Owsley County
Non-Traditional Day Waiver Application
Virtual Instruction Program

Action Plan

It is important to note that it is the opinion of Owsley County instructional staff (administrators and teachers) that the instructional methods being highlighted in this plan encompass the direction of the district for delivering and engaging students in instruction and learning in a 24/7 configuration. Learning should not and cannot be confined to the school day or school building. By engaging in this program, Owsley County Schools will have an opportunity to launch this type of initiative while learning how to extend such practices and methodology to all content areas, for all students, every day.

Introduction

Owsley County students traditionally miss several days each winter due to inclement weather. During these days missed, instructional time, flow of instruction, and meaningful learning are at a loss when students are not able to attend school. Also, data shows that students often have significant slides during summer months. These slides can also occur when students are out excessive number of days during the winter months. It is important disruptions in education do not occur and students are engaged in learning through-out the school year.

Owsley County has been seeking technology-based instruction over the past three years, not exclusively for instruction outside of the school day, but to enhance classroom instruction. Facing lost and interrupted instructional time; the district is utilizing the existing and additional technology-based instructional tools to ensure seamless instruction throughout the school year. Through the Promised Neighborhood Grant, Blackboard Learning has been purchased for K-12 use. Teachers have received training and assistance in developing course shells within Blackboard. The platform will be used to share resources and documents, provide instructional support, and use of discussion board.

Scope

For the 2014-15 school year snow bound initiative, Owsley County School's proposes a two-pronged approach.

- First in grades K-8, we plan to focus instruction on Reading, Language, Writing,

and Mathematics. We also want to include a strong content emphasis around Arts and PLCS. The program will include monitoring and management of the assignment of activities, monitoring and management of student ability to complete internet-based activities, and monitoring and evaluation of student performance. Each grade level will utilize Blackboard Learning to deliver instruction. The program will be applied to grade levels (K-8).

- In grades 9-12, we plan to create a menu of ten day intersession courses. Each course will incorporate Reading, Language, Writing and Math. Courses will also have a component that is related to program review areas (Arts and PLCS). Teacher teams will create these courses taking a cross-curricular thematic approach. An example course would be the History of Your Favorite Pastime. Students would be charged with researching the subject. They would have specific tasks related to each content and would complete the course with a culminating event and presentation. Each course will be available online using Blackboard. Students would receive ¼ credit for successful completion of the course.

The Owsley County School District will develop a partnership for student learning with the Owsley County Public Library, Owsley County Action Team, the local telephone cooperative(PRTC), and utilize the Booneville Sentinel to assist parents/ guardians about snow day(s) activities and events.

Plan

Each grade level team of teachers at Owsley County Elementary and each content area teacher or content team of teachers at Owsley County Middle School will engage in planning and development in order to utilize technology-based modes of instruction for our students. High School teachers will be grouped based on content expertise and areas of interest. Alternative plans will be developed for students that do not have accessibility to the internet at home. Both schools have fully functioning Professional Learning Communities (PLCs) and these communities will be used to implement and monitor the program. The instructional program that is developed will be designed to deliver rigorous and relevant content to students during missed school days. The grade level teachers at Owsley County Elementary School have common planning and meet at least once weekly in a Professional Learning Community (PLC) and content area teachers at Owsley County High School have common planning and meet at least once weekly in a PLC. During the months of October and November, teachers will meet during PLCs and faculty meetings to plan the activities and the teachers will discuss the snow plans and requirements with their students. Information will be posted prominently on the district webpage as well as the school level and teacher level pages

regarding assignments for days missed due to inclement weather or illnesses. Immediately following any days missed, teachers will meet in their PLCs to evaluate the process and results and make any revisions. Documentation will be kept on the results and any modifications made. Computer labs will be open and accessible with staff to assist students during these snow days for all students. Infinite Campus Messenger system will be used to communicate with parents via telephone, email and texts of events or activities. Infinite Campus Parent Portal and Blackboard Learning will have assignments and communications available for parents to reference and teachers to use during these days.

Curriculum, Instruction and Assessment

After piloting the snow-bound initiative for three years, Owsley County School district non-traditional day program continues to evolve. Upon examination of data collected during the pilot, it has been determined that the program works best when student focus is centered around skills needed in Math/Language arts. In the elementary and middle school, grade and content teams will work together to create cross- curricular, project-based lessons to ensure students are receiving rigorous and relevant content. Essentially, students will have 2 assignments: one assignment will center around a content based text and will require the students to complete a real world reading/writing task while the other assignment will be a project or product based Math task. These assignments will be aligned with the common core standards and may be a multiple day assignment with a project/product as the culminating event. Products/projects will be scored based on a rubric which will be posted so that the student has a clear understanding of what is expected, including timelines. Lessons will be designed so that a depth of knowledge and understanding is required to complete an assignment. Teachers are organized into teams based on their content and will work together to form these assignments. Delivery of instruction will take place using Blackboard. Teachers will use Blackboard to make available a variety of instructional tools such as articles, videos, links to webcasts, teacher classroom recordings, teacher generated PowerPoints, as well as others. Teachers will utilize the discussion board and chat features of Blackboard as well as be available at the school on snow days on a rotating schedule so that students will have sufficient support to successfully complete assignments.

At the High School level, the school wants to create independent courses that are related to student interests. Courses will include all subject areas, but will have an emphasis selected by the student. By making courses stand-alone, monitoring and tracking progress will be simplified. Students must successful fulfil all course requirements in order to earn credit. The goal is to have each student complete one ¼

credit course during each of their four years in High School. The High School will include the intersession course as part on their student graduation requirement policy. Students must successfully complete in order to get the required credit.

Expected Impact

Owsley County Schools have participated in the snow-bound pilot initiative for three years. Data from Pre and post tests was collected during the 2011-12 school year. The Owsley County School District feels that the pre and post test data reflects that student learning has taken place. Excessive days missed due to inclement weather interrupts the flow of instruction and as a result the pacing of lessons is interrupted and in some cases stunted. Valuable classroom instruction time is spent re-teaching rather than continuing the pace of instruction. When students complete out of class assignments during snow days they stay focused on the content and are better prepared to continue when class resumes. Parental involvement is also impacted. Parent response was positive. Many parents expressed an interest in the activities students were required to complete. It provides a window into what students are expected to do at school. Due to the change in the accountability system for 2012, it is difficult to discern whether or not a positive or negative impact on test scores occurred. However, in the future we will be able to analyze data in order to make a determination of whether or not student growth is impacted due to completion of snow day assignments.

Timeline

Following waiver approval	• Teachers will meet afterschool and during PLC's to plan a segment of instruction as well as rubrics and grading scales for accurate scoring, reporting and feedback to students. These work sessions will be facilitated by district and school instructional leaders with all assignments approved for rigor,

	relevance, and alignment to standards. • Professional Development opportunities will be provided in October and November to enhance blended learning opportunities and online teacher pedagogy. • A schedule will be developed for teachers and administrators to report to the school building on subsequent snow days to facilitate computer labs, provide interventions and assistance to students, and to engage in other work relevant to the project. • Develop communication plan and disseminate communication/information to all stakeholders. • Provide student-specific orientation to the program to ensure students understand the importance of the program.
Following snow days	• Allow students who may need access to technology a one week window to access technology and finalize assignment. • Using designed scoring guides and rubrics, teachers will score student work. • During Professional Learning Community meetings (PLCs), discuss findings related to quality of work, completion rate, etc. and make adjustments to communication and planning as needed. • District administrative staff will

	review student work/results to monitor program, make programmatic changes/suggestions, and continuously evaluate results.

"Non-Traditional Instruction"
Application per KRS 158.070

District	Owsley County Schools
Date	August 12, 2014

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?

Owsley County has adopted a multi-pronged program in our approach to combating lost instruction due to inclement weather. The school is committed to the continuation of learning; not just utilizing these days for review. The district has piloted the non-traditional day initiative for 3 years. During this time, the district has continued to review and revise the program based on feedback from students, staff and parents. Each year, parents and community have been surveyed about the pros and cons of the program and the feedback has been used to assist in the continued evolution of our plan. – For more information, please reference attachment.

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

Owsley County has piloted the program for 3 years. The district has extensive experience in what works and what does not work utilizing non-traditional instruction. We have made significant changes each year and feel that we will continue to review and enhance the program each year moving forward.

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?

We utilize Blackboard Learning platform for all student's grades 4-12. Teacher's post assignments, activities and lessons on this platform. The system allows for specific tracking of student activity include the number of log-ins and time spent on activities. Early elementary students utilize numerous online programs which include, but are not limited to, Study Island, Reading Eggs, and Sumdog, as an extension to learning, all of which have progress monitoring tools similar to Blackboard.

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.

Students will be notified on days which are deemed non-traditional days. The district utilizes data from district technology readiness survey as well as anecdotal student responses in determining student access. Students that have access are required to use online resources. Students who do not have internet access at home are provided opportunities to access technology via community partners such as the public library and Action Team, during announced times at school on inclement weather days and during given opportunities upon returning to school. Hard copies of all assignments are also available.

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.

Teachers have had extensive training using BB as a learning platform. Teachers also have been trained in the development of quality online lessons and units. Owsley County Schools have partnered with CTL and have scheduled training dates in the fall to continue class and course development. All teachers utilize CIITS for lesson planning and development.

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)

All certified and classified staff time is tracked using a non-traditional time sheet. Teachers are required to report to work on many days (weather permitting). Teachers can also document time for the planning and monitoring student activities from home. In the past, teachers have been allowed to count one contractual day for every 3 days of non-traditional instruction for planning and assisting students at home. All other days, staff is required to report for monitoring and professional development opportunities.

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?

At the High School level, complete 10 day intersession courses are being designed. Students will select a course and receive ¼ credit upon successful completion. Students in grades k-8 are graded based on individual teacher and grade level expectations.

- Please review attachment for a more in-depth review of Owsley County's non-traditional program.

We certify that this application was reviewed and approved by the _Owsley County

Board of Education at a regular meeting of the Board on __August 12, 2014_____
Date

8/12/14

Superintendent Date

8-12-14

Local Board of Education Chair Date

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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