

**“Non-Traditional Instruction”
Application per KRS 158.070**

District

Date

DEFINITIONS:

Blended Learning

A formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path or pace. While still attending a “brick-and-mortar” school structure, face-to-face classroom methods are combined with computer-mediated activities.

Innovation

A new or creative alternative approach to existing instructional and administrative practices intended to improve student learning and student performance of all students.

Learning Management System

A learning management system (LMS) is a software application or Web-based technology used to plan, implement, and assess a specific learning process.

Student Attendance Day

Means any day that students are scheduled to be at school to receive instruction, and encompasses the designated start and dismissal time.

NOTE: Expand the text boxes as necessary.

1. Please describe your overall approach to combating lost instruction on adverse weather or other emergency days? How have you involved all stakeholders in planning for this approach?

The Leslie Co. Snowbound plan was created by a non-traditional planning committee composed of parents, teachers, community members and students. Our plan is imperative to keep quality instruction occurring during extended periods of missed calendar days due to weather related circumstances. Learning should not and cannot be confined to the school day or school building. Blended learning is the optimal way to keep students engaged in instruction. Thus, based on that premise, collectively the staff and administrators of Leslie County feel it is crucial to develop and implement a Snow Plan. With this initiative, our instruction is ongoing in a geographical area that is prone to inclement weather.

In Leslie County, our students missed 35 days of critical instruction during the 2013-2014 school year. As a district, we understand the impact of missed instruction and feel the implementation of online learning with printed "snow packets" will reach all of our student learners as we attempt to continue instruction through non-traditional learning. This initiative will allow us to expand the scope of our plan as we become more competent in its implementation.

Grade level team of teachers and content area teachers will engage in planning meaningful assignments that focus on the Common Core as well as prepare students for ACT and College and Career Readiness. Through Professional Learning Communities (PLCs) both at the district and school level, planning, implementation and monitoring of the program will occur. During late November information will be communicated to parents and students on the snow plans and requirements through open house, email through parent distribution list, postings on schools and district web page, newspaper, twitter, Facebook and traditional notes. Immediately following any days missed, teachers will collect paper packets and print list of students who completed online assignments through Moodle and other online platforms. Online packets will be scored and recorded. After the first day the Snow Plan is implemented the teachers and administration will evaluate the process and results and make any revisions needed during PLC's if necessary. Documentation will be kept on the results and any modifications made. The School Messenger system will be used to communicate with parents via telephone of events or activities.

Although we had a successful experience in Blended Learning and non-traditional learning environments, we felt we could improve and grow. Through discussion with stakeholders- teachers, students, parents- we uncovered several areas to improve.

We are changing up our procedures to better meet the learning styles of more students. With the majority of our students having access to the internet, grades 6-12 will greatly benefit with Moodle as a learning option, mainly for its interactive capacity. Assignments will be teacher constructed and therefore, will meet the common core and fit the needs of individual students more. Students without internet access or slow access will have a paper version of the same or similar assignment. Younger students will have the option of viewing and answering Brain Pop questions as part of their assignments as well as Common Core paper assignments.

2. What evidence of capacity and previous experiences with non-traditional environments does the district have?

Our district successfully implemented the Snow Bound Plan for 2 years. In Leslie County, our students missed 12 days of critical instruction, due to inclement weather, during the 2011-12 school year in what would be considered a very mild winter. Historically Leslie County Schools are closed twenty plus days due to inclement weather missing 27 days in 2010-11 and 34 days in 2009-10. The snowbound plan was implemented on 4 days during the 2011-12 school year.

Supporting Data from 2011-12

Student Participation Data (Appendix B)

4 day student average participation rate averaged 88%

Parent survey Data – (Appendix C)

Overwhelming majority of parents approve of snowbound plan

MAP Data (Appendix D)

Primary Students saw an increase from 40% of students reading on grade level to 47% of students reading on grade level (SG 1.1)

Leslie County High School (Appendix E)

Math and reading scores increased in 3rd quarter according the SIG quarterly report

In year two, our overall Student participation rate increased due to the additional digital platforms and more efficient monitoring, scoring and collection of paper snow packets. During the 2012-13 school year, we missed 17 days and used 10 non-traditional learning days.

Supporting Data 2012-13

Date	% Student Participation	Evidence
1. January 16, 2013	92.2	Study Island Reports & packets on file at school
2. January 18, 2013	93.8	Study Island Reports & packets on file at school
3. January 25, 2013	90.9	Study Island Reports & packets on file at school
4. February 5, 2013	91.9	Study Island Reports & packets on file at school
5. February 28, 2013	92.5	Study Island Reports & packets on file at school
6. March 4, 2013	93.0	Study Island Reports & packets on file at school
7. March 6, 2013	92.2	Study Island Reports & packets on file at school
8. March 7, 2013	92.7	Study Island Reports & packets on file at school
9. March 25, 2013	90.6	Study Island Reports & packets on file at school
10. March 26, 2013	92.2	Study Island Reports & packets on file at school

3. What learning management system will the district use to manage the non-traditional program? What features does this system possess that can track student participation and measures of learning? Include in your description how the district is following the new Digital Guidelines from KDE. What other digital platforms, applications or tools will the district use to ensure learning is taking place on non-traditional student attendance days?

From #7 Immediately following any nontraditional instructional days, teachers will collect paper packets and print list of students who completed online assignments through Moodle and other online platforms /email assignments. Traditional Packets will be scored and recorded. A list will be generated at the classroom level of completed assignments which will be collated into a percentage for the school. The results will be collated by the District Snow Plan Contact.

Learning Management System

- Moodle has a student assignment tracker within the program. This will compile a list of student assignments and the completion of them. Grades can be input.
- Plato Learning contains all subjects as well as ACT prep and is tracked by completion and mastery
- Compass Learning (9-10) all subjects, individualizes student work and tracks their progress by successful lesson completion.
- Method Test Learning is available to 9-12 as a basic skills review and tracks and compiles progress.
- Brain Pop is submitted to the instructor via email. The program will send the student name and grade to the assigning teachers.
- Reading or other Assignments which require a summary or specific responses will be emailed to the assigning teacher to be recorded and reported
- Assignments on teacher web pages will be evaluated by the teacher
- Snow Packets will be scored and recorded by assigning teacher
- A list will be generated at the classroom level of completed assignments which will be collated into a percentage for the school. The results will be collated by the District Snow Plan Contact.

Digital Guidelines Compliance

All teachers in the Leslie Co. System are highly qualified in the field they are teaching.

(1-2) Any content on a digital platform will be accessed by a highly qualified teacher in the field being taught and to mentor student performance in their digital pursuits.

Leslie Co. intends to use Moodle which allows teacher created lessons and content to be entered.

(3) All teachers will be in the schools on non-traditional days to monitor digital platforms/conduct on line class and answer homework questions via phone. Computer labs will be open to students with supervision.

(4) Homework assignment will address student data, learning styles, and learning needs for student choice, voice, and pace

(5) Teachers will apply effective teaching practices when designing all snow digital/packet lessons.

Other Platforms:

Some Assignments will be internet research, web videos and other online programs.

Students may be assigned multimedia projects.

WIN Learning (8-12) concentrates on Career Readiness and contains student tracking.

4. Please describe in detail the process the district will use on non-traditional student attendance days. Please include how you will account for all students' access to on-line resources and how you will provide equitable instructional materials for those students that do not have access to the internet? Include how community partners will be engaged and any opportunities that will exist at community locations or if the district will open schools to provide access.

Based on our Technology Readiness survey, we have approximately 75% to 85% of our students with high speed internet access. The remaining 15% will have the option of our traditional snow packets. The content will be the same as determined by the teacher and the curriculum location at that point in time. Elementary students will have access to Brain Pop and be assigned literary assignments but will more dependent on the traditional snowpack. Our middle school/high school students will be able to utilize Moodle, Plato, WIN, Compass Learning as well as teacher Web Pages and Brain Pop as well as paper packets and literary assignments. The available technology will have chat capability as well as You Tube and web links, PowerPoint, documents, and project based programs to keep instruction at a high level. Most importantly the available resources will have assignments correlated to the new common core standards for all grades, as well as, ACT prep and AP courses for grades 9-12. Renaissance Learning is also available. The focus instructionally will be reading and math skill work for grades K-8. For 9-12, college and career readiness lessons will be utilized such as ACT prep.

For each resource in our Blended Learning Plan, we have adequate means of tracking the percentage of students completing lessons in detailed reports. We also track website hits for teacher Web Pages and check assignment/grade completed through Moodle and Brain Pop. Teachers will assign grades for completed Snow packages for the non-traditional days.

The schools will be open for students who wish to use the computer lab as well as the Leslie Co. Public Library. On non-traditional days, teachers will be in each school to answer homework questions via the phone as well as assist students in the computer lab.

5. Please explain the professional learning plan you will be implementing to ensure certified staff have the knowledge and capacity they need to provide quality blended instruction to students. Also describe how you will incorporate CIITS and any additional technology platforms teachers may use.

The teachers receive updates in technology:

- CIITS
 1. PD 360, Teacher Communities
 2. Assessing student learning data for areas of growth or gaps
 3. Applying student data to lesson planning
 4. Creating tests using CC to be used in Moodle
- Moodle
 1. Uploading Videos for viewing
 2. Power Point Uploads
 3. Constructing literary assignments through e-books/books with online assignments
 4. Constructing course assignments online
 5. Construction online learning assignments/Project Based Assignments
 6. Web links
 7. Effective learning through Moodle Chat
- Over Drive (e-books)
- Brain Pop
 1. Assignment completion through email
- Updating Teacher Web Pages

****Some training will be conducted by school Technology Integration Specialists.**

6. Please describe the deployment of certified and classified school staff on non-traditional student attendance days. In what ways will certified and classified school staff complete their contractual obligations on these days (access the learning management system from home, serving as facilitator at school or community access points, serving as a phone facilitator). Please include a visual representation (e.g. chart, spreadsheet)

Staff Distribution on Snow Days Deemed Non-Traditional	Report to School/Office for regular daily work	Report to school Homework Line/monitor online Platforms	Report to School to monitor computer labs	Make up Days to be made up as needed or in Summer School/summer feeding Program
School Administrators	X			
Teachers		X		
Paraprofessionals			X	
Custodial Staff 180 days	X			
Head Custodians 240 days	X			
Cafeteria Staff				X
Bus Drivers				X

Teachers will be in schools to monitor Online Platforms/email to check for student questions on all non-traditional days.

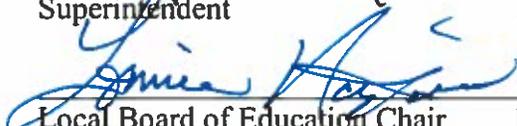
7. Please describe the process the district will use to collect information on participation, what outcomes are expected and how those outcomes will be assessed on non-traditional student attendance days?

Immediately following any non-traditional instructional days, teachers will collect paper packets and print list of students who completed online assignments through Moodle and other online platforms/email assignments. Traditional Packets will be scored and recorded. A list will be generated at the classroom level of completed assignments which will be collated into a percentage for the school. The results will be collated by the District Snow Plan Contact.

We certify that this application was reviewed and approved by the LESLIE COUNTY
Board of Education at a regular meeting of the Board on JUNE 17, 2014
Date



Superintendent Date 8-15-14



Local Board of Education Chair Date 8-15-14

Terry Holliday, Commissioner of Education Date

Please download this application and return completed form, including required signatures (scan completed document as a PDF file) to david.cook@education.ky.gov or mail it to:

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