2020-21 Phase One: Continuous Improvement Diagnostic Adair County

2020-21 Phase One: Continuous Improvement Diagnostic for Districts

Adair County
Pamela Ann Stephens
1204 Greensburg St.
Columbia, Kentucky, 42728
United States of America

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

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. 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.

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Please enter your name and date below to certify.

Dr. Pamela Stephens, Superintendent October 1, 2020

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2020-21 Phase Two: District Assurances

Adair County
Pamela Ann Stephens

1204 Greensburg St.
Columbia, Kentucky, 42728
United States of America

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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.

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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

<u>COMMENTS</u>

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Two: The Needs Assessment for Districts Adair County

2020-21 Phase Two: The Needs Assessment for Districts

Adair County
Pamela Ann Stephens
1204 Greensburg St.
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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.

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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?

All data is reviewed and analyzed at the school level. In previous years, this was done during Early Release Friday time in Professional Learning Communities (PLCs) for two hours on Friday afternoons. This was done September through May to allow time for this work and all district teachers and administrators were involved. Early Release Friday time was removed from the 2020-21 schedules due to a later start date for schools to begin, the Covid 19 shutdowns, and schools operating on a hybrid A/B schedule. All schools currently have remote (virtual) learning on Wednesdays, allowing teachers to meet individually with students and small groups, while also allowing administrators to meet with staff. Each school meets weekly with the principal, assistant principal, curriculum resource teacher and counselors leading the meetings. Much of the discussion this year is centered more around student participation and failing grades as opposed to data analysis. Building administrators meet at least once a month with the central office team that is comprised of the superintendent, Dean of Students, the academic dean, special ed director, transportation director, food service director, technology director, federal programs/grant writer, finance director, Title I director, etc. These meetings also focus more on the big picture this year rather than data analysis. Topics typically include whether the district can continue face-to-face instruction based on Covid numbers, participation rates, Internet needs, food service delivery, technology director, grant writer, transportation of students and tutoring services. Also discussed are things such as CARES Act money and FEMA reimbursements. Meetings are documented using Google docs. Information from these monthly adm meetings is shared with board members at the monthly meeting of the local board. The superintendent shares the information and there is a section in the meetings for public comments and concerns. Principals and counselors complete required School Report Card data and share that information with board members at the February board meeting each year. The district uses MAP in grades K-8 to track individual student progress and CERT at the high school level. This year, the CRTs (curriculum resource teachers) at each school are doing more of the data analysis and sharing it with teachers rather than involving teachers in the actual analysis due to teachers juggling the A/B hybrid schedule for face-to-face while also teaching virtually. Instructional adjustments are made as needed based on the data. Principals-Troy Young, ACHS; Rodney Morgeson-ACMS; Sommer Brown-ACES; Debbie Bradshaw-ACPC Central Office-Dr. Pamela Stephens, Superintendent; Robbie Harmon, Dean of Students/DPP; Steve Burton-transportation director;

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Renae Smith-finance officer; Phyllis Curry-academic dean; Wes Irvin-Director of Special Education, Carol Roy-food service director; John Shelley-Title I Coordinator; Jason Rector-technology director; Alma Rich-grant writer and federal programs Board Members-Daniel Adams, Troy Grider, Lisa Burton, Terry Harvey, and Jonathan Gaskins In 2020--21, Curriculum Resource Teachers, along with school and central office administrators, will facilitate the work of data analysis in a scaled down version, especially considering the limited amount of time for in-person learning at all buildings. Substitutes will be hired to allow time for building team meetings for data analysis by teachers and administrators at least on a quarterly basis. School teams (principals, assistant principals, CRTs, and counselors) will meet with central office staff (superintendent, academic dean, Dean of Students, Title I coordinator, federal programs coordinator, food service director, technology director, transportation/maintenance director, etc.) to report on analysis done at the school level and plan for instructional and operational modifications as needed. This will also be done at least quarterly. Other meetings will be held frequently between the school groups and district personnel as needed to ensure Covid issues are being addressed in a timely manner.

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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.

Since schools and the district were closed at the end of the 2019-20 year for Covid 19, there were no KPREP tests administered in the spring of 2020. So, MAP (Measures of Academic Progress) results will be relied upon to make most decisions regarding gaps and instructional decisions for 2020-21. All schools in the district opened virtually on August 24. On September 21, 2020, schools opened on a hybrid schedule with students attending in-person classes two days per week and attending virtually three days per week. Students and parents were given a choice to do virtual learning five days per week and about 60% chose that method of instruction. By November, numbers have dropped to 40% in-person across the district. Students did not get to take their third MAP or CERT assessment last spring. This fall's administration is about 90% complete and the data suggests reading scores for returning students have not dropped significantly. Math is a much bigger concern as that data shows significant gaps from where most students were when tested in the winter of 2019-20. Big gains had been made in math for the past three years since switching to the Eureka curriculum across all K-8 grade levels. The high school is just now fully implementing Eureka. Based on MAP and CERT scores, more emphasis will be placed on reteaching and incorporating standards from the

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previous year in math. Extensive help has been provided in all buildings using ESS funds. Based on 2018-19 KREP data, all schools (elementary, middle and high) were in the top one-third in the state and all showed high growth with no low areas identified. The 2019-20 graduation was 99.5, the highest in the past five years.

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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.

Students with Disabilities continue to be the subgroup with the largest learning gap. Kindergarten readiness scores are another area of concern as the readiness levels are well below the state average and are in the 25th percentile. All academic subject areas are problematic because about 60-70% of our students are on 100% virtual learning and completion of work is a major issue. Failing grades are a problem, particularly at the middle and high school level. Gaps is learning are going to continue to be an issue for the remainder of the 2020-21 school year.

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Trends

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

Students with Disabilities remain a trend that has not shown much improvement for the past several years. iReady is in the second year of implementation and is allowing teachers to tailor the program to fit the needs of individual students. More English Language Learners continue to enroll in the district and is difficult to find certified teachers in that area. Foster children continue to be enrolled in above average numbers.

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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](#)

> With hybrid learning and virtual learning, teachers are unable to teach at the normal pace and teach to mastery of the Kentucky Academic Standards (KAS)-KCWP 2: Design and Deliver Instruction KCWP 6: Establishing Learning Culture and Environment-with students only being in class two days a week and not being in class with the entire group, classes are very fragmented. Efforts continue at all schools to keep students caught up on their work and keep them from failing classes. All schools use the Google Classroom format for instruction and also utilize Dojo, Remind and other apps to facilitate learning. An extra emphasis has been placed on after school tutoring sessions funded by ESS allocations. KCWP 5: Design, Align and Deliver Instruction

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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%.

    The graduation rate is the highest it has been in the past eight years at 99.5%. Without test data from 2019-20, it is difficult to determine true math and reading performances.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 School Report Card	School Report Card for 2019-20	•

2020-21 Phase Two: District School Safety Report_10262020_11:38

2020-21 Phase Two: District School Safety Report

Adair County
Pamela Ann Stephens
1204 Greensburg St.
Columbia, Kentucky, 42728
United States of America

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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

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.

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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 <u>prior</u> 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

7. Did each principal discuss the emergency plan with **all** school staff prior to the first instructional day of the <u>current</u> 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

8. During the first 30 instructional days of the <u>current</u> 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 <u>prior</u> school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake

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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.

No, our district went virtual from March 2020 through the end of school and drills weren't completed during this time frame.

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-2021 Phase Three: Comprehensive District Improvement Plan_12282020_15:02

2020-2021 Phase Three: Comprehensive District Improvement Plan

Adair County
Pamela Ann Stephens
1204 Greensburg St.
Columbia, Kentucky, 42728
United States of America

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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, Baldridge, 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

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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.
    NA

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Strategies and Activities 2020-21	CDIP Adair County 2020-21	•

2020-21 Phase Three: Executive Summary for
Districts_12212020_11:52

2020-21 Phase Three: Executive Summary for Districts

Adair County
Pamela Ann Stephens
1204 Greensburg St.
Columbia, Kentucky, 42728
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?

The Adair County School District is a rural district located in southcentral Kentucky, with an enrollment of approximately 2600 students. The population of Adair County is just over 18,000 and the county seat in Columbia, KY. The district is comprised of four schools on one campus-Adair County Primary Center (PK-2), Adair County Elementary (grades 3-5), Adair County Middle School (grades 6-8), and Adair County High School (grades 9-12). There is a state-funded detention center, Adair Learning Academy, where students are educated by teachers employed by the local school district. The district's population is predominantly Caucasian, with minorities representing about 10% of the population. The demographics have changed very little and enrollment has been stable for over a decade. ELL students make up about 3% of the population and around 13% of all students qualify for special education services. This includes students who qualify for speech only services. The community is home to Lindsey Wilson College, a four-year higher ed institution. Adair County is also in close proximity to Campbellsville University, Western Kentucky University, and Somerset Community College. Students from Adair County High School have access to the Russell County Area Technology Center in nearby Russell County. ACHS is home to a satellite welding center and a satellite health care program that are part of the KCTCS. One of the bigger challenges to the school system is the lack of good jobs in the area, as evidenced by the almost 70% free/reduced lunch percentage. Overcoming generational poverty is a barrier. The demographics of the county have also remained fairly constant for the past decade. The teaching staffs at all schools have undergone some pretty significant changes in the past five years due to an increase in retirements. The teacher turnover rate is currently 9.7%, down from 13.3%. There are currently 175 teachers employed in the district and the average length of time they have been teaching is 14.1 years. 19.7% of the teachers hold a bachelor's degree, 39.5% have a master's, and 38.2% have obtained Rank I certification. There are about an equal number of males and females attending school in Adair County. The average spending per pupil per year is just over $10,000 and the average daily attendance hovers around 95%. The graduation rate for high school students has been above the state average for more than five years, with the last four years being 97% and above. Programs offered in addition to the core academic programs are academic recovery, many dual credit opportunities, extended school services, migrant identification and services, Advanced Placement, Response to Intervention, FRYSC, home bound, speech

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services, transitional courses, and more. The schools also have access to a certified school psychologist.

. 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 purpose of the Adair County school district is to provide a quality education for ALL students and to prepare students to be a productive member of society after leaving the school system.

. 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.

The district's academic teams (all grade levels) have consistently garnered top honors at district, regional and state competitions and have set records for the number of titles have have won. They also compete nationally and even internationally and bring home high team honors, as well as individual titles. The Adair County band has excelled every year for many, many years, winning KMEA state championships for an unprecedented 23 years prior to the pandemic. The Marching Indian Band continually takes top honors in various competitions throughout the state. The middle and high school FFA teams also compete at a high level, earning team and individual honors. Welding and health career students also fare well in competitions. The sports teams at the middle and high school also compete at high levels. Since state testing was cancelled in 2019-20, there are no academic indicators to know how the district is doing compared to benchmarks and state averages. Prior to 2019-20, the district had been labeled a High Progress District. Math scores had been steadily improving at all levels. Literacy continues to be an area where improvement is needed across the district. Reducing the gaps in both math and reading for subgroups is an area where improvement is needed. Also, there is a need to increase parental involvement. Other areas of accomplishment include: accelerated learning for students who meet the criteria, more options for career pathways, free meals for all students under the CEP program, an upgraded technology infrastructure and a 1:1 initiative for all students PK-12, a high graduation and transition readiness rate and many dual credit opportunities for students.

. **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.

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There are currently no CSI/TSI schools in Adair County.

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

The district has implemented many of the very innovative ideas and strategies put in place during the Race to the Top grant such as flexible scheduling, standards-based grading practices, the formation of data teams and professional learning teams in schools and in the district. Schools continue to use Leader in Me strategies in their schools and classrooms and the district funded the College and Career Readiness Counselor position because that person has become invaluable in creating more opportunities for students. The welding and health science programs continue to see record enrollments.

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Adair County

Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 Data files from KDE	Summary of achievement gaps	•

2020-21 Phase Three: Professional Development Plan for Districts_12142020_12:54

2020-21 Phase Three: Professional Development Plan for Districts

Adair County
Pamela Ann Stephens
1204 Greensburg St.
Columbia, Kentucky, 42728
United States of America

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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?

   WE BELIEVE: Students are our highest priority. Every student, parent and employee shall be accountable for their role. Students shall have equal access to all available academic opportunities. The entire community should be integral partners in the educational process. All individuals shall be treated with dignity, courtesy, and respect. TO PROMOTE STUDENT ACHIEVEMENT WE WILL STRIVE TO: Provide facilities, equipment, supplies and materials to support student learning-Provide a safe, secure and healthy learning environment -Identify and communicate the essential standards for each subject at each grade level -Ensure that schools and all students make progress toward academic excellence -Motivate students to excel in order to maximize their learning -Provide instruction and programs to meet the individual needs of students -Train teachers, support staff and administrators to do their jobs effectively -Reduce any achievement gaps -Enable accelerated learners to progress at maximum rate -Celebrate student attendance and success -Address the

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counseling needs of students -Prioritize the district and school budgets to meet the needs of students -Provide adequate numbers of highly qualified faculty and staff -Provide nutritional education and opportunities for improved physical fitness -Increase business participation -Provide opportunities for student to apply academic skills in real world situations -Ensure the active engagement of our community -Provide parent education and involve parents in their child's education -Seek, support and encourage open and honest communication to build trust -Involve those affected by decisions in the decision-making process -Evaluate and improve the quality and effectiveness of our educational programs -Create a climate encouraging and supporting creativity and innovation -Promote the effective use of technology by students and employees.

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?

The top two priorities are literacy and subgroup populations, specifically Students with Disabilities.

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

The top two priorities are a part of the commitment to provide equal access to all students and to ensure all students make steady progress toward academic excellence and proficiency.

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.

Literacy-All teachers need to incorporate literacy into their instruction and not just reading teachers. Goal-Train all teachers (PD activities) in proven literacy strategies (Angie Gunter, Striving Readers initiatives) in order to improve literacy across all grade levels. Goal-Incorporate Recipe for Reading at the primary level and get away from basal reading strategies. Primary students needs more hands-on reading strategies. At the 3-5 elementary school, use additional literary sources such as Story Works to supplement basal readers. At the middle and high school level,

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incorporate more writing across the curriculum and train teachers on how to do this effectively.

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

The intended result is an improvement in ACT, MAP and KREP reading scores and an improvement in educator practices in literacy.

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.

Proficiency in reading and writing will go up by at least 15% at all grade bands where tested.

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

Administrators, teachers, and support staff (instructional assistants, medial specialists, etc.)

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

Students, teachers, administrators, and support personnel

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

Since the state no longer funds professional development, much of it is accomplished in-house utilizing curriculum resource teachers in each building. The district has also written and obtained funding through grants such as Striving Readers, Steele-Reese and others to pay outside presenters.

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

Each school has the services of a Curriculum Resource Teacher who works with the district's Academic Dean to keep teachers and staff abreast of curriculum changes and provide ongoing PD.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments,

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classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

If schools are allowed to resume in-person instruction, Early Release Fridays will be put back in the school calendar. This allows 1.5 hours weekly on Friday afternoons for teachers to collaborate and talk about student achievement. CRTs are constantly doing data analysis on daily work, grades, curriculum standards, and big picture assessments (MAP, ACT, KPREP, CERT). They then share their analysis with district staff and teachers.

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.

The second priority objective is to provide all teachers, but especially those who work with special needs students, the tools necessary to improve instruction and outcomes for Students with Disabilities. Funding will come from IDEA funds and PD and trainings for staff will be coordinated by the DoSE. iReady is already a priority and that will continue. The long-term goal is for the gap group Students with Disabilities to improve the proficiency rating by 15% in reading and math.

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

Student with Disabilities will improve their reading and math scores by 15% at all grade levels.

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.

Alternate KPREP scores, KPREP scores, ACT scores, MAP test results-student scores improve and move closer to proficiency.

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

Administrators, teachers, special ed teachers and aides and support staff (instructional assistants, medial specialists, etc.)

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

Students, teachers, administrators, and support personnel

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Adair County

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

The second priority objective is to provide all teachers, but especially those who work with special needs students, the tools necessary to improve instruction and outcomes for Students with Disabilities. Funding will come from IDEA funds and PD and trainings for staff will be coordinated by the DoSE. iReady is already a priority and that will continue.

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

Each school has the services of a Curriculum Resource Teacher who works with the district's Academic Dean to keep teachers and staff abreast of curriculum changes and provide ongoing PD. The Director of Special Education will provide trainings specifically for teachers and assistants who work with special needs students. Each school also has a department chair who works with teachers within each building to train other teachers and monitor data. Teh

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.

If schools are allowed to resume in-person instruction, Early Release Fridays will be put back in the school calendar. This allows 1.5 hours weekly on Friday afternoons for teachers to collaborate and talk about student achievement. CRTs are constantly doing data analysis on daily work, grades, curriculum standards, and big picture assessments (MAP, ACT, KPREP, CERT). They then share their analysis with district staff and teachers.

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

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Three: The Superintendent Gap Assurance_12142020_15:49

2020-21 Phase Three: The Superintendent Gap Assurance

Adair County
Pamela Ann Stephens
1204 Greensburg St.
Columbia, Kentucky, 42728
United States of America

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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:

● **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.

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

Adair County
Pamela Ann Stephens
1204 Greensburg St.
Columbia, Kentucky, 42728
United States of America

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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.

Adair County will be utilizing the Google Classroom platform for a continuation of learning when in-person learning is not possible. Other resources will include Campus Learning, YouTube, EdPuzzle, Khan Academy, Schoology, Screencastify, Blackboard, etc. In the event a student does not have access to the Internet or cannot complete work electronically, paper packets will be provided based upon individual requests.

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

The district does not plan to do NTI in the event of short term outages such as weather days. In the event of long term outages such as during a pandemic, Adair County will switch to the NTI plan that has been in place since the beginning of 2020-21. During 20102-21, the district was able to move to a 1:1 ratio for Chromebooks (3-12) and iPads (K-2) to enable students to learn virtually. The district has installed about 60 Mi-Fi devices in homes without Internet, so student needs are being met. Small group sessions (2 hours per day two days a week) are also possible in each school.

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

With training, most teachers have become proficient in using Goggle Classroom (Google Meets, Google Drive, etc.). Many other auxiliary tools (see question 2a) are also being utilized.

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)?

With CARES funding, we have provided about 60 Mi-Fi devices free of charge to families. They do not have to pay any kind of monthly fee. We have buses equipped with Wi-fi that do food drop-offs and stay for a bit while students access materials. Many churches and businesses have hot spots for students to use and some churches open their doors and provide in-person help as well. The public library is also an option.

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?

There is a district re-opening plan that was put in place after last spring's outage that details what happens in the event of longer lapses in in-person learning. The plan follows the Healthy at School and Healthy at Home guidelines. There are procedures in place to track daily student and teacher participation.

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?

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For the 2020-21 school year, parents and students will always have a choice of whether they prefer virtual or in-person learning. The virtual expectations are contained in a contract that both students and parents sign. Regular teachers the student would have for in-person learning teach both the in-person classes and the virtual classes, attempting to keep the expectations the same. For the 2021-22 school year, depending on the state Covid guidance, students may or may not be offered a virtual learning environment. If they are offered a virtual option, it will function pretty much the same as in 2020-21.

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.

Adair County's special ed/preschool director will work closely with those teachers, ARC committees, the district psychologist, and the regional co-op to ensure lessons meet IEP guideline. Zoom and Google Meet will be utilized to convene ARC meetings when in-person meetings are not possible. Speech teachers will do video sessions with their students, as well as provide activities the allow students to practice activities at home. Therapists (speech, OT, PT, etc.) and some special needs teachers will bring students in for one-on-one and small groups sessions as allowed by guidelines in place at any given time.

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 GT/Primary Talent Pool teacher will have a Google platform for each of her groups of students (PTP and gifted) whereby she posts assignments, activities and newsletters for her students. Students with a PSP will have a Spanish speaking liaison working with them who will check on them weekly (sometimes daily) who will make modifications to their work as outlined in their plan. Students with a 504 plan will be monitored by the special ed director and their teachers and modifications made to lessons as outlined in their 504 plans. Students in alternative placements (only have at the middle and high school) will have a dedicated teacher to check on them daily and to monitor their academics whether it be in an online program such as Odysseyware or some other type of instruction. Their instruction will not differ greatly from all other students.

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

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a continuation of learning?

Adair County has a partnership with the Lake Cumberland Area Technology Center in Russell County. Two teachers are housed at Adair County High School (welding and nursing) and students take courses at ACHS. Other courses such as carpentry and automotive are taught off-campus in Russell Springs. Adair County will follow guidance from the tech folks in Frankfort. If either Adair or Russell is in the red, learning is all virtual. Teachers will deliver virtual instruction that closely matches in-person instruction. Most of Adair County's dual credit students are either enrolled at Lindsey Wilson College or Somerset Community College. Dual credit will follow whatever model the college is using and what is deemed safe for Adair County students. There will be no interruption in learning, even if it switches to virtual.

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 will do daily Google Meets, post assignments and announcements in Google Classroom, and use email, phone calls, and home visits to communicate with students and parents. Infinite Campus, progress reports, and other means will keep students and parents apprised of grades, missing assignments, etc.

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.

Curriculum Resource Teachers in each building, along with district staff-technology director, academic dean, special ed director and others-will continue to provide training for staff in using Google Classroom and the other new tech tools introduced in 2020-21. Videos will be made and shared with staff that detail how to use specific programs, outlining step-by-step directions. Depending on the school calendar for 2020-21, it may be possible to reinstate Early Release Fridays to allow students to leave at 1:00 p.m. on Fridays and staff to meet in PLCs until 3:00 p.m. If so, trainings will be done at those PLCs.

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?

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If all students are in-person and then go virtual at some point, certified staff will report on a rotating basis (blue/red schedule). Certified staff will report in-person two days one week and three days the next week. On days not in-person, certified staff will work from home. Instruction is to be done regardless of whether teachers are in-person or working from home. If students are partially in-person on a blue/red hybrid schedule, teachers will report to the buildings every day of the week. They will conduct in-person and virtual classes on M/TH for blue group students and T/FR for red group students. Wednesdays will be for planning and reaching out to students virtually. Classified staff will be on a blue/red schedule if all students are virtual and will follow the same pattern as certified staff if they work in an instructional setting. Others such as cafeteria staff, custodians, maintenance, and bus drivers will have schedule devised by their immediate supervisor in order to get food delivered, buildings cleaned, etc. All employees, both certified and classified, will meet contractual obligations in an equitable manner when there is a disruption to regular schedules and in-person learning.

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.

Local businesses and churches will provide access to Internet. Local food pantries, food banks and churches assist families with food needs and other agencies offer assistance with heating, utilities, and other needs families may encounter. The local extension agency will continue to offer educational services and take home kits for students and families.

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?

Each school in Adair County shares information about NTI days on their school websites and Facebook pages. Some schools do "live" programs with news updates, student recognitions, etc. Schools do OneCall messages frequently. Local media (radio stations, ColumbiaMagazine, local newspapers) provide an avenue for messages to get to the general public as well as to students and parents. Many teaches will use the Remind app to correspond with students and parents.

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

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The district's goals revolve around ensuring all students are academically prepared for the next grade level and for transition after high school, as well as being healthy socially and emotionally. Making sure quality instruction occurs even when in-person learning is not possible is a priority. This NTI plan provides a method for students to get the instruction they need virtually and in small groups. It also provides some avenues for social and emotional well-being.

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Adair County

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Adair County Re-Opening Plan	Plan created in 2020-21	•
📄 Virtual Learning Agreement		•