

**Non-Traditional Instruction Program
Application for Districts New to the Program
2015-2016**

KRS 158.070 Section 9:

Notwithstanding any other statute, each school term shall include no less than the equivalent of the student instructional year in subsection (1)(d) 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 an alternative instruction plan approved by the commissioner of education for the use of alternative methods of instruction, including virtual learning, on days when the school district is closed for health or safety reasons, on nontraditional days, or on nontraditional time. The district's plan shall demonstrate how teaching and learning in the district will not be negatively impacted. 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.

District Nelson County

Date April 28, 2016

Please complete the following questions as completely as possible. Expand the text boxes as necessary. Definitions can be found at the end of the question section.

- 1. a.** Briefly describe the district’s plan to combat lost instruction and learning loss on adverse weather or other emergency days.

During the 2014-2015 school year, Nelson County School missed over a week of instructional days due to inclement weather and/or flooding. In an effort to maintain a more continuous and effective instructional program, Nelson County is expanding the use of blended learning and non-traditional instructional models to continue the work of non-traditional student learning with the creation of targeted “Best Days”.

For the 2015-2016 school year, Nelson County Schools will use its current learning management systems, along with other digital and/or print resources, to ensure instructional progress on designated non-traditional schools days. Teachers will utilize this multi-pronged approach to instruction practices for the students to better maintain continuity within the educational process. This process will include, but not limited to: APEX, Study Island, Reading Plus, LexiaCore 5, Dreambox, Study Island, Moby Max, Google Classroom, Cloud-based document sharing, and printed student take home packets.

- b. How were stakeholders (students, teachers, administrators, parents, community members, etc.) involved in the development of the district's Non-Traditional Instruction plan?

In preparation to submit a "Non-Traditional Instruction" plan, central office staff posted information and a feedback opportunity for stakeholders on the district web page and communicated the presence of the feedback opportunity using Facebook, Twitter, and email groups. All major stakeholder groups were represented in the data.

Respondents were able to identify potential barriers and make suggestions about implementation as well. The results were overwhelmingly in favor of implementing a Non-Traditional plan for 2015-2016, with over 94% of respondents expressing positive aspects of the current plan as written. Suggestions and questions for the plan most commonly addressed lack of online connectivity from parents and preparation time from teachers. The district will use this additional input from the online survey, along with feedback from various stakeholder groups in the district, to further refine our Best Day procedures. The district regularly seeks advice from our building administrators, the Teacher As Leader content specific cadre(s) and Community Stakeholders. These same groups will provide input on the Non-traditional Instruction plan as we communicate and refine our the plan in the fall of 2015.

2. What previous experience does the district have with non-traditional learning, either with blended, digital, or other non-traditional methods? Briefly express the evidence of the district's capacity to execute a successful plan.

Administrators and teachers in the district are prepared to use digital resources and non-traditional learning environments. All K-8 administration, staff, and students have successfully implemented the fully online reading instructional system LexiaCore 5 and Reading Plus. Many schools in the district, particularly the middle and high schools have utilized online learning platforms for several years. Online programs such as APEX, LexiaCore 5, Reading Plus, Study Island, DreamBox, Moby Math, and Google Classroom are a well embedded component of our K-12 non-traditional practices.

Advance Placement and Dual Credit teachers at the high schools expect students to complete work on snow days. They often post assignments for students to access and complete while at home, to keep up with the rigorous demands of those classes.

There are teachers across the district that utilize iPads, Chromebooks, and Nexus tablets as we draw closer to 1 to 1 initiative with these electronic devices. All interventionists at the K-3 level utilize mini Chromebook labs and continue the classroom success with online programs such as LexiaCore 5 and math interventions. Several schools in the district have also fully utilized the online components of: APEX, Moby Max, DreamBox, and Study Island to further non-traditional instruction. Lastly, data shows that during the current school year, our online instructional rates increased as evidenced by data gathered from usage reports over each of the days missed for inclement weather. It is directly related to this data that the district is exploring ways to increase the scope and practice of our non-traditional instructional approach.

3. a. What method will the district use to deliver instruction on Non-Traditional Instruction days?

Nelson County Schools has several learning management systems (LMS) in place that the staff will use to manage the non-traditional instructional program. These platforms will be used to monitor student participation and report learning progress.

***APEX** is a comprehensive learning management system that all district secondary schools have used for two years. APEX offers a complete catalogue of courses including career and technical and foreign language. Teachers have the freedom to select intact courses as designed by the APEX staff or pick specific digital components (readings, video lessons) to use in their own classrooms in a blended learning format. Because of its flexibility, schools currently rely on APEX to offer courses for credit recovery and initial credit as well as selecting components to include in regular classrooms (KY Digital Learning Guidelines -- Digital Pedagogy).*

***LexiaCore 5** will be a component of the program. All students that have not tested out to Reading Plus will have structured and monitored lessons through LexiaCore 5. All students that have tested out by the date of the non-traditional instructional day will complete lessons within Reading Plus. Both LexiaCore 5 and Reading Plus have the ability to track student progress and provide instructional feedback for next steps.*

LexiaCore 5 provides explicit, systematic, personalized learning in the six areas of reading instruction, and delivers norm-reference performance data and analysis without interrupting the flow of instruction to administer a test. It provides students immediate corrective feedback, multiple levels of scaffolding, and explicit instruction, both online and through direct instruction with the teacher. LexiaCore 5 provides teachers with data-driven action plans unique to each student. These plans are simple to interpret and drive differentiated instruction.

***Reading Plus** provides an extensive library of engaging, cross-curricular informational and literary selections that adhere to grade-appropriate Lexile® metrics and provide grade-appropriate levels of vocabulary complexity, sentence length, and word count. These rigorous controls ensure that students encounter ever-increasing levels of text complexity. As a student demonstrates mastery in Reading Plus, the selections presented will have richer academic vocabulary, higher word counts, and deeper examinations of topics and themes. For students who require support, the program provides personalized scaffolds that help students engage with challenging texts rather than avoid them. The program's embedded texting system makes it easy for teachers and students to stay connected.*

***Dreambox** is an adaptive learning platform used to close gaps and improve student achievement in math. The program adapts to the needs of the individual learner to provide a systematic lesson progression. It is aligned with Kentucky Common Core Standards and supports teachers and administrators with standards-aligned data reports to inform instruction, monitor growth and ensure student achievement in math.*

Study Island will also be utilized as a non-traditional instructional platform. The benefit of *Study Island* is its connection to student MAP data through the NWEA cross-linking information. *Study Island* supports the learning process and builds off students' enthusiasm for technology with interactive lessons and activities. The online program allows for self-paced, individualized learning as well as teacher-led, whole-class instruction. *Study Island* engages students with dynamic content to reinforce learning and technology-enhanced item types to promote higher-order thinking and inquiry.

Google Classroom is also being expanded each year. Through this LMS teachers create projects and assignments, monitor student work in real time, empower student collaboration, and provide feedback to students on their work within the platform.

All of the learning management systems the district uses will monitor student access and task completion. The system also tracks student progress and depends on teacher interaction at critical stages to ensure student work is meaningful and on track, per KY Digital Learning Guidelines. By design, each of the learning management systems the district uses aligns with current Kentucky and Quality Core Academic Standards. Each LMS has demonstrated this alignment through district review of current products for online teaching and learning.

In addition to these LMSs, teachers will have the option of using Moodle or their own web pages to make assignments for Best days. Some teachers use one of these platforms already to make and communicate assignments and coursework.

- b.** If the method is digitally-based, is there a specific learning management system (Edmodo, Blackboard, etc.) that the district will use? What other digital applications and tools will be implemented?

The majority of work our students will complete for a Best day will be digitally-based. APEX, LexiaCore5, Reading Plus, Moby Max, Dreambox, Study Island, and Google Drive and Classroom are all LMS that track student assignments, questions, responses, final products, and/or feedback from highly qualified staff members. All of the mentioned LMS require the staff member at critical junctures to provide feedback and support for students.

- c.** If the method is not digitally-based, please describe the instructional process.

An additional component of our instructional system will include print packets and assignments through Project-Based Learning. These packets and projects will be developed by teachers based on student and curricular needs and will be updated quarterly. Another option that teachers may utilize is extended timelines for students that lack access to digital content so that they may utilize school provided access. The expectation is that the majority of all non-traditional learning during Best Days has a digital component.

4. a. How will the district account for all students' access to online resources and/or equitable instructional materials for those students who do not have access to the internet and/or devices and for students who may need to access information differently?

On or before the November 3rd Professional Learning Day, teachers and members of the District Instructional Support Team will have the opportunity to discuss expectations for lessons, assignment packets, and Project-Based Learning Plans. By this date all teachers will have collected data for all students related to which students have adequate access to online materials and which do not. From this individualized student data, teachers will finalize plans for successful student learning expectations on our BEST Days. These plans may include, but are not limited to: an alternative plan for online access, individual teacher support through various electronic mediums (Skype, Lync, Cell Phone, Google Hangout, Email), or hardcopy alternatives to online materials. Community partners such as the Nelson County Public Library will have additional access points to wireless internet connections for student use, and several other local businesses also offer a free WIFI connection to the community.

The LMSs we have in place provide several options for teachers in designing assignments for non-traditional instruction including but not limited to:

- *Reinforcement -- assignments that support skills or standards previously taught or currently being taught in classes.*
- *Remediation -- assignments made for students that support skill deficits and continue work for students in intervention settings.*
- *Enrichment -- assignments that extend student learning for students who have successfully mastered standards or skills.*

Students will have options for accessing and completing work assigned on Best days. Most students will complete work at home, accessing assignments through an online management system or teacher web page. For students without access at home, another option will be to go to school or community location to complete the work online.

- b. What opportunities exist for community partners to be engaged in Non-Traditional Instruction days?

Local media: PLG13, The Kentucky Standard, District Social Media and The Nelson County Gazette will be utilized in disseminating the information about Best Days in 2015-2016. There will also be community feedback throughout the process of BEST Days in order to refine our products and expectations. These will occur in the form of community meetings at local schools, Facebook, email groups, district website, Twitter, One Call, Infinite Campus Parent Portal and BEST Day committee meetings at central office.

5. Please explain the professional learning plan the district will implement to ensure certified staff have the knowledge and capacity they need to provide quality blended, digital, or non-traditional instruction to students.

The Kentucky Professional Learning Standards delineate the research-based attributes of effective professional learning that leads to an increase in educator effectiveness and student success. Nelson County will utilize the Kentucky Professional Learning Standards as we move forward with the implementation of our Non-Traditional Instructional program. The district opening day plan will include Best Day expectations and training. Within the first 60 days of school, District/School PLCs will include training on the expectations of Best Day teacher plans and supplemental training on LMS systems used at schools for new staff members. Returning staff members will receive additional training through faculty meetings and PLCs for existing LMS such as, but not limited to, APEX, LexiaCore5, Reading Plus, Dreambox, Study Island, Moby Max and Google Classroom. Additional training will be provided by the district technology staff on Google Classroom for district-wide implementation of this system.

6. a. Please describe the deployment of certified school staff on Non-Traditional Instruction days and describe how they will fulfill their contractual obligations on these days (access the learning management system from home, serve as facilitator at school or community access points, serve as a phone facilitator, etc.).

On Best Days, all teachers will be expected to maintain a physical presence that will include a predetermined time that students can access teachers for help. Students will be able to reach teachers through email, phone or through existing LMS communication tools. In most cases, teachers will be available to students electronically. Teachers will be able to begin evaluation and feedback of student products as well as to develop additional coursework/assignments for possible Best days in the future while at home.

In addition to electronic availability, some teachers will be assigned to physically man help centers at schools or community locations. It is the expectation these duties rotate on supervisor's discretion, (e.g. morning duty and bus duty). Some locations will offer students the opportunity to put in the time before or after school on a regular attendance day after the Best day to complete the work other students completed on the Best attendance day. When this option is implemented, teachers/staff will supervise students before and after school. Each school will be required to develop a detailed plan with the staff assignment developed by Nov. 15th for District review. These plans shall be reviewed and updated as needed after each Best Day.

The district technology staff will also be on call to handle any technology glitches that may arise.

- b. Please describe the district's plan for classified school staff on Non-Traditional Instruction days. Describe how they will fulfill their contractual obligations on these days or indicate that they will make-up days at the end of the school year.

***Classified/Related Services staff** members will will be expected to maintain electronic office hours or a physical presence that will include a predetermined time that students can access teachers and other instructional staff for help. Modules in Edivate will also be made available for training of classified staff members.*

***Bus Drivers, Monitors and Food Service staff** will work with immediate supervisor to plan for make-up of hours missed. Supervisor will develop trainings that will be beneficial to their work.*

7. a. How will information on student participation be gathered on Non-Traditional Instruction days?

Student engagement in the work assigned on Best days will be analyzed on two levels. First, teachers will look at task completion to answer the question, “Did students complete, or attempt to complete the work assigned?” Second, teachers will evaluate work completed for evidence of student learning. Based on the results from these analyses, adjustments to the digital coursework or the Best instruction plan will be made before another Best day is used.

Student work completed as part of the Best day assignments will be evaluated for student learning using various methods that mirror what would happen in the physical classroom. As with any other daily lesson, teachers will design digital coursework around learning targets derived from content standards. All assignments/lessons developed for Best days will be built around learning targets that adhere to criteria established in Classroom Assessment for Student Learning. The learning targets will spell out the specific, relevant outcomes intended for students. Student learning outcomes will be measured using a variety of formative assessments as appropriate to the target.

LMS will be checked for student progress on a daily basis. All packets will be evaluated and feedback generated for student application of the content..

- b. How will information on staff participation be gathered on Non- Traditional Instruction days?

Staff will log in to their email, check in with their principal by phone, parent feedback on teacher availability, and/or physical presence in schools. Principals will be required to document staff participation after each Best Day through a shared Google Doc.

8. a. What learning outcomes will be met on Non-Traditional Instruction days? How will evidence of learning be gathered? (LMS reports, formative or summative assessments, projects, etc.)

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Student work completed as part of the Best day assignments will be evaluated for student learning using various methods that mirror what would happen in the physical classroom. As with any other daily lesson, teachers will design digital coursework around learning targets derived from content standards. All assignments/lessons developed for Best days will be built around learning targets that adhere to criteria established in Classroom Assessment for Student Learning. The learning targets will spell out the specific, relevant outcomes intended for students. Student learning outcomes will be measured using a variety of formative assessments as appropriate to the target.

In general, the expected learning outcomes for assignments completed on Best days will be to:

- *Apply skills or content when students are in the process of mastering content or skills.*
- *Improve skill deficits when students have not mastered content or skills.*
- *Extend student learning when students have mastered content or skills.*

Teachers will evaluate the student work from the digital assignments and formative assessments to determine if students have met the learning outcomes.

- b.** What method will the district use to ensure the learning on Non-Traditional Instruction days parallels the learning on regular instruction days?

Student work completed as part of the Best day assignments will be evaluated for student learning using various methods that mirror what would happen in the physical classroom. As with any other daily lesson, teachers will design digital coursework around learning targets derived from content standards. All assignments/lessons developed for Best days will be built around learning targets that adhere to criteria established in Classroom Assessment for Student Learning. The learning targets will spell out the specific, relevant outcomes intended for students. Student learning outcomes will be measured using a variety of formative assessments as appropriate to the target.

- 9.** **a.** Please explain how the district will ensure implementation of Individual Education Programs (IEP) for students with disabilities (SWD), including how the students' Admissions and Release Committees (ARC) will be involved in planning for and making decisions related to the participation and needs of SWD on Non-Traditional Instruction days.

At each student's yearly ARC meeting, there will be a documented discussion on the planning/decision making for individual participation in the Non-Traditional Instruction Days. Dependent on the outcome of that discussion, the students will either have a separate packet of materials and assignments related to their individual education plan goals or their case manager will make the necessary accommodations to the general education packet of assignments for that individual student. This will be an agreed upon decision of the ARC. For those students not having a meeting prior to the Non-traditional instructional days, the student's case manager will work with the building level case manager and ARC chair to determine the most appropriate participation level for that student and parent will be informed.

- b.** Please explain how the district will ensure the implementation of other student specific plans, such as Program Services Plans (PSP) for students who are English learners, and the Gifted Student Service Plans (GSSP) for students who are gifted and talented.

Students with PSP and GSSP will have their non-traditional day assignments and/or packets reviewed by district personnel. This review will check for alignment to goals and interventions for each students as directed by their plan. This plan will be reviewed before each non-traditional day takes place and reviewed again for changes and updates after no more than 5 days of implementation. District instructional coaches, who have received additional training in these areas, will also be designated for addition live and/or phone support on these days for PSP and GSSP students.

- 10.** In what ways will the district inform the community about Non-Traditional Instruction days and highlight the instruction and learning occurring on these days? (Facebook, Twitter, district websites, etc.)

The district will utilize a focused to the communication plan for non-traditional days. The first objective is make sure that parents, students, staff, and administration are effectively made aware of the dates for these opportunities. This will be accomplished through the district website, Superintendent's Twitter account, district OneCallNow program, and school-based parent meetings to ensure understanding of not only the process, but the purpose of this initiative. The second objective is to ensure that effective communication can flow both ways so that our non-traditional day instructional program can remain flexible and constantly adjust to the feedback of our stakeholders. This will be accomplished with the above mediums, but will also include community feedback meetings throughout the year, school-wide feedback through parent/student/teacher communications.

Definitions

ARC

An Admissions and Release Committee (ARC) is a group of individuals described in [707 KAR 1:320, Section 3](#), that is responsible for developing, reviewing, or revising an individual education program (IEP) for a child with a disability.

Blended Learning

Blended learning is a formal education program in which a student learns: (1) at least in part through online learning, with some element of student control over time, place, path, and/or pace; (2) at least in part in a supervised brick-and-mortar location away from home; (3) and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience. (Clayton Christianson Institute for Disruptive Innovation)

Digital Learning

Digital learning is any instructional practice that effectively uses technology to strengthen a student's learning experience. It emphasizes high-quality instruction and provides access to challenging content, feedback through formative assessment, opportunities for learning anytime and anywhere, and individualized instruction. (Alliance for Excellent Education)

Equitable Instructional Materials

Equitable instructional materials are tools used to assist in student learning of various formats that provide equal levels of content, rigor, and opportunity to all learners.

GSSP

A Gifted Student Services Plan is an educational plan that matches a formally identified gifted student's interests needs, and abilities to differentiated service options and serves as the communication vehicle between the parents and school personnel. The determination of appropriateness of level and type of services provided to a student shall be subject to continuous assessment. (Kentucky Department of Education)

IEP

An Individual Education Program (IEP) is a written statement for a child with a disability that is developed, reviewed and revised in accordance with [707 KAR 1:320](#).

Learning Management System (LMS)

A Learning Management System (or LMS) is a software that enables the management and delivery of learning content and resources to students. It is used to plan, implement, and assess a specific learning process. Most LMS systems are web-based to facilitate "anytime, anywhere" access to learning content and administration. (EdTech Review) Examples of a learning management system include Blackboard, Canvas, Edmodo, Moodle, Schoology, etc.

Non-Traditional Instruction Day

A Non-Traditional Instruction Day is a day in which school has been cancelled due to weather or other reasons and non-traditional instructional methods are implemented in order to maintain academic continuity and reduce student learning loss.

Non-Traditional Learning

Non-traditional learning is any process of gaining knowledge that occurs outside the traditional methods of delivery/mode, time, or setting.

PSP

A Program Services Plan is an educational plan for each student identified as having limited English proficiency. The PSP should include the following: the reasons for identification (results of the W-APT screener, and when available, the ACCESS for ELLs® annual language assessment), level of English proficiency, previous academic background and experience, cultural and language history, service delivery model/s for English language instruction, and all appropriate instructional and assessment accommodations and/or modifications. (Kentucky Department of Education)

Stakeholders

Stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials. Stakeholders may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions, in addition to organizations that represent specific groups. (Great Schools Partnership)

SWD

A student with a disability (SWD) is a child evaluated in accordance with [707 KAR 1:300](#), as meeting the criteria listed in the definitions in this section for autism, deaf-blindness, developmental delay, emotional-behavior disability, hearing impairment, mental disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, or visual impairment which has an adverse effect on the child's educational performance and who, as a result, needs special education and related services.

We certify that this application was reviewed and approved by the Nelson County .
(school district)

Board of Education at a regular meeting of the Board on 4-28-15
(date)

 Superintendent 4/28/15 Date

 Local Board of Education Chair April 28, 2015 Date

Terry Holliday, Commissioner of Education Date

Application Deadline: May 1, 2015

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

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