

# CDIP Implementation and Impact Report

June 2020



CDIP Activity	Implementation Information
Middle School Math Academy	Shelly Walter, Janice Marcum, and Charles Rutledge led the middle school math teachers through training on Number Talks, the CRA Approach (Concrete-Representational-Abstract), and how to lead mathematical discussions during the Middle School Math Academy. Teachers participated in hands-on activities, discussed alignment of resources to the math standards, completed “homework” after each meeting, and participated in Kagan Structures to debrief what was learned. This training was done with elementary representatives during the 2018-2019 school year. The academy was able to occur three out of four of the planned meetings. The last meeting was cancelled, due to COVID-19 restrictions.
Elementary Math Network	This school year, since the district was focused on the Middle School Math Academy, elementary teachers were given the opportunity to join Charles Rutledge’s Elementary Math Network. Regular and special education teachers were chosen from each building to attend. They will be invited to participate in “Year 2” during the 2020-2021 school year.
Reading and Writing Curriculum Work	<p>Literacy Strategy Specialists familiarized themselves with the revised Reading and Writing Standards. They collaborated throughout the school year to have vertical conversations (grades K-5) and identify power standards at each grade level.</p> <p>Middle and high school teachers were sent to training with Carter County administrators and instructional coaches on effective approaches to On-Demand Writing. Middle school teachers will collaborate with Sheri Bonzo to train teachers, who didn’t attend and to set some universal practices in grades 6-8.</p> <p>This summer, Sandra James, teacher at Ponderosa Elementary, plans to provide interested teachers training on effective strategies for teaching students to write.</p>

	This training stemmed from a school visit to Ponderosa where teachers observed Katie Hale and Sandra James teaching writing.
Math Curriculum Alignment/Connecting Standards for Mathematical Practice to Content Standards	Teachers were trained on the revised mathematics standards during summer 2019. Teachers were asked to familiarize themselves with the revisions and focus on implementing the mathematical practices. Shelly Walter trained principals on identifying mathematical practices in lessons and also created visuals for teachers to use in their classrooms (similar to I Can Statements) that would allow teachers to identify which mathematical practice(s) they were addressing during their lessons. During the 2020 summer, teachers will be working on identifying gaps caused by remote learning and will update curriculum documents to address the gaps.
District Instructional Teacher Leaders	<p>The District Instructional Teacher Leaders spent the school year building relationships and supporting teachers.</p> <p>Ways this was accomplished included:</p> <ul style="list-style-type: none"> <li>• Presenting at the District Conference</li> <li>• Team Teaching</li> <li>• Modeling Lessons</li> <li>• Tutoring Students</li> <li>• Providing and Creating Resources</li> <li>• Meeting with PLCs and Individual Teachers</li> <li>• Supporting teachers in updating curriculum documents and assessments</li> <li>• Meeting weekly as a district office team to discuss items on the team's PDSA (Plan-Do-Study-Act)</li> <li>• Leading Book Studies</li> <li>• Providing Classroom Management Support</li> <li>• Grant Writing</li> <li>• Setting up training sessions for teachers</li> <li>• Providing AP support to teachers and students</li> <li>• Creating a Collaborative Menu for teachers, who wanted to request support virtually</li> <li>• Participating in District Leadership Team</li> <li>• Providing support with analyzing data</li> <li>• ...and more</li> </ul> <p>*Each District Instructional Teacher Leader was given a Google Sheet to log interactions with teachers. Access to that information can be granted upon request.</p>

<p>Science Curriculum &amp; Assessment Work</p>	<p>Sheri Bonzo collaborated with science teachers at the middle and high school throughout the school year to align assessments to the Next Generation Science standards and find appropriate instructional resources to meet the intent of the standards. Most of this work occurred during PLC meetings. Each principal has worked with Mrs. Bonzo to identify teacher leaders at the elementary, middle, and high school levels to begin work with the science standards that is similar to the work the Social Studies teacher leaders began this past school year.</p> <p>***Much of this year's focus was updating curriculum documents and assessments at the middle and high school levels to meet the intended rigor of the standards. Teachers also were able to pilot the Albert program, which provides students with personalized learning experiences in core academic areas while providing educators with actionable data. Science teachers do not have a STAR assessment to track individual growth among their students, so this gave them something similar to pinpoint specific skills to target with students in class.</p>
<p>Social Studies Curriculum Work</p>	<p>The district received a grant through the state to focus on implementation of the new social studies standards. Sheri Bonzo has been collaborating with teacher leaders (K-12) to learn about the standards, identify instructional resources, update curriculum documents, and familiarize themselves with the new state assessment format for social studies. Teachers leaders are expected to share with teachers within their school buildings. They attend monthly meetings, as well as participate in face-to-face and virtual training sessions to increase their knowledge of the social studies standards and creating assessments.</p>
<p>Freckle Math</p>	<p>BCMS did begin implementing this program during the 2019-2020 school year. Teachers did see growth in students using the program. However, it is still too early in the use to pinpoint the impact on academic achievement.</p>
<p>RTI Updates</p>	<p>Still in Progress.</p>
<p>Kagan Cooperative Learning</p>	<p>Kagan Cooperative Learning Training (Days 1-5) was offered to all teachers. Follow up Kagan Coaching was provided during the fall. Spring Kagan Coaching was cancelled due to the shift to remote learning.</p> <p>Kagan training will occur virtually over the 2020 summer.</p> <p>Kagan Coaching will be provided twice a year to teachers.</p> <p>During this school year, teachers will also be "shadowing" the coaches that visit from Kagan. Those teachers plan on being trained as Kagan Coaches for their</p>

	<p>schools. Once this is completed, the district will not need to bring in coaches from Kagan. Schools will have a trained teacher on site to provide this support.</p> <p>Kagan’s Emotion Friendly Teaching Workshop will be provided two days in July. Both sessions are already full.</p> <p>This workshop will:</p> <ul style="list-style-type: none"> <li>• Radically reduce disruptive behavior, bullying, and violence</li> <li>• Promote relationship skills and empathy for others</li> <li>• Learn how to leverage emotions to increase student self-motivation and achievement</li> <li>• Improve class climate and raise students’ IQ by eliciting positive emotions</li> <li>• Teach students to understand and manage their emotions with the Kagan Emotion Wheel</li> </ul> <p>In addition, <i>Kagan for Little Ones</i> has been moved to September. This is a Kagan Workshop targeted at Pre-k through 2 teachers. It was originally scheduled for April but had to be cancelled due to COVID-19.</p>
District Instructional Guides	<p>District Instructional Guides were created as a folder for every teacher in the district. This guide outlines the best practices that Boyd County believes should be implemented in every classroom across the district. District Instructional Teacher Leaders met with every PLC at the beginning of the school year to review the folders and answer questions/provide support.</p>
Districtwide Trauma Informed Care Team/Mental Health & Wellness Cadre/Counselors’ Cadre	<p>Summit Elementary still plans to be the pilot school for Trauma Informed Care. Tentatively, there will be staff training before school begins.</p> <p>The district TICE team has been contacted regarding the need to focus on Academic Re-entry as well as Emotional Re-entry for the 2020-2021 school year. Teachers will need support on using the trauma informed care lens.</p> <p>Counselors plan to attend the Emotion Friendly Teaching Workshop over the summer to gain more knowledge in supporting teachers to create a classroom environment that promotes relationships and empathy.</p>
Google PD Sessions	<p>Google PD was offered during the District Conference over the summer. Teachers were also encouraged to obtain Google Certification. During the 2020 summer, PD will be focused on Google Classroom for remote learning.</p>

Reading and Writing Curriculum Work	Literacy Strategy Specialists familiarized themselves with the revised Reading and Writing Standards. They collaborated throughout the school year to have vertical conversations (grades K-5) and identify power standards at each grade level.
Words of Wisdom Newsletter	This newsletter went out to teachers and principals monthly. The focus each month included: Kagan Cooperative Learning/Student Engagement Information, Spotlighting teachers in the district, and reading/writing/math instruction at each level
New Car Incentive	The partnership with Bill Cole Auto Mall continued during the past school year. However, the district was informed that it would be the last year of this partnership. This partnership begun to encourage seniors to be prepared for life after high school, increase their attendance, improve grades, and improve behavior incidents. The car was given away at graduation. April Stinson was this year's recipient.
ILP/ACE & Navigator Implementation	Students at BCMS and BCHS utilized ACE and Navigator as their Individualized Learning Plan platform during the 2019-2020 school year. School teams went through specific training to help support implementation. The district plans to purchase the same platform during the 2020-2021 school year. There will continue to be training provided as support for implementation. This platform allows students to plan for their career pathways, connect with future employers and colleges, learn about careers, plan classes, create and update a resume, and more.