



2022-23 LARUE Phase Four: Continuation of Learning Plan for Districts (Implemented 2023-24 School Year)\_09102022\_21:55

2022-23 Phase Four: Continuation of Learning Plan for Districts (Implemented 2023-24 School Year)

**LaRue County**  
**David Raleigh**  
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## 2022-23 Phase Four: Continuation of Learning Plan for Districts (Implemented 2023-24 School Year)

The purpose of this diagnostic is to support the district in designing and implementing a plan for a continuation of learning during times when non-traditional instruction may need to be implemented in order to prevent a loss of learning. The basis of the continuation of learning plan comes from [KRS 158.070\(9\)](#) and [701 KAR 5:150](#), which state the following:

KRS 158.070(9):

*Notwithstanding any other statute, each school term shall include no less than the equivalent of the student instructional year in subsection (1)(f) of this section, or a variable student instructional year in subsection (1)(h) 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 a non-traditional instruction plan approved by the commissioner of education on days when the school district is closed for health or safety reasons. The district's plan shall indicate how the non-traditional instruction process shall be a continuation of learning that is occurring on regular student attendance days. Instructional delivery methods, including the use of technology, shall be clearly delineated in the plan. 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.*

701 KAR 5:150, Section 1(5):

*"non-traditional instruction plan" means the strategy approved by the commissioner and implemented by a local school district to ensure instruction on non-traditional instruction days is a continuation of learning that is occurring on regular student attendance days as required by KRS 158.070(9).*

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#), Section 3(2)(b), what are the district's plans for implementing non-traditional instruction to provide a continuation of learning during times (both short-term and long-term) when in-person instruction may not be feasible and to support continuous improvement?

### **District Assurances for Continuation of Learning Plan:**

The District assures:

1. Instruction on days designated as Non-Traditional Instruction (NTI) Days when the school district is closed to in-person instruction will be a continuation of the learning occurring on in-person student attendance days.
2. It utilizes a learning management system to make instructional design more adaptable for NTI Days.
3. It's primary delivery method on NTI days shall be digital. The district further assures that it will make every effort to ensure all students have both access to a device and to the internet.
4. Agreements have been reached with other educational entities that service the district's students (i.e. area technology centers, other dual credit institutions, regional schools) to ensure



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that the district's students are not penalized when the district uses an NTI day.

5. The district will continue instruction, support and communication with all students on NTI days to ensure academic progress as well as social and emotional well-being are not negatively impacted on NTI days.

6. All teachers have received adequate professional learning to ensure they are prepared to facilitate instruction on NTI days.

7. All staff will follow their normal work schedules on NTI days.

8. Agreements have been reached with community partners (i.e. libraries, community centers, churches) to enhance delivery of services on NTI days.

9. Participation will be recorded for all students on NTI days.

10. Has a written plan in place to communicate information related to NTI days.

Please enter the name of the district superintendent and date below to certify.

David Raleigh, 4/17/23

1. What is the district's plan to ensure a continuation of learning will occur when in-person instruction is not feasible and non-traditional instruction is implemented?

Our district is applying for NTI approval to allow for continuation of learning should health or safety conditions warrant closure during the 23-24 school year. Our plan is differentiated to reflect plans for long-term term closure, short term closure, or foreseeable extensive inclement weather closure. In the case of long-term closure due to health or foreseeable extensive inclement weather, devices will go home with all students K-12. Our district is 1:1 in K-12. Given our 20-21 and 21-22 experience and professional learning, we have the capacity to implement remote learning if needed. In the case of short-term or sudden immediate closure, we do not intend to use NTI unless we have missed so many days that our school calendar is running late into the year. We will monitor days closely during the winter months and be prepared to use our weekly early release time to develop continuation of learning lessons that are directly connected to units of study at the time they may be needed. During long-term or foreseeable extensive inclement weather closure, our remote learning plans will ensure a continuation of learning because they will allow for real-time interaction with students on current content. Every effort will be made to connect students with reliable internet options, however, for students without reliable internet access, the option to download content before leaving campus or for print materials will allow for continuous learning with check-ins from staff via phone call, pictures of the work, etc. For short-term NTI, learning will continue digitally for high school, middle school, and upper elementary students. For primary students, the option for paper materials that are relevant to current units of study will allow for continuation of learning with staff available for support during the school day. Should long-term NTI be needed, primary students would also shift to digital format. Regardless of timeline or grade level, teachers and instructional support staff will be available to assist students in their learning online, by video-conference, by email, or by phone. Student work will be scored in an on-going manner so students receive feedback on their work and teachers can modify assignments as needed based on formative feedback. Student assignments



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will be comprehensive of their class schedule ensuring students are learning in every discipline they would have studied if they were on site.

2. How will the district ensure a continuation of learning on non-traditional instruction days for students with Individual Education Plans (IEPs) when in-person instruction is not feasible? Please also address how the Admissions and Release Committee (ARC) will be involved for students with IEPs.

The Admissions and Release Committees will be involved in planning and making decisions related to nontraditional instructional days for students with disabilities by continuing to provide services (SDI, SAS and accommodations) as documented in the IEP. Case managers will work with parents to develop a plan for student completion of assignments (virtual or paper, phone or text, best time of day for contact, etc.) Our 20-21 and 21-22 experience with NTI will help as we plan to meet individual student needs should NTI be needed in 23-24. Case managers will contact parents and general education teachers to determine the need for alternate assignments/platforms (iReady vs. Google Classroom). SBARC meetings will continue to be scheduled via google meet throughout the NTI period and as requested by parent(s)/guardian(s) should extended NTI be needed. In order to maintain compliance and provide services during NTI, special education teachers will plan with co-teachers weekly to meet students' SDI needs, modify assignments and contact each student on their caseload. Special educators will participate in virtual meetings weekly in which they provide instruction, accommodations and answer questions. The teachers will document all contacts, SDI, SAS and accommodations provided for progress monitoring purposes. Special educators will provide assistive technology resource suggestions to students/parents to aid with providing accommodations. They will also make contact with general education teachers on their caseload weekly. Related services as documented in the IEP will continue during NTI. Therapists or other related service providers will give students choice boards specific to each child's goal. They will be available via google meet, facetime, phone, email, text, etc. for weekly contacts with children and families in order to provide services.

3. How will the district ensure a continuation of learning on non-traditional instruction days for other special populations of students, including, for example, English Language Learners with a Program Services Plan (PSP), students with a Gifted Student Services Plan (GSSP), and students placed in alternative education programs served by the district?

**English Learners:** The district EL instructional assistant will collaborate with classroom teachers to make necessary accommodations to the assigned work. They will collaborate via email and Google classroom. If extended NTI is needed, the instructional assistant will be made a co-teacher in the online classrooms where EL students that she services are enrolled. The EL instructional assistant will be available during school hours to communicate and assist EL students with their

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assignments as well as communicating any social and emotional needs they may have.

**504 Students:** All 504 documents are located under the PLP tab in Infinite Campus, thus, teachers and school counselors have access to the plans during NTI. District general education teachers will continue to provide 504 plan accommodations via email and google classroom for identified students on a daily and/or weekly basis pending the students 504 plan. The 504 coordinator, school counselors, school psychologist and general education teachers will ensure that referrals, evaluations and eligibility determinations continue throughout the NTI period via Google Meet to maintain program compliance should extended NTI be needed.

**Gifted & Talented:** The district GT certified teacher will collaborate with classroom teachers via email and google classroom to assign and manage extensions for students in their identified areas. If an additional Google Classroom is needed for specific areas the GT teacher will make those arrangements and carry out the communication with students and management of feedback and assignments. The GT teacher will continue to monitor progress of all GT students in collaboration with their respective teachers.

**Students in Alternative Programs:** Students enrolled in alternative programs will continue to receive services and support remotely during NTI. Alternative program teachers and support staff will be in regular contact to offer both academic and social-emotional support in a similar support structure to what is listed in our plan for other students. Students enrolled in our alternative programs are already working in digital learning platforms as their regular means of instruction with assigned staff supporting their learning. If a shift is needed to NTI, their learning will continue in the same manner.

4. How does the above non-traditional instruction plan providing for a continuation of learning relate to district goals?

The Purpose of LaRue County Schools is to inspire all students to achieve success by empowering staff to provide innovative learning experiences where every individual achieves his/her post-secondary goals in a partnership with family, school and community. Our goals include providing a secure and safe environment for students and staff, improving social-emotional wellness for all students, improving early childhood services, and ensuring all students are transition ready for the next level in their progression (elementary, middle, high, and post-secondary) by developing 21st century learning skills at all levels. Equity, diversity, and inclusion are woven throughout all components of our strategic plan. Our vision for LaRue County Schools is to create a future-driven school system focused on the whole child, where no learner is ever marginalized. Focusing on the whole child allows us to attend to the social, emotional, cognitive, mental health, and trauma-based needs of ALL students. Being future-driven means our schools routinely anticipate forthcoming changes in the career, social, economic, and technological landscapes to inform ALL decisions today. We never want any group to be marginalized. Therefore, ALL children, families, and staff are embraced, valued equally, and served



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with equity, regardless of race, ethnicity, religion, sexual orientation, gender, socio-economic circumstance, or disability. The continuation of learning plan outlined in this diagnostic will allow our district to continue to work towards these goals even when health or safety conditions do not allow for us to be present in our school buildings. We are committed to limited usage of this plan and hope to not need it at all, but we have drafted the plan to align with our goals should the need arise.



## Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 LARUE Phase Four: Professional Development Plan for  
Districts for School Year 2023-2024\_09102022\_21:53

2022-23 Phase Four: Professional Development Plan for Districts for School Year  
2023-2024

**LaRue County**  
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## 2022-23 Phase Four: Professional Development Plan for Districts for School Year 2023-2024

The purpose of this diagnostic is to support the district in designing and implementing a professional development plan that aligns to the goals established in [KRS 158.6451](#) and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in [KRS 158.6451](#) and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the district's mission?

The purpose of LaRue County Schools is to inspire all students to achieve success by empowering staff to provide innovative learning experiences where every individual achieves his/her post-secondary goals in a partnership with family, school, and community.

2. The needs assessment provides the framework for **all** districts to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies, and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the district's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

The top two priorities are 1) closing gaps due to unfinished learning and 2) specific achievement gaps across content areas.

3. How do the identified **top two focus areas** requiring professional development relate to district goals?

Closing achievement gaps is a sub-goal in the transition readiness component of the strategic plan, and is also a goal of the comprehensive improvement plan. The impact of unfinished learning from the pandemic is still a concern as students are missing foundational skills. This is a greater need in some content areas than in others and may require a differentiated approach to close these gaps. Districts goals also include closing gaps for specific subgroups such as disability and economically disadvantaged students.

4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the district goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Priority need #1 is to close achievement gaps due to unfinished learning during the pandemic. The impact of unfinished learning learning is having a greater impact in math than in literacy and may require a different approach. Short term changes include analyzing the master schedule to ensure time and space for both foundational skill development and current grade level standards which may lead to greater need for small group instruction, station teaching, and a more comprehensive approach for support and integration across content areas. Peer observation and reflection is needed. There is a need for alignment of curriculum maps with high-quality instructional materials to best meet student needs. Long-term, there is a need to bring back some effective PLC practices that have eroded during the pandemic. Regular collaborative review of student work and progress is needed, as well as vertical curriculum discussions at key points during the year.

4b. What are the intended results of the professional development as related to the specific objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

Intended results include and increase in student learning as evidenced by common assessment, benchmark assessment, and state-required assessment results. Effective use of formative classroom assessment to impact learning will increase.

4c. How will professional development be monitored for evidence of implementation?  
i. What data (student work samples, grade-level assessments, classroom observations,



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etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.).

Professional development sign-in sheets, on-going documentation of professional learning support such as team meeting/PLC meeting notes, staff meeting notes, etc. can be used to document professional learning. Evidence of implementation will be noted during classroom observations from our instructional team, and also through peer observations & reflection. Formative assessment practices will be seen using overt response strategies, student engagement strategies such as Kagan, and a blend of small group and whole group instruction. Common assessments across all content areas and benchmark assessments in reading and math will be disaggregated to track progress. School-based analysis of data takes place regularly during PLC meetings, three times a year after benchmark assessments, and twice a year with the district's instructional learning team (October & March).

4d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

**Please describe in detail.**

Indicators of success include professional development sign-in sheets, on-going documentation of professional learning support such as team meeting/PLC meeting notes, staff meeting notes, etc. Evidence of implementation will be seen during classroom observations (both peer and instructional team) . Student common assessment and benchmark assessment data will show growth. Ultimately, the success marker is achieving all of our CDIP goals and objectives because all of them will be positively impacted by successful implementation.

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

All teachers, with support also for instructional assistants

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

A master schedule and staffing structure to adequately deliver instructional services is needed. Funding is needed to pay for teachers to participate in training (if it's beyond their regular PD plan), then time is needed to allow them to share their learning with others. Funding may be needed to allow for substitute teachers needed for peer observations. Relief funds have been allocated to provide high-quality instructional resources.

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as



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professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

On-going support will be provided for teachers and instructional assistants. Each school has regular staff meetings for whole-group sharing the weekly team/ PLC meetings for job-embedded professional learning and on-going collegial study/ support. Coaching is provided by principals, curriculum specialists, assistant superintendent, special education director, instructional supervisor, and can also be provided by teacher leaders. Each school will "showcase" successful practice as a means of on-going sharing and support. Peer observation and reflection will also be provided.

5a. For the second focus area, what are the **specific** objectives for the professional development aligned to the district goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Priority need #2 is to close achievement gaps for specific subgroups across content areas. The district plan and all of our school plans have focused on both economically disadvantaged subgroup and special education subgroup. Turnover among staff has had a significant impact on continuation of evidence-based strategies. The pandemic made it difficult to get teachers out of their classrooms to visit in other classrooms and reflect on their practice, and the practices themselves had to be different due to remote learning. Short term changes will include peer observation and reflection as well as targeted professional learning such as the Framework for Understanding Poverty/Emotional Poverty, co-teaching, low-incidence supports, etc. Long term changes will include a deep look at the master schedule and staffing to make sure we are maximizing our resources of time and staff. We are adopting high-quality instructional resources, so another layer of long term change is professional learning to support implementation with fidelity in every instructional setting.

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

Intended results are to close achievement gaps across content areas, specifically for students who are economically disadvantaged and for students with disabilities. Closing gaps in reading and map will mean students have gained foundational skills that should also impact improvements in science, social studies, writing, and postsecondary readiness.

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5c. How will the professional development be monitored for evidence of implementation?

- i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
- ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
- iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

Professional development sign-in sheets, on-going documentation of professional learning support such as team meeting/PLC meeting notes, staff meeting notes, etc. can be used to document professional learning. Evidence of implementation will be noted during quarterly classroom observations from our instructional learning team, and also through peer observations & reflection. Common assessments across all content areas and benchmark assessments in reading and math will be disaggregated to track progress of specific subgroups. School-based analysis of data takes place regularly during PLC meetings, three times a year after benchmark assessments, and twice a year with the district's instructional learning team (October & March).

5d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

**Please describe in detail.**

Indicators of success include professional development sign-in sheets, on-going documentation of professional learning support such as team meeting/PLC meeting notes, staff meeting notes, etc. Evidence of implementation will be seen during classroom observations (both peer and instructional team). Student disaggregated data will show growth for economically disadvantaged students and students with disabilities. Ultimately, the success marker is achieving all of our CDIP goals and objectives because all of them will be positively impacted by successful implementation.

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

All teachers, with support also for instructional assistants. Professional learning specific to special education will include both certified and classified staff who work directly with students with disabilities in both co-teaching and resource settings.

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

A master schedule and staffing structure to adequately deliver instructional services is needed. Funding is needed to pay for teachers to participate in training (if it's beyond their regular PD plan), then time is needed to allow them to share their



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learning with others. Funding may be needed to allow for substitute teachers needed for peer observations.

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

On-going support will be provided for the teachers and instructional assistants. Each school has regular staff meetings for whole-group sharing the weekly team/ PLC meetings for job-embedded professional learning and on-going collegial study/ support. Coaching is provided by principals, curriculum specialists, assistant superintendent, special education director, instructional supervisor, and can also be provided by teacher leaders. Each school will "showcase" successful practice as a means of on-going sharing and support. Peer observation and reflection will also be provided.

6. Optional Extension: If your district has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A



# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 LARUE Phase Four: English Learner Plan for Districts (Lau Plan)\_09102022\_21:54

2022-23 Phase Four: English Learner Plan for Districts (Lau Plan)

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## 2022-23 Phase Four: English Learner Plan for Districts (Lau Plan)

To meet the requirements of Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, all districts will develop a local plan for providing services to English learner (EL) students. All districts must have a plan in place, regardless of current EL enrollment.

The school district's EL plan is commonly referred to as a Lau Plan, in reference to the 1974 Lau v. Nichols Supreme Court case in which the Court ruled students cannot be denied access in and participation in an educational program due to inability to speak or understand English. The Court ordered that districts must take affirmative steps to overcome educational barriers faced by non-English speaking students.

By completing these assurance statements districts are documenting that the district Lau Plan contains each of the required components and has been recently reviewed by the appropriate stakeholders and is easily available to the general public. In addition to completing the assurances, the district Lau Plan **must** be uploaded as an attachment.

**Choose Yes or No for each statement and upload the district Lau Plan as an attachment.**

### Lau Plan Component Assurances

Please confirm that each required component has been included in the district's Lau Plan. Note: Additional information may be included in the plan at the discretion of the district.

1. Names of the Lau Plan team members

- Yes
- No

2. Guiding principles of the Lau Plan

- Yes
- No

3. Procedures for enrollment, identification, and placement of ELs in a Language Instruction Educational Program (LIEP)

- Yes
- No

4. Description of the LIEP

- Yes
- No

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5. Process to provide meaningful access to all co-curricular and extracurricular programs and activities

Yes

No

6. EL professional development for staff who deliver instruction or support the LIEP for ELs

Yes

No

7. Information about the annual English language proficiency assessment and administration

Yes

No

8. LIEP exit criteria and procedures

Yes

No

9. Procedures for monitoring students who have exited the LIEP

Yes

No

10. Process for evaluation of the district's EL program

Yes

No

### Lau Plan Development Assurances

Please confirm the following information related to the Lau Plan.

1. The Lau Plan is reviewed (and revised, when necessary) on a regular basis (i.e., every two years).

Yes

No

2. The Lau Plan is not altered without the participation and/or approval of the Lau Plan team members.

LaRue County

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Yes

No

3. Lau Plan revisions take into account program evaluations and stakeholder feedback.

Yes

No



4. The Lau Plan is easily accessible to the general public (i.e., posted to the district website).

Yes

No



## Attachment Summary

Attachment Name	Description	Associated Item(s)
 LaRue Lau Plan		.
 LaRue Lau Plan Link		.