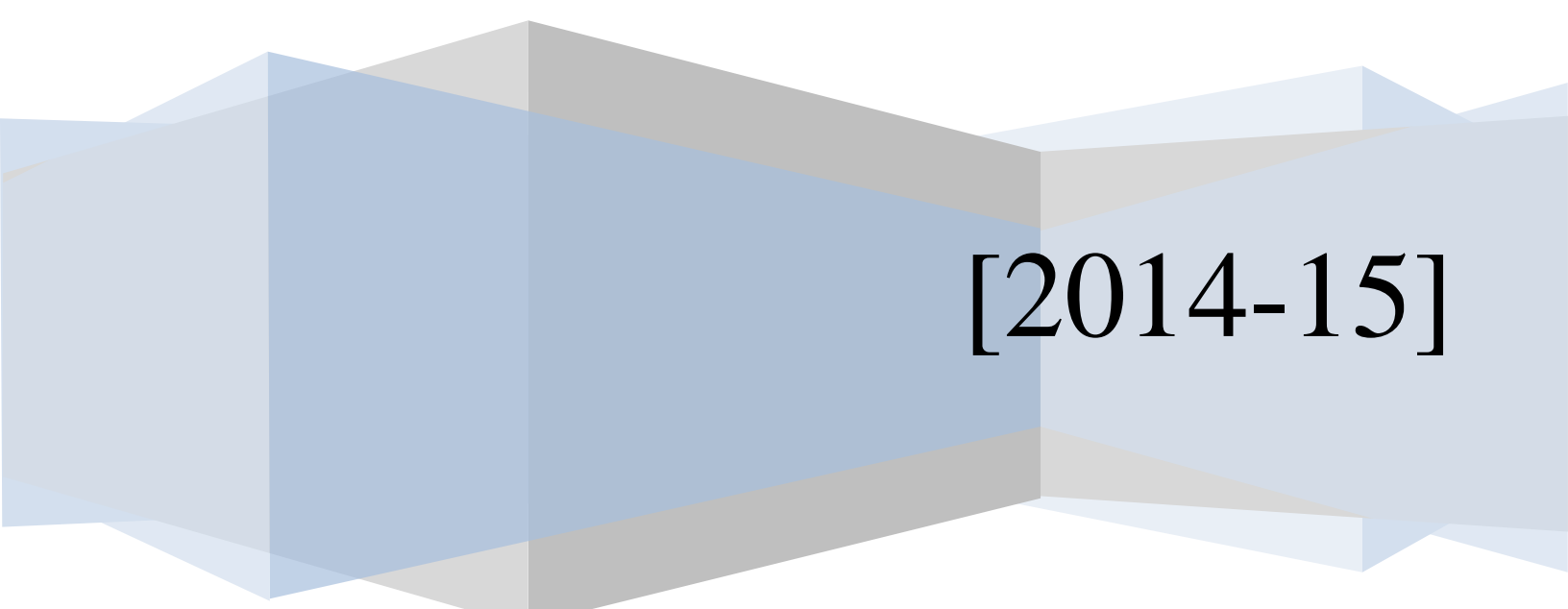


Pike County Schools

“Non-Traditional Instruction”



[2014-15]

**“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 encompass) that 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 Pike County School instructional staff (administrators, teachers, and board members) recognizes the research data that supports the theory direct instruction provided by highly qualified and effective teachers is the ultimate method of improving student achievement. The instructional staff also, recognizes the research data that supports innovative strategies to facilitate, promote and enhance blended learning, innovation and the use of learning management systems to provide students with educational opportunities where learning can occur “anytime, anywhere”. By participating in the non-traditional instructional program the district will provide students an opportunity to integrate innovation into the curriculum and expand the knowledge and opportunities of students and staff while creating a culture of learning that meets the needs of individual students by using effective instructional strategies and increasing student engagement.

The Pike County School system missed a total of 23 days of critical instruction in the 2013-2014 school years. Informally the instructional staff provided students with a variety of learning activities that supported learning and instruction. These activities included printed “take home-snow packs”, project based assignments and assignments using technology programs available. The Pike County non-traditional innovation program will provide an opportunity to systematically provide academic instruction for students in grades K-12 by using non-traditional techniques. As the method of delivery may be altered—the rigor and relevance will **NOT** as **ALL** activities will be designed to protect the integrity of the common core standards while supporting on-going instruction in the regular classroom.

2014-2015

The 2014-15 school years will be the year of communication. During this year there will be a deliberate focus on communication between all stakeholders (students, parents, community, staff), teacher training, program development, initial implementation, monitoring and evaluation. The process will begin with a needs assessment to determine current practices in place and technology currently used. The program will focus on the content areas of Reading, Language Arts, Writing and Math. The focus will be to provide learning activities for missed instruction that exceeds one day. The program will include monitoring and management of assignments, activities and student ability to complete internet-based activities as well as monitoring and evaluating student performance.

Each school will create a team (s) of teachers that will engage in planning and developing activities that will be used in technology based instruction and print-based modes of instruction. These teams will work in conjunction with the Appalachian Reissuance Initiative (ARI) to promote innovation in instruction. Technology needs assessment data indicate that 81 % of students have computers. 73% of students in Pike County have Internet access. 100% of teachers of internet access at home. Technology resources available at each school are:

School	Mathematics	Literacy/Language/Writing
Bevins Elementary	<ul style="list-style-type: none"> • Study Island • Flipped Classroom Lessons • Project based learning activities that focus align to math curriculum • Edmodo • Document Sharing • The Holler • The V-Brick Local Video Sharing • KETS Encyomedia • Riverdeep • Destination Math K-8 • A+ Learning 	<ul style="list-style-type: none"> • Study Island • Flipped Classroom Lessons • Renaissance Place (Accelerated Reading) • Writing to demonstrate learning, and writing to reflect on learning • Trade books and novels for independent reading and project-based learning activities • ABC Mouse • Reading Eggs • Destination Reading K-8 • A+ Learning
Blackberry Elementary	<ul style="list-style-type: none"> • Project based learning activities that focus align to math curriculum • Edmodo • Document Sharing • The Holler • The V-Brick Local Video Sharing • KETS Encylomedia • Riverdeep • Destination Math K-8 • A+ Learning 	<ul style="list-style-type: none"> • Renaissance Place (Accelerated Reading) • Writing to demonstrate learning, and writing to reflect on learning • Trade books and novels for independent reading and project-based learning activities • Destination Reading K-8 • A+ Learning

School	Mathematics	Literacy/Language/Writing
	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Feds Creek Elementary	<ul style="list-style-type: none"> • Flipped Classroom Lessons • Project based learning activities that focus align to math curriculum • Edmodo • Document Sharing • The Holler • The V-Brick Local Video Sharing • KETS Encylomedia • Riverdeep • Destination Math K-8 • A+ Learning 	<ul style="list-style-type: none"> • Flipped Classroom Lessons • Renaissance Place (Accelerated Reading) • Writing to demonstrate learning, and writing to reflect on learning • Trade books and novels for independent reading and project-based learning activities • ABC Mouse • Reading Eggs • Destination Reading K-8 • A+ Learning
Elkhorn City Elementary	<ul style="list-style-type: none"> • Study Island • Flipped Classroom Lessons • Project based learning activities that focus align to math curriculum • Edmodo • Document Sharing • The Holler • The V-Brick Local Video Sharing • KETS Encylomedia • Riverdeep • Destination Math K-8 • A+ Learning 	<ul style="list-style-type: none"> • Study Island • Flipped Classroom Lessons • Renaissance Place (Accelerated Reading) • Writing to demonstrate learning, and writing to reflect on learning • Trade books and novels for independent reading and project-based learning activities • ABC Mouse • Reading Eggs • Destination Reading K-8 • A+ Learning

3333	Mathematics	Literacy/Language/Writing
Johns Creek Elementary	<ul style="list-style-type: none"> • Study Island • Flipped Classroom Lessons • Project based learning activities that focus align to math curriculum • Edmodo • Document Sharing • The Holler • The V-Brick Local Video Sharing • KETS Encylomedia • Riverdeep • Destination Math K-8 • A+ Learning 	<ul style="list-style-type: none"> • Study Island • Flipped Classroom Lessons • Writing to demonstrate learning, and writing to reflect on learning • Trade books and novels for independent reading and project-based learning activities • ABC Mouse • Reading Eggs • Destination Reading K-8 • A+ Learning
Kimper	<ul style="list-style-type: none"> • Study Island • Flipped Classroom Lessons • Project based learning activities that focus align to math curriculum • Edmodo • Document Sharing • The Holler • The V-Brick Local Video Sharing • KETS Encylomedia • CIITS • ILX.com • Riverdeep • Destination Math K-8 • A+ Learning 	<ul style="list-style-type: none"> • Study Island • Flipped Classroom Lessons • Renaissance Place (Accelerated Reading) • Writing to demonstrate learning, and writing to reflect on learning • Trade books and novels for independent reading and project-based learning activities • ABC Mouse • Star Fall • Fluency Practice apps • Destination Reading K-8 • A+ Learning

School	Mathematics	Literacy/Language/Writing
Johns Creek Elementary	<ul style="list-style-type: none"> • Study Island • Flipped Classroom Lessons • Project based learning activities that focus align to math curriculum • Edmodo • Document Sharing • The Holler • The V-Brick Local Video Sharing • KETS Encylomedia • Riverdeep • Destination Math K-8 • A+ Learning 	<ul style="list-style-type: none"> • Study Island • Flipped Classroom Lessons • Renaissance Place (Accelerated Reading) • Writing to demonstrate learning, and writing to reflect on learning • Trade books and novels for independent reading and project-based learning activities • ABC Mouse • Reading Eggs • Destination Reading K-8 • A+ Learning
Millard Elementary	<ul style="list-style-type: none"> • Flipped Classroom Lessons • Project based learning activities that focus align to math curriculum • Edmodo • Document Sharing • The Holler • The V-Brick Local Video Sharing • KETS Encylomedia • Riverdeep • Destination Math K-8 • A+ Learning 	<ul style="list-style-type: none"> • Flipped Classroom Lessons • Renaissance Place (Accelerated Reading) • Writing to demonstrate learning, and writing to reflect on learning • Trade books and novels for independent reading and project-based learning activities • ABC Mouse • Reading Eggs • Destination Reading K-8 • A+ Learning

School	Mathematics	Literacy/Language/Writing
Mullins Elementary	<ul style="list-style-type: none"> • Study Island • Flipped Classroom Lessons • Project based learning activities that focus align to math curriculum • Edmodo • Document Sharing • The Holler • The V-Brick Local Video Sharing • KETS Encylomedia • Education City • Riverdeep • Destination Math K-8 • A+ Learning 	<ul style="list-style-type: none"> • Study Island • Flipped Classroom Lessons • Renaissance Place (Accelerated Reading) • Writing to demonstrate learning, and writing to reflect on learning • Trade books and novels for independent reading and project-based learning activities • ABC Mouse • Reading Eggs • Education City • Destination Reading K-8 • A+ Learning
Phelps Creek Elementary	<ul style="list-style-type: none"> • Study Island • Flipped Classroom Lessons • Project based learning activities that focus align to math curriculum • Edmodo • Document Sharing • The Holler • The V-Brick Local Video Sharing • KETS Encylomedia • Riverdeep • Destination Math K-8 • A+ Learning 	<ul style="list-style-type: none"> • Study Island • Flipped Classroom Lessons • Renaissance Place (Accelerated Reading) • Writing to demonstrate learning, and writing to reflect on learning • Trade books and novels for independent reading and project-based learning activities • ABC Mouse • Reading Eggs • Destination Reading K-8 • A+ Learning

School	Mathematics	Literacy/Language/Writing
Southside Creek Elementary	<ul style="list-style-type: none"> • Study Island • Flipped Classroom Lessons • Project based learning activities that focus align to math curriculum • Edmodo • Document Sharing • The Holler • The V-Brick Local Video Sharing • KETS Encylomedia • Riverdeep • Destination Math K-8 • A+ Learning • Ren Place Accelerated Math 	<ul style="list-style-type: none"> • Study Island • Flipped Classroom Lessons • Renaissance Place (Accelerated Reading) • Writing to demonstrate learning, and writing to reflect on learning • Trade books and novels for independent reading and project-based learning activities • ABC Mouse • Reading Eggs • Destination Reading K-8 • A+ Learning
Valley Elementary	<ul style="list-style-type: none"> • Study Island • Flipped Classroom Lessons • Project based learning activities that focus align to math curriculum • Edmodo • Document Sharing • The Holler • The V-Brick Local Video Sharing • KETS Encylomedia • Riverdeep • Destination Math K-8 • A+ Learning 	<ul style="list-style-type: none"> • Study Island • Flipped Classroom Lessons • Renaissance Place (Accelerated Reading) • Writing to demonstrate learning, and writing to reflect on learning • Trade books and novels for independent reading and project-based learning activities • Destination Reading K-8 • A+ Learning

School	Mathematics	Literacy/Language/Writing
Belfry Middle	<ul style="list-style-type: none"> • Study Island • Flipped Classroom Lessons • Project based learning activities that focus align to math curriculum • Edmodo • Document Sharing • The Holler • The V-Brick Local Video Sharing • KETS Encylomedia • Riverdeep • Destination Math K-8 • A+ Learning 	<ul style="list-style-type: none"> • Study Island • Flipped Classroom Lessons • Writing to demonstrate learning, and writing to reflect on learning • Trade books and novels for independent reading and project-based learning activities • ABC Mouse • Reading Eggs • Destination Reading K-8 • A+ Learning
Belfry High School	<ul style="list-style-type: none"> • Study Island • Flipped Classroom Lessons • Project based learning activities that focus align to math curriculum • Edmodo • Document Sharing • The Holler • The V-Brick Local Video Sharing • KETS Encylomedia • Riverdeep • Destination Math Algebra I & II • A+ Learning 	<ul style="list-style-type: none"> • Study Island • Flipped Classroom Lessons • Renaissance Place (Accelerated Reading) • Writing to demonstrate learning, and writing to reflect on learning • Trade books and novels for independent reading and project-based learning activities • WIN • A+ Learning

School	Mathematics	Literacy/Language/Writing
East Ridge High School	<ul style="list-style-type: none"> • Study Island • Flipped Classroom Lessons • Project based learning activities that focus align to math curriculum • Edmodo • Document Sharing • The Holler • The V-Brick Local Video Sharing • KETS Encylomedia • Riverdeep • Destination Math Algebra I & II 	<ul style="list-style-type: none"> • Study Island • Flipped Classroom Lessons • Writing to demonstrate learning, and writing to reflect on learning • Trade books and novels for independent reading and project-based learning activities • WIN
Phelps High School	<ul style="list-style-type: none"> • Study Island • Flipped Classroom Lessons • Project based learning activities that focus align to math curriculum • Edmodo • Document Sharing • The Holler • The V-Brick Local Video Sharing • KETS Encylomedia • Riverdeep • Destination Math Algebra I & II 	<ul style="list-style-type: none"> • Study Island • Flipped Classroom Lessons • Renaissance Place (Accelerated Reading) • Writing to demonstrate learning, and writing to reflect on learning • Trade books and novels for independent reading and project-based learning activities • WIN

School	Mathematics	Literacy/Language/Writing
	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Shelby Valley	<ul style="list-style-type: none"> • Study Island • Flipped Classroom Lessons • Project based learning activities that focus align to math curriculum • Edmodo • Document Sharing • The Holler • The V-Brick Local Video Sharing • KETS Encylomedia • Riverdeep • Destination Math Algebra I & II 	<ul style="list-style-type: none"> • Study Island • Flipped Classroom Lessons • Writing to demonstrate learning, and writing to reflect on learning • Trade books and novels for independent reading and project-based learning activities • WIN

All administrators and one teacher will be trained on innovate initiatives that include project based learning, blended learning and STEM activities that may be used to create innovative lessons. This initiative will be a part of the Appalachian Renaissance Initiative (ARI) Next Generation Teacher/ Leader program in conjunction with staff from KVEC and University of Kentucky. Additional training will be job embedded training through the Pike County Technology Department (ITCs) and the ARI Coordinator to address individual and school needs and initiatives.

On days when the roads are passable, a schedule will be developed so that schools are staffed by teachers and administrators and students who are able can travel into school and utilize computer labs, the library-media center and other resources to complete the instructional activities.

Program implementation will be similar across all three years outlined in this proposal. Staff will meet to identify a timeline of activities that would be critical to successful implementation of the program.

Timeline

Following Pilot Approval	
August 28, 2014	<ul style="list-style-type: none"> • Next Generation Teachers/Leaders trained on blended/personalized learning-next generation initiatives
August 30, 2014	<ul style="list-style-type: none"> • Update technology needs assessment • Deliver/Install/Train on Mondo Board as possible tool for innovation • Using ARI funding 1:1 initiative funding, determine/order/ technology for individual schools to increase technology available per site
September 20, 2014	<ul style="list-style-type: none"> • Next Generation Teachers/Leaders trained on blended/personalized learning-next generation initiatives • Communicate Non-Traditional Plan to each school, parent groups, community members, media and Board of Education to promote awareness and implementation • Develop plan template (ITC/ARI for developing lessons to be used) • ITC Training: Edmodo—other programs

October	<ul style="list-style-type: none"> Teachers will meet to plan segments of instruction (both technology and print based) as well as rubrics and grading scales for accurate scoring, reporting and feedback. District and school instructional leaders will facilitate these work sessions with all assignments approved for rigor, relevance, and alignment of standards. Teachers complete Non-Traditional Plan
December	<ul style="list-style-type: none"> District Instructional Team will develop/revise tool used to collect and measure program effectiveness
Following Program Implementation	<ul style="list-style-type: none"> Allow students who may need access to technology a 3 day window to access technology and finalize assignments Use designed scoring guides and rubrics, teachers will score student work. During Professional Learning Community meetings (PLCS), discuss findings related, to quality of work, completion, etc. and make adjustments to communication and planning as needed. Complete Plus Delta for all stakeholders (what worked? What didn't work?) District instructional team will review student work samples/results to monitor program, make programmatic changes/suggestions, and continuously evaluate results.
March	<ul style="list-style-type: none"> Meet with ALL stakeholders to seek out input into strengths/weakness of program. Analyze data Formulate findings/adjust program for effectiveness
April/May	<ul style="list-style-type: none"> Present program effectiveness at the Pike County Board Meeting

2015-2016

Year Two of the program will focus on program refinement and additional use of technology to support learning and district instruction. Additional technology will be introduced at each school through the ARI initiative with an intention focus being placed on initiatives to promote use of instructional technology in the home setting. Communication will continue to be emphasized with continued information shared with parents, community and other stakeholders regarding program implementation and results. Teacher and facilitate teacher work sessions in which teachers develop rigorous, relevant and aligned instruction designed for delivery we school is not in session will continue. The timeline for communication and data analysis will be continued as the program will constantly be monitored for effectiveness and adjustments made based upon findings. A goal to increase the use of technology-based instruction incorporated into the program from the first year by 50% will be set.

2016-2017

Year Three of the program will be considered the climax of the program. At this point regular classroom instruction will have a stronger at-home learning component that enriches and supports learning so that learning anytime-anywhere can truly occur. By using this initiative, teacher effectiveness, school culture, student engagement will have increased with the over all level of student achievement increased. The barrier of learning interrupted by inclement weather will have been reduced along with the stress of administrators and staff.

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

Pike County has a large repertoire of effective teachers throughout the district who are embedding non-traditional activities into their instruction. Evidence of this is the use of Edmodo through the district. Edmodo allows teachers a powerful online network that connects them to students, administrators, and parents. Through Edmodo, teachers can share resources and tools, providing the building blocks of a high quality education. In Edmodo's secure environment, teachers and students can communicate, personalize learning for every student, as well as build PLC's within the district and other real-world teachers/educational professionals. Data indicates that at this time approximately 195 teachers who are or are in the process of implementing this platform into the classroom instruction., The data feedback from these teachers indicate that this form is easily accessed, manageable and positively received by users. Here is a testimonial collected during data feedback.

"I have had the most success with Edmodo this year. Especially, during thee winter months when we missed mo much school. Each day we missed, I posted class work on my 4th grade math students. They were assigned 30-40 minutes of work each day. They had videos to watch and take a quiz on or a daily practice assignment. I identified two times during those days that I was always available for online chat or help. I averaged 57-60 students out of 80 online sessions. It was wonderful".

The Pike County School system is seeking to promote teacher effectiveness, innovation and student engagement. The non-traditional grant will be used to create a more systematic and consistent occurrence throughout the district.

Evidence of strong capacity is not lacking. Currently each school has effectively created and implemented a CORE LEADERSHIP team. This team is responsible for coming together to effectively analyze data, discuss initiatives and promote student learning in their respective schools. This leadership team has been charged with the mission to "SHIFT mindsets" from one of fixed to one of growth. The district is preparing this team to by conducting district wide professional learning events, school site visits to listen, discuss and provide support for individual school needs and monitoring progression. Additional the instructional department has been restructured to provide a more focused approach to meeting school leadership needs and the district has secured a full time District Innovation Coordinator through ARI (Appalachian Renaissance Initiative).

The infrastructure of Pike County will support this initiative. We have comprehensive network and data storage systems with district owned servers that will allow housing of content and curriculum. We also have in-house technical and instructional staff to support district initiatives and address issues that may arise. **(See Appendix A)**

The Pike County Technology Department has been a part of the development of this plan and will continue to support this initiative. The district currently has identified a School Technology Coordinator within each building that facilitates trouble shooting for any technical issues that arise. The district also maintains a staff of ITCs whose role and responsibilities are to provide staff members with knowledge and support of specific programs and activities. They will be available to assist individual schools and teachers in the development and implementation of high quality instructional opportunities that maintain the rigor and relevance that are required. To manage the need for technical service the district has a Technology Help desk in place that staff members may submit work orders or request and a team of technicians are available for immediate assistance.

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?

To manage the non-traditional program the Pike County School System will use text and project based assignments. Students will have **three days** to complete and turn in assignments for grading. Each teacher will complete an evaluation of the participation and success rate of the daily assignment. (**Appendix B**) This data will be collected by the school and compiled into a school data page that will be collected by the DPP. (**Appendix C**) The data will be reviewed by the DPP the Department of Instruction to determine effectiveness. When data has been collected and analyzed the group will make recommendations for increased effectiveness. The data collection process will be **within 5 days** of the completion of each implementation. Results of the program will be reported to the Pike County Board of Education during the May board meeting as part of the instructional focus process. In addition to tracking the participation and completion of assignments students will continue to be monitored by current systems of measurement including MAP, DIBELS, formative and summative assessments as well as WIN.

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.

To ensure equitable instruction and materials for ALL students each teacher will prepare lesson plans and activities that are technology and text based. Students will select the method of completion in advance.

1. Complete the technology based assignment with three days.
 - a. Assignments will be placed on flashdrive if technology is available. but no internet connection is accessible.
 - b. Any assignment that is placed on Edmodo, can be printed off top form a "snow-packet" and sent home with the students.
2. Complete a text based or project based learning project that is prepared in advanced.

Community partners will be presented with information about the non-traditional teaching and learning techniques and participation solicited through surveys. The Pike County Public Library and Cooperative Extension Agencies will be used as resources and primary sources of community partners with the goal of increasing the participation of community partnerships by 50% in three years.

5. Please explain the professional learning plan you will be implementing to ensure certified staff has 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.

To ensure that the staff and leadership have the professional learning that will allow effective implementation of the non-traditional program job embedded professional development will be designed/delivered and monitored throughout the process. The following professional learning opportunities will be provided:

- Monthly Next Generation Teacher/Leadership PLC's conducted by ARI and the University of Kentucky with the focus being personalized learning and innovation. These people will take this information back to individual schools and share with faculty and staff.
- Individual staff members will use the CIITS program to become familiar with activities and opportunities that may be used to develop and implement quality instruction activities that meet the needs of students in a non-traditional manner.
- Ongoing support will be provided from the district instructional team as well as the coordinator and the ITCs.
- Specific training will be conducted for platforms and systems that staff members need in order to implement the program. Individuals will request specific training through the ITCs. To maximize the efficiency of the ITCs, district trainings will be offered with a focused effort place on the use of LYNC and other types of communications system to protect instructional time of staff members and address geographical challenges faced by the district.
- Teachers will include non-traditional teaching and learning techniques in their individual growth plans. This will include blended learning, flipped classroom techniques, document sharing, "app-smashing and student use of various apps simultaneously to show learning. Web 2.0 Tools for student-created projects will also be provided.
- ITCs will provide job embedded professional development on various technology based aps, programs and skills needed to implement technology based instruction. This will include but not be limited to Edmodo, Study Island, document sharing tools, apps uses, Web 2.0 for podcasting/webcasting etc.

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)

Meeting Contractual Obligations:

Certified Staff Members

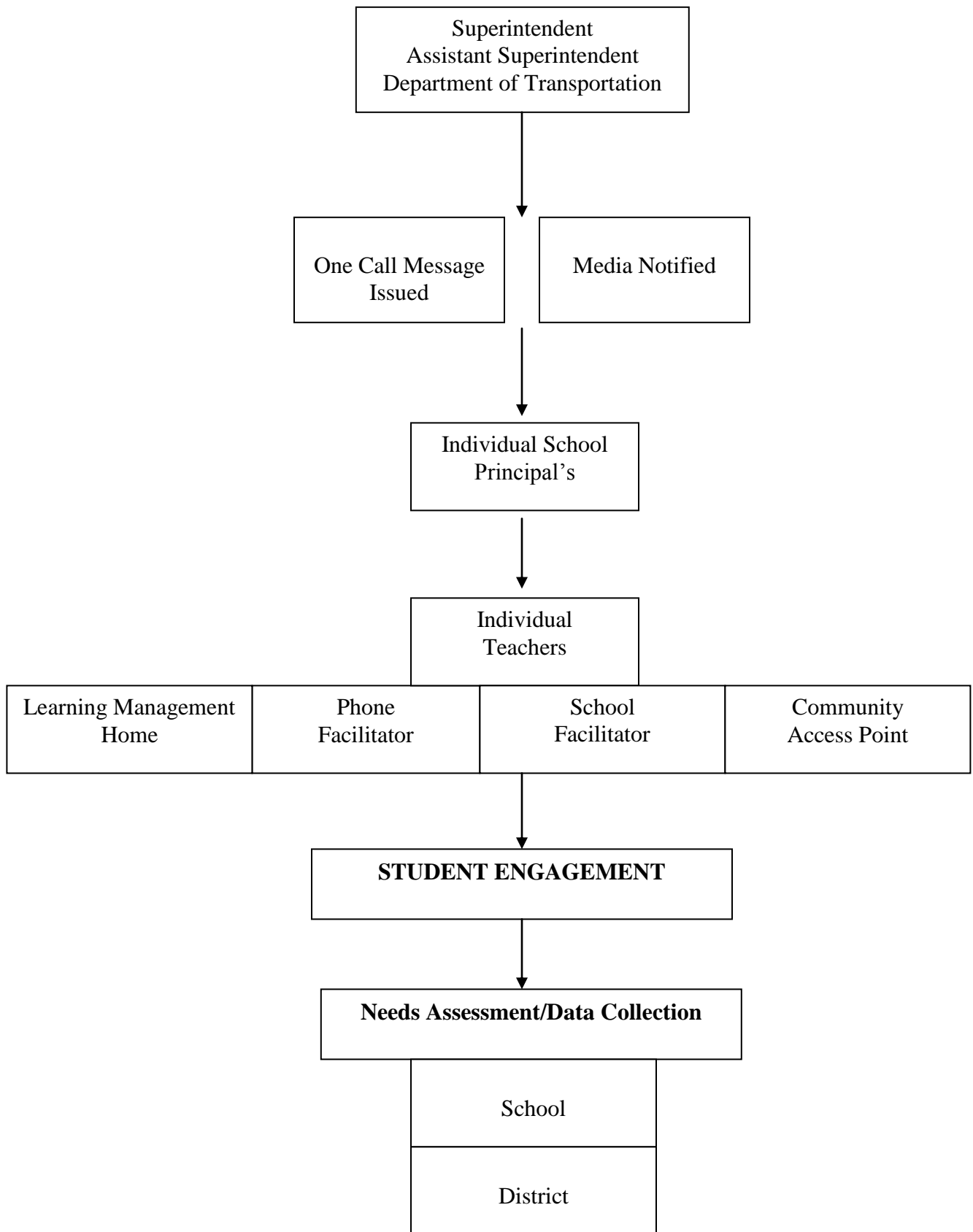
In order for Certified Staff members to meet contractual obligations the following procedures must be followed:

- Certified staff members will identify method of **delivery of instruction**
- Certified staff member will develop lesson plans for traditional **and** non-traditional instruction
- Certified staff members will be available to provide assistance and feedback for students during the designated time
- Certified staff members will score assignments and document as required
- Certified staff members will complete evaluation of classroom program and school participation
- Certified staff will maintain documentation of all assignments/lesson plans
- Certified staff members will complete appropriate logs verifying delivery of services

Classified Staff Members

In order for Classified Staff members to meet contractual obligations the following procedures must be followed

- Following all federal and district guidelines classified will be required to one (1) additional day for each day the program is used. Days shall be tagged on at the end of the school year, or on non-working days following district procedure
- School payroll clerk will be responsible for competing timesheets.



Non-Traditional Student Plan
***Must be submitted by October 31, 2014**

Name: _____ **School:** _____

Course: _____ **Date:** _____

Format for Delivery of Instruction (Select one)

1. Learning Management From Home

Staff member will use a pre-approved learning management system to communicate, administered instruction and monitored student performance from home

2. Phone Facilitator

Staff member will use home phone communication system to communicate, administered instruction and monitored student performance from home. This would require staff member to provide students with access to phone number that they may be contacted during the specified time.

3. School Facilitator

Staff member will report school to communicate, administered instruction and monitored student performance.

4. Community Access Point

Staff member will report to a community access point that is pre-approved to communicate, administered instruction and monitored student performance from home.

Anticipated number of students using Technology Based Instruction: _____

Description of how this will be implemented (identify program/training needed if any)

Anticipated number of students using Project/text Based Instruction: _____

Description of how this will be implemented (identify program/training needed if any)

Classroom Data Sheet

Learning Management From Home	Home Phone Facilitator	School Facilitator	Community Access Point
System:	Contact #	Location	Location:
Hours of Contact	Hours of Contact	Hours of Contact	Hours of Contact:
Number of students used Technology Instruction:		Essential Questions (Attach lesson plan)	
Number of Students used Text Based Instruction		<ul style="list-style-type: none"> ➤ What do we want students to learn? ➤ How will we know if they have learned? ➤ How will we respond when they don't learn? ➤ How will we respond when they already know? 	
Data Collection			
What Worked		What Didn't Work?	
Summary of class performance data: (use numbers)			
Percentage of Students completing task at Proficiency Level Technology Based		Percentage of Students completing task at Proficiency Level Text Based/Project Based	

Teacher Signature

Date

Principal's Signature

Date

School Data Collection

Learning Management From Home	Home Phone Facilitator	School Facilitator	Community Access Point
System:	Contact #	Location	Location:
Hours of Contact	Hours of Contact	Hours of Contact	Hours of Contact:
Number of students used Technology Instruction:			
Number of Students used Text Based Instruction			
Data Collection			
What Worked		What Didn't Work?	
Summary of class performance data: (use numbers)			
Percentage of Students completing task at Proficiency Level Technology Based		Percentage of Students completing task at Proficiency Level Text Based/Project Based	

Teacher Signature **Date**

Principal's Signature **Date**

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?

- Within **five days** of each non-traditional school day each classroom teacher will complete a classroom data sheet. Sheet will be turned into the school for additional analysis.(1 per day)
- Within **six days** of each non-traditional school day each school will complete a school data sheet. (1 per day) Sheet will be turned into the district for additional analysis.
- Within **seven days** the Department of Instruction and DPP will work together to collect and analyze data.
 - Recommendations made for revisions made as needed
- This process will be followed for each of the ten days
- At the conclusion of the initiative ALL data will be collected and analyzed to determine

Day	Technology Participation % of successful participation	Text Based/Project Based % of successful participation	Comments
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

**Successful completion is identified as 80% of students completing with a score of proficiency*

We certify that this application was reviewed and approved by the _____
Board of Education at a regular meeting of the Board on _____
Date

Superintendent Date

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:

David Cook, Director
KDE - Division of Innovation and Partner Engagement
1st Floor CPT
500 Mero St.
Frankfort, KY 40601

Appendix A

(Click to view)



Page0001.jpg



Page0002.jpg



Page0003.jpg



Page0004.jpg



Page0005.jpg

Appendix B

Non-Traditional Student Plan

Name: _____ School: _____

Course: _____ Date: _____

Format for Delivery of Instruction (Select one)

5. Learning Management From Home

Staff member will use a pre-approved learning management system to communicate, administered instruction and monitored student performance from home

6. Phone Facilitator

Staff member will use home phone communication system to communicate, administered instruction and monitored student performance from home. This would require staff member to provide students with access to phone number that they may be contacted during the specified time.

7. School Facilitator

Staff member will report school to communicate, administered instruction and monitored student performance.

8. Community Access Point

Staff member will report to a community access point that is pre-approved to communicate, administered instruction and monitored student performance from home.

Classroom Data Sheet

Learning Management From Home	Home Phone Facilitator	School Facilitator	Community Access Point
System:	Contact #	Location	Location:
Hours of Contact	Hours of Contact	Hours of Contact	Hours of Contact:
Number of students used Technology Instruction:		Essential Questions (Attach lesson plan)	
Number of Students used Text Based Instruction		<ul style="list-style-type: none"> ➤ What do we want students to learn? ➤ How will we know if they have learned? ➤ How will we respond when they don't learn? ➤ How will we respond when they already know? 	
Data Collection			
What Worked		What Didn't Work?	
Summary of class performance data: (use numbers)			
Percentage of Students completing task at Proficiency Level Technology Based		Percentage of Students completing task at Proficiency Level Text Based/Project Based	

Teacher Signature
Date

Principal's Signature
Date

Appendix C

District Data Collection

Learning Management From Home	Home Phone Facilitator	School Facilitator	Community Access Point
System:	Contact #	Location	Location:
Hours of Contact	Hours of Contact	Hours of Contact	Hours of Contact:
Number of students used Technology Instruction:			
Number of Students used Text Based Instruction			
Data Collection			
What Worked		What Didn't Work	
Summary of class performance data: (use numbers)			
Percentage of Students completing task at Proficiency Level Technology Based		Percentage of Students completing task at Proficiency Level Text Based/Project Based	

DPP Signature

Date

Department of Instruction's Signature

Date

_____ **Superintendent's Signature** _____

_____ **Date**

**Non Traditional Instructional Day Work Log
(Complete and turn in each pay period)**

Name of School: _____ **Name of Vendor:** _____ **Pay Period** _____

Address of Vendor: _____

In the spaces below, please indicate the date on which you provided non-instructional day services for children. Please include the requested information. Please complete the classroom data sheet of the services provided and attach and maintain all lesson plans and necessary work samples for documentation of services provided.

Date: Hours Worked: Subject Taught:	Date: Hours Worked: Subject Taught:	Date: Hours Worked: Subject Taught:
Date: Hours Worked: Subject Taught:	Date: Hours Worked: Subject Taught:	Date: Hours Worked: Subject Taught:
Date: Hours Worked: Subject Taught:	Date: Hours Worked: Subject Taught:	Date: Hours Worked: Subject Taught:
Date: Hours Worked: Subject Taught:	Vendor's Certification I hereby certify that the above is a correct statement of the amount due from the herby named school system for services rendered.	

Signed: _____ **Date:** _____

Approved by: _____ **(Principal) Date:** _____



Pike County Schools
Non-Traditional Instruction Plan
2014-2015