/CTE Leads will review CTE certifications throughout the 2024-2025 each month of the school year to ensure student completion. Work-based learning opportunities - High School/District CTE Leads will review certifications throughout the 2024-2025 once per semester school year to ensure student completion. Digital portfolios - The Digital Learning Coach will review Digital Portfolios monthly throughout the 2024-2025 school year to ensure student completion. Graduation checklist - Counselors will review the Graduation checklist monthly	Instructional-General Fund Title I Funding Perkins General Fund

By spring of 2027, Floyd County district will work to maintain postsecondary readiness rate at 100 as measured by state assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				throughout the 2024-2025 school year to ensure student's completion. Pathway checklist - Counselors will review Pathway checklists once per semester throughout the 2024-2025 school year to ensure students' completion. Reports on Dual credit, AP success, and Graduation rate (4 and 5-year cohort)- Counselors will review status once per semester throughout the 2024-2025 school year to ensure students' completion. Survey Results/ Analysis - District Administrators/District Instructional Team will review status throughout the 2024-2025 school once per semester year to monitor results.	

7: Graduation Rate

By spring of 2027, Floyd County District will increase their combined graduation rate from 96.7% 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 96.7% to 100%, as measured by state reporting requirements.	Monitor and clarify district-wide scheduling expectations to ensure all students are completing graduation requirements. (KCWP-2) Monitor and clarify district-wide expectations for identifying at-risk students and provide options for students to graduate. (KCWP - 2)	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 ensure that attendance and behavioral issues are rectified so as not to interfere with the educational process of students. Once schools have identified students who 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, and Credit Recovery through programming such as APEX, Evening School, and Summer School.	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 The 30-60-90 Day Plan will be monitored and updated monthly during the 24-25 school year at the 30, 60, 90 120-day calendar mark. Counselors will check ILP progress monthly during the 24-25 school year. The District Digital Learning Coach will utilize the District Monitoring Tool to monitor individual student ILP Progress once per semester toward completion during the 24-25 school year. School Schedules will be monitored by the District Administrators and counselors to ensure that all student-required classes for graduation are in place once per semester for the 24-25 school year to meet graduation requirements. DPP will review student attendance weekly and hold meetings to set individual student goals for attendance improvement for the 2024-2025 school year.	Instructional-General Fund Title I Funding Title IV Title V

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 two schools in TSI status: 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, and assist with MTSS planning and progress monitoring, district administrator will assist school administrators in developing systems. The district trained all district principals on “Clarity for Learning” to increase teacher clarity in the classroom. The district Lesson Plan template, and 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 in 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 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 a district walkthrough observation tool twice 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 team.

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 an 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, and perform 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.

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. The 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 for 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 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 in 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, embed 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 progression toward mastery of skill/goal attainment. The main focus of this study will be to provide students with an individualized path to learning. We believe 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.

WWC | READ 180*

Adams Middle School will be implementing a personalized approach to learning across all subject areas and will implement its practices for all students. The 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 are 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 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 in 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, embed 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. We believe 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. Adams Middle School will also be implementing Read 180/Math 180 with individual students falling below benchmark in the lowest 20th percentile as evidenced on MAP Benchmark testing on an individual basis.

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' 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 2024 through 2025 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 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. The co-teaching teachers will have the opportunity to visit HUB schools and model sites with co-teaching implementations. They will meet with school counselors to discuss options and see examples of developing a master schedule for co-teaching implementation. The Co-teaching teams will be provided additional in-person coaching from district special education consultants and instructional coaches. Monitoring of co-teaching models and implementation was added to the walkthrough instrument for district administrators to monitor co-teaching implementation. MAP scores will continue to be analyzed throughout the 24-25 school year with additional training and coaching being provided by KVEC, District Special Education Consultants, and District Instructional Coaches as a follow-up. Special Education Consultants will hold weekly PLC meetings with Special Education Teachers to discuss students' specially designed instruction needs.

Special Education 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.

Prestonsburg 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 approach and when it is appropriate to implement that approach. The co-teaching teachers will have the opportunity to visit HUB schools and model sites with co-teaching implementations. They will meet with school counselors to discuss options and see examples of developing a master schedule for co-teaching implementation. The Co-teaching teams will be provided additional in-person coaching from district special education consultants and instructional coaches. Monitoring of co-teaching models and implementation was added to the walkthrough instrument for district administrators to monitor co-teaching implementation. MAP scores will continue to be analyzed throughout the 24-25 school year with additional training and coaching being provided by KVEC, District Special Education Consultants, and District Instructional Coaches as a follow-up. Special Education Consultants will hold weekly PLC meetings with Special Education Teachers to discuss students' specially designed instruction needs.

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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.

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 - Prestonsburg Elem.	WWC: <i>Assisting students struggling with mathematics: Intervention in the elementary grades</i> . 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- Prestonsburg Elementary and Adams Middle School	Bill & Melinda Gates Foundation. (2014). <i>Early progress: Interim research on personalized learning. Study: 81631</i> . Retrieved December 14, 2022, from https://ies.ed.gov/ncee/wwc/Study/81631	X
Co-Teaching - Prestonsburg Elementary, Adams Middle School and Floyd Central High School.	Hang, Q. and Rabren, K. (2011). An Examination of Co-Teaching: Perspectives and Efficacy Indicators. Hammill Institute on Disabilities, Volume 30, Issue 5.	X
Read 180 - Adams Middle School Personalized Learning	WWC READ 180®	☐
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