



2020-21 Phase One: Continuous Improvement Diagnostic for  
Districts\_09032020\_15:31

2020-21 Phase One: Continuous Improvement Diagnostic for Districts

**Calloway County**  
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2110 College Farm Rd  
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Murray, Kentucky, 42071  
United States of America

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## **2020-21 Phase One: Continuous Improvement Diagnostic for Districts**

. The **Comprehensive District Improvement Plan or CDIP** is defined as a *plan developed by the local school district with input of parents, faculty, staff, and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the district's 2020-21 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Districts

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Districts
- District Assurances
- District Safety Report

### **Phase Three: November 1 - January 1**

- Comprehensive District Improvement Plan
- Executive Summary for Districts
- The Superintendent Gap Assurance
- Professional Development Plan for Districts

### **Phase Four: January 1 - December 31**

- Continuation of Learning Plan for Districts (Due May 1)
- Progress Monitoring

***As superintendent of the district, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.***

Please enter your name and date below to certify.  
Tres Settle



2020-21 Phase Two: District Assurances\_09172020\_10:16

2020-21 Phase Two: District Assurances

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## 2020-21 Phase Two: District Assurances

## **Introduction**

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read the assurance and indicate whether your district is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.



## District Assurances

1. The district hereby ensures that the FY 2020-2021 District Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

Yes

No

N/A

### **COMMENTS**

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: The Needs Assessment for  
Districts\_10202020\_16:57

2020-21 Phase Two: The Needs Assessment for Districts

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## **2020-21 Phase Two: The Needs Assessment for Districts**

## Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the district as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** districts to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for districts, each district complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

## Protocol

. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of district leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

CCSD has an annual planning committee meeting that includes all school principals, SBDM representatives from each school's council, classified staff, district administrators, high school students, elected officials and community members. We review the past year's scores as well as the previous year's CDIP. District administrators lead table discussions that center around specific goals that then become our CDIP. Because of the limitations of in person meetings, a virtual meeting was held and following KDE's recommendations we discussed the current goals and no new recommendations were made.

## Current State

. Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

### **Example of Current Academic State:**

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the district saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

### **Example of Non-Academic Current State:**

- Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2018-19.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

We saw a 9% increase among gap students in Reading scoring proficient/distinguished from 2018 to 2019. 43% of gap students scored proficient/distinguished on KPREP Reading district wide. 47% of gap students scored proficient/distinguished on KPREP Reading at the elementary level. 44% of gap students scored proficient/distinguished on KPREP Reading at the middle school level. 25% of gap students scored proficient/distinguished on the English section of The ACT at the high school level. We saw a 5% increase among gap students in Math scoring proficient/distinguished from 2018 to 2019. 39% of gap students scored proficient/distinguished on KPREP Math district wide. 42% of gap students scored proficient/distinguished on KPREP Math at the elementary level. 43% of gap students scored proficient/distinguished on KPREP Math at the middle school level. 19% of gap students scored proficient/distinguished on the Math section of The ACT at the high school level. Non-Academic Current State: The most recent survey for Teacher Working Conditions data shows: -In the area of Community Engagement and Support 92.7% agreed that our district has strong/very strong support from the community. -In the area of Managing Student Conduct 92.1% agreed that our



schools effectively manage student conduct. -In the area of School Leadership  
94.3% of the teachers have a positive view of school leadership.

## Priorities/Concerns

. Clearly and concisely identify areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

**Example:** Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

34% of the consolidated student group in elementary scored novice on KPREP test in reading and this is an increase from the 2018-19 school year. 16% of all students in the elementary scored novice on KPREP test in reading and this is a slight increase from the 2018-19 school year. 0% of our teachers have been formally trained in designing, delivering and assessing distance learning for students.

## Trends

. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Reading is our priority area for improvement although we will be closely monitoring math. Historically, reading has been an area of concern. A district wide initiative to improve reading at all levels has started at the preschool and is moving into the elementary schools and the middle school. A need for distance learning became a priority for all schools due to the pandemic. Due to the lack of any kind of training for our teachers in distance learning, this became our immediate priority for improvement.

## Potential Source of Problem

. Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

KCWP 5. We are aligning our support systems for interventions at all grades. Schools are meeting more frequently to examine assessment data to make appropriate Tier placements for all children. Interventionists have been hired to work directly with RTI. A Literacy Coach has been hired to consult with all schools on their intervention programs for reading and writing. KCWP 2: How to design, deliver and assess remote instruction at all levels for all subjects is the main concern moving forward.

## Strengths/Leverages

. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district.

**Example:** Graduation rate has increased from 67% the last five years to its current rate of 98%.

Our graduation rate has consistently been very high at Calloway County. In 2017 the rate was 95%. In 2018 the rate was 96.7%. In 2019 the rate was 94%. In 2020 the rate was 96.3%. In 2020 the state graduation rate was 90.9%. In science on KPREP for 2018-19 school year, our elementary and middle schools are at 10% novice.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: District School Safety Report\_09172020\_10:17

2020-21 Phase Two: District School Safety Report

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## **2020-21 Phase Two: District School Safety Report**

## District School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Finally, pursuant to KRS 158.162, local Superintendents must submit verification to the Kentucky Department of Education that all schools are in compliance by November 1 each year. This diagnostic is the means by which this reporting requirement is fulfilled.

## Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the local board adopted a policy requiring the school council or, if none exists, the principal in each school to adopt and implement an emergency plan as required by KRS 158.162?

*Please reference the appropriate board policy number(s) and/or title(s) in the comment box.*

Yes, CCSD Board Policy 02.4241- School Council Policies (SBDM)

2. Has each school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

*If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.*

Yes

3. Has each school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

*If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

Yes

4. Has each school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

*If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

Yes

5. Has each school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

*If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

Yes

6. Was each school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

*Please provide the most recent date of review/revision of the emergency plan for each school in the district in the comment box. If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box. .*

Yes. East Elementary on 7/20/2020 - North Elementary on 6/15/2020; Southwest Elementary on 7/7/2020; Calloway County Middle School on 7/15/2020; and Calloway County High School on 7/15/2020. Annual meeting with First Responders was held on October 1, 2020.

7. Did each principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

*Please provide the date each school in the district completed this discussion in the comment box. If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

Yes. All schools completed this August 21, 2020.

8. During the first 30 instructional days of the current school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

*If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.*

Yes

9. During the month of January during the prior school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

*If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.*

Yes

10. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

*If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.*

Yes

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-2021 Phase Three: Comprehensive District Improvement  
Plan\_09172020\_10:17

2020-2021 Phase Three: Comprehensive District Improvement Plan

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## 2020-21 Phase Three: Comprehensive District Improvement Plan

District improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

**Goal:** Long-term three to five-year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

**Objective:** Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

**Strategy:** An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

**Activity:** Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

**Measure of Success:** Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate

of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

**Funding:** Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.


. a. Develop your Strategic Goals using the [Comprehensive District Improvement Plan Template](#).

b. **Upload** your completed Comprehensive District Improvement Plan in the attachment area below.

**You may enter an optional narrative about your Comprehensive District Improvement Plan below. If you do not have an optional narrative, enter N/A.**

N/A

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 CCSD CDIP 2020-2021	Goals sheet	•

# Comprehensive District Improvement Plan (CDIP)

## Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

## Operational Definitions

**Goal:** Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

**Objective:** Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

**Strategy:** An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

**Activity:** Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

**Measure of Success:** Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

**Funding:** Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

## Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

## Explanations/Directions

**Goal:** Include long-term three to five year targets based on the six (6) required district level goals. Long-term targets should be informed by The Needs Assessment for Districts.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The <b>measures</b> may be quantitative or qualitative, but are observable in some way.</p>	<p>Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p>

## 1: Proficiency Goal

By 2025, the district will increase the reading percentage of proficient/distinguished students to 70.6% (elementary), 73.8% (middle), and 59.8% (high). By 2024, the district will increase the math percentage of proficient/distinguished students to 67.1% (elementary), 70.9% (middle), 52.9% (high).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Demonstrate student proficiency in reading at the elementary level by increasing our percentage from 62% to 65.5% by 2022 as measured by state assessment results. Demonstrate student proficiency in math at the elementary level by increasing our percentage from 57.4% to 61.3% by 2022 as measured by state assessment results.	KCWP 2: Develop a system of checks and balances for the design and delivery of instruction to ensure that all students are being taught with research based instructional strategies as well as using research-based materials.	Use phonics resources with fidelity with the help of a literacy coach in grades K-5.(Heggerty, Saxon and Words Their Way)	MAP Data		
		Use research based instructional strategies for math with fidelity (Go Math)	MAP Data		
		Common assessments are on essential standards in all grades in reading and/or math.	District Admin Meetings		
		RTI system to address mastery of essential skills with interventions in place for Tier 2 and Tier 3.	District Admin Meetings		
Objective 2: Demonstrate student proficiency in reading at the middle school by increasing our percentage from 66.1% to 69.2% by 2022 as measured by state assessment results. Demonstrate student proficiency in math at the middle school by increasing our percentage from 62.4 to 65.8% by 2022 as measured by state assessment results	KCWP 2: Develop a system of checks and balances for the design and delivery of instruction to ensure that all students are being taught with research based instructional strategies as well as using research-based materials.	Use research based instructional strategies for math with fidelity (Go Math, basal math textbooks and support resources)	MAP Data		
		Common assessments are on essential standards in all grades in reading and math.	District Admin Meetings		
		RTI system to address mastery of essential skills with interventions in place for Tier 2 and Tier 3.	District Admin Meetings		
Objective 3: Demonstrate student proficiency in reading at the high school by increasing our percentage from 48% to 52.7% by 2022 as measured by state assessment results. Demonstrate student proficiency in math at the high school by increasing our percentage from 39% to 44.5% by 2022 as measured by state assessment results	KCWP 2: Develop a system of checks and balances for the design and delivery of instruction to ensure that all students are being taught with research based instructional strategies as well as using research-based materials.	On-line programs are used to assist students who are below proficiency.	PLC at the school level		
		9 week RTI classes at the high school in English and math for students who are below proficiency.	PLC at the school level		

## 2: Separate Academic Indicator

CCSD will increase the elementary Separate Academic Indicator from 73 to 85 by 2025; CCSD will increase the middle school Separate Academic Indicator from 81.7 to 89 by 2025; CCSD will increase the high school Separate Academic Indicator from 60.8 to 67 by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: CCSD will increase the elementary science scores from 37.4% P/D to 51.6% P/D by 2025.	KCWP 1: Design and Deploy Standards	Common assessments are used and checked for reliability as well as remediation on Essential Standards in PLC's.	PLC's will meet to discuss how to remediate the students falling below proficiency at least every 6 weeks.		
Objective 2: CCSD will increase the middle school science scores from 45.6% P/D to 58% P/D by 2025.	KCWP 1: Design and Deploy Standards	Common assessments are used and checked for reliability as well as remediation on Essential Standards in PLC's.	PLC's will meet to discuss how to remediate the students falling below proficiency at least every 6 weeks.		
Objective 3: CCSD will increase the elementary social studies scores from 68.8% P/D to 75.9% P/D by 2025.	KCWP 1: Design and Deploy Standards	Common assessments are used and checked for reliability as well as remediation on Essential Standards in PLC's.	PLC's will meet to discuss how to remediate the students falling below proficiency at least every 6 weeks.		
Objective 4: CCSD will increase the middle school social studies scores from 80.5% P/D to 84.9% P/D by 2025.	KCWP 1: Design and Deploy Standards	Common assessments are used and checked for reliability as well as remediation on Essential Standards in PLC's.	PLC's will meet to discuss how to remediate the students falling below proficiency at least every 6 weeks.		
Objective 5: CCSD will increase the elementary writing scores from 55.2% P/D to 63.1% P/D by 2025.	KCWP 1: Design and Deploy Standards	Common On-Demand prompts will be used at all grade levels.	PLC's to discuss students who are scoring a 1 or 2 on the common rubric.		

<p>Objective 6: CCSD will increase the middle school writing scores from 55.8% P/D to 65.8% P/D by 2025.</p>	<p>KCWP 1: Design and Deploy Standards</p>	<p>Common On-Demand prompts will be used at all grade levels.</p>	<p>PLC's to discuss students who are scoring a 1 or 2 on the common rubric.</p>		
<p>Objective 7: CCSD will increase the high school writing scores from 47.3% P/D to 59.3% P/D by 2025.</p>	<p>KCWP 1: Design and Deploy Standards</p>	<p>Common On-Demand prompts will be used for 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade students</p>	<p>PLC's to discuss students who are scoring a 1 or 2 on the common rubric.</p>		
<p>Objective 8: CCSD will increase the high school science scores from 39.7% P/D to 53.4% P/D by 2025.</p>	<p>KCWP 1: Design and Deploy Standards</p>	<p>Common assessments are used and checked for reliability as well as remediation on Essential Standards in PLC's.</p>	<p>PLC's will meet to discuss how to remediate the students falling below proficiency at least every 9 weeks.</p>		



### 3: Growth

By 2025, CCSD will increase growth at the elementary and middle school level in reading and math by meeting projected growth according to MAP at all assessed grade levels.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: 70% of students in the elementary schools assessed on MAP in reading and math will meet projected yearly growth.	KCWP 4: Student MAP data is collected 3 times per year.	Students are placed in Tier levels based on MAP data as well as Essential Standards checks.	Student growth in reading and math as measured in MAP.	EasyCBM and common assessments	
		The MAP learning continuum and skills checklist will be used to identify skill deficits.	Skills checklist progress report will be monitored.		
		MAP Stretch goals will be utilized for students who are well below proficiency.	Students meet their stretch goals and move out of Tier 2 or 3.		
Objective 2: 70% of students in middle school assessed on MAP in reading and math will meet projected yearly growth.	KCWP 4: Student MAP data is collected 3 times per year.	Students are placed in Tier levels based on MAP data as well as Essential Standards checks.	Student growth in reading and math as measured in MAP.	EasyCBM and common assessments	
		The MAP learning continuum and skills checklist will be used to identify skill deficits.	Skills checklist progress report will be monitored.		
		MAP Stretch goals will be utilized for students who are well below proficiency.	Students meet their stretch goals and move out of Tier 2 or 3.		

#### 4: Achievement Gap

By 2025, the district will increase the reading proficiency rates for all students in the Consolidated Student Group: elementary schools to 59%, middle school to 57%, and high school to 41.7%. By 2025, the district will increase the math proficiency rates for all students in the Consolidated Student Group: elementary schools to 55%, middle school to 56%, and high school to 37%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1: Demonstrate student proficiency in consolidated student group in reading at the elementary level with a score of 51.8% by 2022 as measured by state assessment results.	KCWP 2: Design an instructional program that delivers intentional and high quality instruction in order to ensure that students receive highly effective, culturally responsive, evidence-based core instruction.	Lessons are designed with differentiation and high engagement with assistance from a literacy coach	Classroom Visits			
		Student Assistance Team meetings meet at least quarterly to review tier 2 and tier 3 intervention plans and make decisions based on progress monitoring data collected on each student with a plan	SAT meeting notes			
		MAP and State Assessment data will be used to set individual goals for each student in the gap group. Stretch goals are encouraged.	District Admin. Meetings			
Objective 2: Demonstrate student proficiency in consolidated student group in math at the elementary level with a score of 47% by 2022 as measured by state assessment results.	KCWP 2: Design an instructional program that delivers intentional and high quality instruction in order to ensure that students receive highly effective, culturally responsive, evidence-based core instruction.	Lessons are designed with differentiation and high engagement with assistance from a literacy coach	Classroom Visits			
		Student Assistance Team meetings meet at least quarterly to review tier 2 and tier 3 intervention plans and make decisions based on progress monitoring data collected on each student with a plan	SAT meeting notes			
		MAP and State Assessment data will be used to set individual goals for each student in the gap group. Stretch goals are encouraged.	District Admin. Meetings			

Objective 3: Demonstrate student proficiency in reading at the middle school with a score of 59.5% by 2022 as measured by state assessment results.	KCWP 2: Design an instructional program that delivers intentional and high quality instruction in order to ensure that students receive highly effective, culturally responsive, evidence-based core instruction.	Lessons are designed with differentiation and high engagement with the assistance from a literacy coach	Classroom Visits		
		Progress monitoring occurs timely	SAT meeting notes		
		MAP and State Assessment data will be used to set individual goals for each student in the gap group.	District Admin. Meetings		
Objective 4: Demonstrate student proficiency in math at the middle school with a score of 48.3% by 2022 as measured by state assessment results.	KCWP 2: Design an instructional program that delivers intentional and high quality instruction in order to ensure that students receive highly effective, culturally responsive, evidence-based core instruction.	Lessons are designed with differentiation and high engagement with the assistance from a literacy coach	Classroom Visits		
		Progress monitoring occurs timely	SAT meeting notes		
		MAP and State Assessment data will be used to set individual goals for each student in the gap group.	District Admin. Meetings		
		Tier 2 and 3 intervention groups are meeting regularly and adjust students on an as needed basis.	SAT meeting notes		
Objective 5: Demonstrate student proficiency in reading at the high school with a score of 31.4% by 2022 as measured by state assessment results.	KCWP 2: Design an instructional program that delivers intentional and high quality instruction in order to ensure that students receive highly effective, culturally responsive, evidence-based core instruction.	Lessons are designed with differentiation and high engagement	Classroom Visits		
		Progress monitoring occurs timely	SAT meeting notes		
		Common assessment data will be used to identify focus areas for each student in the gap group.	PLC's		
Objective 6: Demonstrate student proficiency in math at the high school with a score of 25.9% by 2022 as measured by state assessment results	KCWP 2: Design an instructional program that delivers intentional and high quality instruction in order to ensure that students receive highly effective, culturally responsive, evidence-based core instruction.	Lessons are designed with differentiation and high engagement	Classroom Visits		
		Progress monitoring occurs timely	SAT meeting notes		
		Common assessment data will be used to identify focus areas for each student in the gap group.	PLC's		

## 5: Transition Readiness

CCSD will increase the percentage of students who are transition ready from 73.1 to 79.2 by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase HS Transition Readiness from 73.1 to 76.8 by 2022.	KCWP 5: Involving higher ed in the conversation to determine the dual credit opportunities to help students reach transition readiness.	Increase opportunities for dual and articulated credit through CTE programs (i.e. Murray State University Racer Academy and the statewide dual credit agreement with KCTCS)	New courses are added that enable more dual credit opportunities which will increase transition readiness.		
Objective 2: Continue vertical curriculum work to ensure alignment of standards.	KCWP 1: SBDM council has reviewed course offerings and sequencing to better meet the needs of the students	Course codes have been updated.	IC Course Code Error Report has zero errors		

## 6: Graduation Rate

CCSD will continue to maintain a Graduation Rate of 94.3% by 2025, as measured by the 4-Year Cohort Graduation Rate.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Continue to improve the 4-year graduation cohort rate to 94.1% by 2022 as measured by the KDE cohort formula.	KCWP 5: Design, Align and Deliver Support	Data is collected from the Persistence to Graduation Report and/or Early Warning Tool at all schools and students at high risk for dropping out are identified and monitored.	Fewer dropouts		
		Multiple programs (AEC, Night School, DTC, Pride Center, Summer School, ESS, Flex or CCR) are available at middle school and high school. Along with YSC's Reality Store and Mock Interviews.	Fewer dropouts and more opportunities for students to stay in school who have families or must work.		
		The CCMS A-Team will continue to meet throughout the school year to monitor attendance patterns and identify students that are at-risk based on attendance patterns.	Behavior referrals decrease		



2020-21 Phase Three: Executive Summary for  
Districts\_09172020\_10:18

2020-21 Phase Three: Executive Summary for Districts

**Calloway County**  
**Tres Settle**  
2110 College Farm Rd  
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United States of America

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## 2020-21 Phase Three: Executive Summary for Districts

. Describe the district's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the district serves?

Where "Every Student Matters and Every Moment Counts" the Calloway County School District consists of one preschool, three elementary schools, one middle school, one high school, one alternative facility, and one shared area technology center located in far western Kentucky in the city of Murray. The school system has approximately 2,900 students starting at age three through grade 14 and offers a wide range of programs and activities to meet the needs of all students academically, socially and personally. The district has almost 500 certified and classified employees. Approximately 58% of our students are on free or reduced lunch. Our goal is reiterated in our mission and vision statements, placing a high value on being "Learners for Life" and visualizing students that are "Successful-Now and Beyond." Major needs and challenges include: sustaining student performance longitudinally through high school; meeting and exceeding the KDE goals with less monetary support; accurately planning and maintaining stability during an unpredictable state of revenue shortfall; continual need for facility and technology updates/improvements; increased free and reduced lunch count; support for students and families undergoing socio-economic deficits; and replacing lost programmatic dollars long term. The Calloway County School District leadership, therefore, is committed to organizational and financial planning that will assist in meeting these challenges.

. Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the district embodies its purpose through its program offerings and expectations for students.

The Calloway County School District mission is to empower all students academically, socially, and personally to be lifelong learners capable of thinking, solving problems, and serving as responsible citizens ready to meet the challenges of tomorrow. Additionally, our district strives for all students to attain skills and attributes useful for the future while exhibiting an attitude going forward of continuous learning. The district beliefs include providing challenging educational opportunities in a safe environment. Because school success results in future success, schools are responsible for creating an environment in which learners can and do succeed. Students, families, educators, and the community share the responsibility for student success and for providing safe schools to facilitate



academic achievement. All schools provide instruction in Kentucky Academic Standards and high quality teaching practices, and a curriculum designed to challenge all students. The district and our schools have clearly defined expectations for student learning aligned with the district's vision that is supported by the Calloway County School District personnel and external stakeholders. These high expectations serve as the focus for assessing student performance, system and school effectiveness. The multi-faceted and diverse educational programs offered by the district results in high school graduation and a proficient, college and career ready graduate.

. Describe the district's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the district is striving to achieve in the next three years.

Under the former Unbridled Learning accountability system; Calloway County School District was recognized every year as a Distinguished District and named a District of Distinction four years. Southwest Calloway Elementary was named a National Blue Ribbon school for its work in closing the achievement gap in 2016. Areas of improvement over the last four years include writing at all levels. Overall, our writing scores have increased in all grade levels that are assessed. Our graduation rate has consistently improved over the past three years to remain at 97%. Areas of improvement revolve around RTI and how to streamline the interventions that occur in reading, math and behavior through the implementation of essential skills at every grade level. Through PLC meetings at each grade level, our teachers and interventionists are using data from common assessments in order to provide the timely RTI interventions. Our focus in early literacy and numeracy has shown initial gains through MAP. Principals, teachers and district leaders have attended the NWEA MAP conference as well as participated in on site MAP professional development to better utilize the data reporting tools available inside the MAP testing system. Behavior RTI is still being reorganized to better meet the needs of all students. Trauma informed care training occurred throughout the school district and has increased awareness of the kinds of issues students are dealing with today and has provided numerous alternative ways to deal with extreme behavior issues.

. **Districts Supporting CSI/TSI (including ATSI) Schools Only:** Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

N/A

. Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

N/A

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Professional Development Plan for  
Districts\_09172020\_10:18

2020-21 Phase Three: Professional Development Plan for Districts

**Calloway County**  
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2110 College Farm Rd  
PO BOX 800  
Murray, Kentucky, 42071  
United States of America

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<u>2020-21 Phase Three: Professional Development Plan for Districts</u>	3
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## 2020-21 Phase Three: Professional Development Plan for Districts

The purpose of this diagnostic is to support the district in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the district's mission?

The Calloway County School District mission is to empower all students academically, socially, and personally to be lifelong learners capable of thinking, solving problems, and serving as responsible citizens ready to meet the challenges of tomorrow.

2. The needs assessment provides the framework for **all** districts to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies, and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the district's **top two priorities** for professional development that support continuous improvement?

1) Training for the design, delivery and assessment of a distance learning model. 2) The continuation of research proven reading instruction delivered by teachers in our early primary.

3. How do the identified **top two priorities** for professional development relate to district goals?

There is a direct correlation between these priorities and the goals.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

The specific objectives are to provide training for the teachers in how to design, deliver and assess their students that are receiving their instruction remotely. Training was provided to teachers in grades 6-12 over the summer on effective strategies and content delivery methods for distance learners. Short term--this allowed the teachers time to plan for the upcoming year. Long term--teachers will continually receive support via training to modify the lessons. Teachers in K-5 prepared lessons over the summer prior to school starting. These lessons were then made available to the students that were distance learners.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results are that the students receive a high quality curriculum that is similar to the curriculum they would receive if they were an in person student.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Students grades will be an indicator. Also, students receiving RTI services will be monitored.

4d. Who is the targeted audience for the professional development?

All teachers.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Teachers and students

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Funding, new technology, as well as time with the technology that allows the teachers to be able to use the technology devices and programs to deliver the online instruction.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Follow-up consultations with the company Edmentum will occur. Additional training will be offered over the upcoming summer.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Classroom observations, surveys of teachers and parents of students on distance learning.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Reading instruction is a key teaching strategy for early grade level students. Teachers must be trained in the most up to date research for reading strategies. Students need to be reading by the 2nd grade. Teachers who have not be formally trained in research proven reading strategies will receive intensive training throughout the year.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Fewer students will enter the 2nd grade as non readers.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Teachers will be able to intervene as necessary with students who are unsuccessful at reading.



5d. Who is the targeted audience for the professional development?

Teachers in the K-1 grade level who have not received reading training from the district in the past years.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Teachers and students

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Title 2 Funding, planning materials, funding for the materials.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Teacher observations will be the key component. Peer observations can be used by teachers who have already received this training.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Numbers of students receiving RTI time will be monitored as well as MAP data on reading.

6. Optional Extension: If your district has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: The Superintendent Gap  
Assurance\_09172020\_10:18

2020-21 Phase Three: The Superintendent Gap Assurance

**Calloway County**  
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<u>2020-21 Phase Three: The Superintendent Gap Assurance</u>	3
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## 2020-21 Phase Three: The Superintendent Gap Assurance

This district-level report fulfills KRS 158.649(9), which requires superintendents to report to the Commissioner of Education any school within the district that fails to meet its targets to reduce the gap in student achievement for any student group for two consecutive years.

. As superintendent of the district, I hereby certify either:

o No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years; or.

● **Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.**



2020-21 Phase Four: Continuation of Learning Plan for  
Districts\_09172020\_10:19

2020-21 Phase Four: Continuation of Learning Plan for Districts

**Calloway County**  
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<u>2020-21 Phase Four: Continuation of Learning Plan for Districts</u>	3
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## 2020-21 Phase Four: Continuation of Learning Plan for Districts

The purpose of this diagnostic is to support the district in designing and implementing a plan for a continuation of learning during times when nontraditional instruction may need to be implemented in order to prevent a loss of learning. The basis of the continuation of learning plan comes from [KRS 158.070\(9\)](#) and [701 KAR 5:150](#), which state the following:

KRS 158.070(9):

*Notwithstanding any other statute, each school term shall include no less than the equivalent of the student instructional year in subsection (1)(f) of this section, or a variable student instructional year in subsection (1)(h) of this section, except that the commissioner of education may grant up to the equivalent of ten (10) student attendance days for school districts that have a nontraditional instruction plan approved by the commissioner of education on days when the school district is closed for health or safety reasons. The district's plan shall indicate how the nontraditional instruction process shall be a continuation of learning that is occurring on regular student attendance days. Instructional delivery methods, including the use of technology, shall be clearly delineated in the plan. Average daily attendance for purposes of Support Education Excellence in Kentucky program funding during the student attendance days granted shall be calculated in compliance with administrative regulations promulgated by the Kentucky Board of Education.*

701 KAR 5:150, Section 1(5):

*"Nontraditional instruction plan" means the strategy approved by the commissioner and implemented by a local school district to ensure instruction on nontraditional instruction days is a continuation of learning that is occurring on regular student attendance days as required by KRS 158.070(9).*

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#), Section 3(2)(b), what are the district's plans for implementing nontraditional instruction to provide a continuation of learning during times (both short-term and long-term) when in-person instruction may not be feasible and to support continuous improvement?

To seek the Commissioner's approval, pursuant to KRS 158.070 and 701 KAR 5:150, for the district's nontraditional instruction plan providing for a continuation of learning, please complete the following:

1. Please provide an overview of the districts vision for ensuring a continuation of learning when implementing nontraditional instruction.

Calloway County Schools wants the transition from in-person to NTI to in-person to be as seamless as possible. NTI instruction should be a continuation of the in-person lessons covering new content and challenging students with engaging lessons.

2.a. How will instruction be delivered when in-person instruction is not feasible?



Calloway County Schools will use a blended learning approach with technology applications and resources to deliver instruction on NTI days as a continuation of the instruction provided on traditional school days. The assignments that our teachers assign will correlate with the current subject of study in their class. Online instructional resources will include lessons from Edmentum Course Ware, IXL, teacher created YouTube lessons, and possibly other on-line resources. Paper packets will contain information that is comparable to the on-line platform being used so the students without Internet access can still participate in the lessons.

2.a.i. Does your district utilize a learning management system to make instructional design more adaptable?

No.

2.a.ii. What are your delivery options for students with limited internet access (i.e. digital off-line) or who are off-line (i.e. paper)?

For those students who do not have Internet access, the teachers will provide one to ten days of paper copies of these lessons. How the Internet lessons or paper lessons will be announced and delivered will be determined by the reason that school is canceled. The districts One-Call system, Facebook presence, and the district web page will all be used to get assignments to students and their families. Families will be notified by One-Call that they may pick up printed materials at their child's school if they do not have Internet access. If the packets are available before closing school, they will be handed out in class. When age appropriate, surveys will be sent to gain an understanding of the level of access that students have at home. The District also has over 100 T-Mobile hotspots for families that do not have Internet so that the student(s) can participate online.

2.b. What will the district do to ensure a continuation of learning will occur when in-person instruction is not feasible and nontraditional instruction is implemented?

The district will collaborate with schools to provide assistance so that instruction can be delivered in a blended method. Assignments will be parallel to learning on a regular day.

2.c. How, if at all, will the district ensure a continuation of learning occurs for those students utilizing, for any reason, nontraditional instruction during time periods when the district may be offering and providing in-person instruction to other students?

If one school building is closed, those teachers and students will follow the NTI plan. The remaining schools in the district that are open to in-person will continue on as usually.

2.d. How will the district ensure a continuation of learning for students with Individual Education Plans (IEPs) when in-person instruction is not feasible? Please also address how the Admissions and Release Committee (ARC) will be involved for students with IEPs.

Calloway County School District will ensure that students with disabilities have equal access to the same opportunities provided to students without disabilities, including the provision of FAPE. As part of its plan for Non-Traditional Instruction to its students on Non-Traditional Instruction days, the district assures that, to the greatest extent possible, each student will be provided the special education and related services identified in the student's IEP developed under IDEA. The district further assures that if a student does not receive IEP services, the Admissions and Release Committee (ARC) shall make an individual determination to decide whether the student requires compensatory education to provide services that were not provided in accordance with the IEP. The ARC may meet by teleconference or other means.

2.e. Please describe additional efforts necessary to ensure a continuation of learning for other special populations of students, including, for example, English Language Learners with a Program Services Plan (PSP), students with a Gifted Student Services Plan (GSSP), and students placed in alternative education programs served by the district.

The EL staff will communicate with EL students and parents about lessons. The EL staff will also collaborate with the regular classroom teachers to ensure that PSP's are being followed during NTI days. The G/T teacher will maintain communication with G/T students and families. This will allow them to provide enrichment activities in the student's identified area. Guidance counselors will collaborate with regular education teachers to ensure that 504 plans are followed and are revised as needed.

2.f. How has the district coordinated with other educational entities (e.g. area technology centers, community colleges, other dual credit providers, regional schools, etc.) to ensure a continuation of learning?

Our Area Technology Center operates on the Calloway County School District's calendar. Those teachers will be expected to complete their days in the same fashion as the CCHS teachers. Dual credit classes taught by CCHS teachers will

continue as part of the student's schedule. Dual credit classes taught by Murray State University will follow MSU's schedule.

2.g. Please describe how teachers will instruct, support, and communicate with students when in-person instruction is not feasible in order to ensure academic progress as well as promote social and emotional wellbeing.

Teachers use Microsoft TEAMS to provide instruction and check-in with students. Teachers also communicate with students and parents with e-mail, Remind Me, and regular phone calls.

2.h. Please describe what professional learning activities the district will provide certified staff to ensure they have the skills necessary to provide a continuation of learning when in-person instruction is not feasible and nontraditional instruction is implemented.

The district is requiring a 6 hour professional development day for all certified staff prior to the start of the 2021-2022 school year that will be based on digital learning for non-traditional instructional days. The CCSD Board of Education has adopted the variable instructional calendar for the 2021-2022 school year; this gives all teachers 5 staff days before opening day that can be used for more training on distance learning.

2.i. Please describe the deployment of all staff when in-person instruction is not feasible and nontraditional instruction is implemented. This response should include all certified staff, especially teachers, and all classified staff. What duties will staff perform to ensure contractual obligations are met?

Certified staff will be expected to complete their contractual obligation through any means afforded to them at the time. Weather permitting, teachers will be required to report to their assigned location at their regular time. If digital learning is being assigned by them, then teachers will be expected to monitor the students completion through that system. If paper packets are delivered, those students will need assistance and teachers will be expected to contact those students by phone or other means. Classified employees will report to their supervisor and attendance can be taken to ensure that all are reporting to work. The instructional assistants are collaborating with the teachers and contacting the students that they work with on a daily basis. Classified school office staff, weather permitting, will report to their assigned location at their regular time. If they will need to work from home, they will continue to answer the school phone that has been forwarded to their house and monitor their work e-mail. The school finance secretary can remote in to continue to work. Food service will either come in and clean and inventory their kitchens, or

they will not work that day and that day will be added to the end of the school year to do deep cleanings before the summer begins. Since no meals are being served, staff are being paid from the food service budget. The decision on food service will be made by the CCSD food service director. Transportation staff will follow the direction of the director of transportation. Custodial staff will report to their locations to prepare the sidewalks and entryways for the reopening of school and continue to clean and sanitize the inside if faculty and staff are present.

2.j. Describe established partnerships with other community agencies that will increase opportunities for a continuation of learning when in-person instruction is not feasible and nontraditional instruction is implemented.

We do not have any established partnerships and do not feel it is necessary at this time.

2.k. What is the district's communication plan for parents, students, and community members when in-person instruction is not feasible and nontraditional instruction is implemented?

When CCSD makes the decision to use an NTI Day, that information will be shared via our One-Call system, district website, district and school Facebook pages, district and school Twitter accounts, and local media including TV and radio. CCSD will highlight our successes in the same manner that we highlight all of our successes; district website, district and school Facebook pages, district and school Twitter accounts, and local media including local newspapers, and radio

3. How does the above nontraditional instruction plan providing for a continuation of learning relate to district goals?

By having a seamless transition from in-person to NTI back to in-person, our plan provides for a continuation of teaching and learning. Doing this ensures that our students are not at home for days, weeks, and possibly months receiving no instruction.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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