

**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

Shelby County Public Schools

Date

April 15, 2015

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.

- 20 days missed in the last 2 years due to snow days; we have averaged 6 snow days for the past 5 years
- Want to maximize learning opportunities, minimize breaks in academic instruction
- PBL, Flipped Classroom and Classroom assignment activities for all students supplemented with Reading / Math intervention or progress toward College Readiness / Career Readiness via LMS and/or online
- Teachers will login to the LMS at 8 AM or the appointed time and provide 6 hours of: instruction, flipped instruction, success criteria, formative assessments and feedback to students as they progress in their work
- Students will login to the LMS and access the appropriate instruction, participate in 6 hours of instruction in: project development, formative assessment, revision to project / assignment based on feedback, submit assignments, Reading intervention, Math intervention and /or College Readiness, Career Readiness or participate in CTE Co-op and Internship Work Based Learning as appropriate
- Dual Credit courses will continue as is their normal practice

1b. How were stakeholders (students, teachers, administrators, parents, community members, etc.) involved in the development of the district's Non-Traditional Instruction plan?

- Several meetings were held for providing information about the project and for acquiring input from stakeholders:
 - Discussion in Administrative Team meetings at the district level
 - Student Assemblies
 - Principal's Meeting with staff
 - SBDM Meetings
 - Parent Meetings at our schools
 - A Community Meeting for all interested parties
 - Sentinel News Article, Web Page postings,
 - BOE Meeting

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.

- BYOD
- Increased Bandwidth from 250 MG to 500 MG in June 2014 and to 1 GB April 2015
- Implementation of a Technology Integration Coach, School Based Technicians, Library Media Specialists
- 2014-2015 Provided New Teacher Devices to all Teachers
- On a Path to implement Student Digital Conversion in 2015-2016
- Compass Learning; Blended Learning, Credit Recovery and Diploma Recovery
- Blended Learning: Lexia Reading and Dreambox Math
- Blended Learning: CERT, Win Learning and Ed Ready
- Flipped Classroom initiative
- Ed Tech Fairs as Personalized PD opportunities
- Twitter feeds and Blogs, Wiki Spaces, Google Classroom, LMS [Schoology, Edmodo, Edline]
- Online Dual Credit courses with colleges and Universities

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

- LMS [Schoology, Edmodo, Blackboard] and University LMS for Dual Credit courses
- You Tube samples of student Performances in projects, as used in Arts classes
- Dreambox Math; Blended Learning and Intervention
- Lexia Reading; Blended Learning and Intervention
- Compass Learning; Hybrid Blended Learning and Intervention
- Win Learning, Career Readiness Blended Learning
- CERT, College Readiness Blended Learning
- Ed Ready, College Readiness Blended Learning
- Language Acquisition Software (Duo Lingo, Middlebury, Rosetta Stone)
- Twitter feeds and Blogs, Wiki Spaces, Google Classroom, LMS [Schoology, Edmodo, Edline]
- CTE Co-op and Internship Work Based Learning

(Edmodo, Blackboard, etc.) that the district will use? What other digital applications and tools will be implemented?

- LMS for those with Internet Connectivity[Schoology, Edmodo, Blackboard]
 - To be determined, will update the application as soon as the LMS determination is made.
 - Description of the selected platform to be added

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

- For those students who do not have internet connectivity
 - Flash Drives containing Flipped Learning lessons / activities
 - 4 eBuses, deployed in selected locations, those without or limited internet access
 - Take home packets of materials
 - WiFi Gardens available on every school campus

4. a. How will the district account for all students' access to on-line 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?

- All students will be assigned a class from which to access their SnoGo lessons/activities
- Students will login to the LMS to access their lessons/activities
- All logins, passwords, permissions and training will have already occurred and students will be fluent in the use of the LMS well before the snow flies
- Many students will have district 1 to 1 devices
 - Those who don't can use BYOD devices from home
- Those few students without internet connectivity will be sent home with flash drives and /or packets of materials containing their SnoGo lessons and activities and some students will be able to access the eBus, in selected locations, those without or limited internet access
- All students will complete and submit their learning outcomes at the end of the second day after returning to school
- Students will submit their projects and participate in Blended and Flipped Learning activities
- Reports will be run from the: LMS, Infinite Campus Gradebooks and Blended Learning software to determine: the number of hours recorded in instruction, the Proficiency rates of student work submitted, the frequency of teacher feedback and other data to measure the success of the project

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

- Public Library
- 4 eBuses
- Downtown WiFi Hot Spots
- OVEC
- WiFi Gardens available on every school campus
- Inclusion of Day Care Providers to help implement our plan
- Performance Based Learning presentation feedback
- Career and Technical Education Co-op and Internships in Work Based Learning

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.

- District-wide training in the implementation of the LMS and Digital Unit Design, June 2-4
- PBL Training, multiple opportunities throughout June, July and in follow-up sessions throughout the 2015-2016 school year
- PD Day in the fall will include Flipped and Blended Learning strategies and applications
- Ed Tech Fairs in Blended and Flipped Learning, in March and June during the 2014-2015 school year and again in the 2015-2016 school year, dates TBA
- In school coaching from the Technology Coach and Library Media Specialists on an on-going basis throughout 2015-2016
- Have trained over 200 teachers implementing practices they learned in Thinking Strategies Institutes and have 31 teachers who are certified teacher trainers

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.).

- 1 Call Now, email and a post on the district webpage will go out to all teachers, staff, parents in Shelby County announcing school cancellation and SnoGo Day #1 Instructions
- Teachers will initiate their SnoGo Instructional Plan for Day #____
 - All teachers will either implement from school or from home, as directed in their 1 Call Now message
 - Login to LMS
 - Login to eMail
 - Be accessible by phone if necessary
- Access and Posts to District Twitter and Facebook Updates throughout the day
- All teachers will provide 6 hours of: instruction, flipped instruction, success criteria, formative assessments and feedback to students as they progress in their work

- 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 staff will not report on snow days
 - Classified staff will make up contractual obligations by staying after school, Contract Days or in PD Days at the end of the school year to make up hours/days
 - Classified instructional staff can also be permitted to:
 - assist students in ESS and in Personalizing Learning on SnoGo Day projects and activities in the 2 days after the SnoGo Day
 - Can be involved in the online learning on the SnoGo day if instructed to do so by the school administrators

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

- We will run reports that provide the following information:
 - # of students logged in to the LMS
 - # of students submitting assignments
 - # of completed assignments
 - % of students submitting flipped assignments electronically
 - % of students submitting assignments traditionally or by alternate means
 - Proficiency Rate student progress on assignments
 - # of hours logged by a student in flipped instructional activities on the LMS
 - # of students logged in to Blended Learning activities
 - # of hours logged by a student in Blended Learning activities
 - Rate of progress of students logged in to Blended Learning activities
 - Work Based Learning reports from employers for students in Co-op and Internships

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

- We will run reports that provide the following information:
 - # of teachers logged in
 - # and quality of feedback submissions from teachers to students
 - # of hours logged by a teacher
 - # and quality of the Flipped Instruction links
 - Proficiency Rates of student achievement
 - Year End parent and student surveys on the level of success of the project
 - Work Based Learning reports from employers for students in Co-op and Internships

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.)

- Students will be working toward mastery of academic standards in the SnoGo class of the day
- Formative and summative assessments, logging and journaling posts and progress toward completed projects will be submitted by the close of business of the second day after the SnoGo day.
- Teacher feedback will be provided and students will use that feedback to inform their learning.
- Reports on student progress toward mastery and/or of reaching benchmarks will be accessed by instructional and administrative staff.

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

- This plan and the strategies outlined within it are not significantly different than the way students are accessing instruction, submitting work samples and receiving teacher feedback during regular instruction on non SnoGo days.
- Flipped Learning, Blended Learning, Thinking Strategies, Google Classroom and various Social Media venues are all a part of our current instructional program in Shelby County, and are being used vigorously.
- Use of the LMS and in continued training of staff in the LMS and the strategies above.

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.

- IEP Students will be able to access their teachers via the LMS and communicate with them much the same way as all other students.
- If the SnoGo teacher is the IEP teacher they will present the lesson and provide feedback to their students leading them to progress toward mastery. If that teacher is different from the IEP teacher of record, the student will access the IEP teacher of record after participating in the Flipped lesson. The IEP teacher of record can provide feedback through the same modalities as described in our plan to assist the IEP student as indicated in the IEP. The IEP student can also access Blended Learning intervention software as appropriate to augment instruction as well, also as described in the IEP.
- ARC meetings will annually include a review of the Blended Learning Plan for each IEP student.

- 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 Program Services Plans will access their ESL teacher through the LMS, email and Social Media to augment the Flipped lesson objectives as established through their regular classroom teacher. ESL teachers will assist in providing feedback for learning with their students throughout the SnoGo day.
- Language Acquisition Software (Duo Lingo, Middlebury, Rosetta Stone) will be utilized as a part of the SnoGo ESL instructional day.
- Students with Gifted Student Service Plans will access their Gifted teacher through the LMS, email and Social Media to augment the Flipped lesson objectives as established through their regular classroom teacher. Gifted teachers will assist in providing feedback for learning with their students throughout the SnoGo day. Those gifted students in Dual Credit Classes will participate in class activities through the appropriate College LMS as is their regular practice.
- ESL Service Plans will annually include a review of the Blended Learning Plan for each ESL student.

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.)

- District Webpage
- Newspaper Articles
- Speaking Engagements at Civic Organizations
- PSA's After School Co and Extra Curricular Events
- PSA's on Radio
- Twitter
- Facebook

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

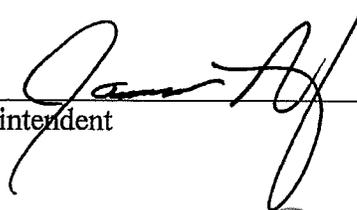
Stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials. Stakeholders may also be collective entities, 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

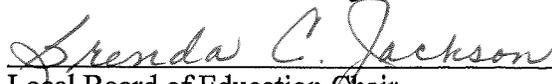
A student with a disability (SWD) is a child evaluated in accordance with 707 KAR 1:300, as meeting the criteria listed in the definitions in this section for autism, deaf-blindness, developmental delay, emotional-behavior disability, hearing impairment, mental disability, multiple disabilities, orthopedic 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 Shelby County
(school district)

Board of Education at a regular meeting of the Board on MAY 14, 2015
(date)



Superintendent Date 4-30-15



Local Board of Education Chair Date 4-30-15

Terry Holliday, Commissioner of Education Date

** Note: This application will be submitted for approval to the Shelby County Board of Education in the May 16, 2015, regular meeting. As soon as approval is granted and the document is signed we will immediately submit the updated signature page to the appropriate KDE office.

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:

Beth Peterson
KDE - Division of Innovation and Partner Engagement
8th Floor CPT
500 Mero St.
Frankfort, KY 40601