2022-23 Phase One: Continuous Improvement Diagnostic for Districts_08232022_10:03

2022-23 Phase One: Continuous Improvement Diagnostic for Districts

Boone County
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2022-23 Phase One: Continuous Improvement Diagnostic for Districts - 2022-23 Phase One: Continuous Improvement Diagnostic for Districts_08232022_10:03 - Generated on 01/04/2023

Boone County

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2022-23 Phase One: Continuous Improvement Diagnostic for Districts

The **Comprehensive District Improvement Plan or CDIP** is defined as a *plan developed by the local school district with input of parents, faculty, staff, and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the district's 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Districts
• Executive Summary for Districts

Phase Two: October 1 - November 1
• The Needs Assessment for Districts
• District Assurances
• District Safety Report

Phase Three: November 1 - January 1
• Comprehensive District Improvement Plan
• The Superintendent Gap Assurance

Phase Four: January 1 - December 31
• Continuation of Learning Plan for Districts (Due May 1)
• English Learner Plan for Districts (Lau Plan) (Due May 1)
• Professional Development Plan for Districts (Due May 1)
• Progress Monitoring

As superintendent of the district, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that

___

the comprehensive district improvement plan is developed by the district with input from parents, faculty, staff, and where applicable, representatives of school councils from each school in the district, and other appropriate groups pursuant to ESSA Section 1112(a)(1)(A).

Please enter your name and date below to certify.
Matthew Turner

September 29, 2022

2022-23 Phase One: Executive Summary for Districts_11092022_09:39

2022-23 Phase One: Executive Summary for Districts

Boone County
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2022-23 Phase One: Executive Summary for Districts

Description of the District

Describe the district's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the district serves?

Boone County Schools is the 3rd largest district in KY with just under 21,000 PreK-12th grade students. We are an urban, rural, but mainly suburban district comprised of 15 elementary schools, 6 middle schools, 4 high schools, 2 alternative schools, and 1 regional high school. We are a growing district who is seeing an increase of English language learner students within some of our schools. The district is experiencing steady, sustained growth but is also facing the challenge of a personnel shortage. We are focused on the mindset of continuous improvement, trying to develop and improve systems and focusing on establishing a highly aligned instructional system to support all our learners. We are expanding Jones Middle, Boone Co High, and Camp Ernst Middle; as well as renovating Yealey and Rise Academy.

District's Purpose

Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the district embodies its purpose through its program offerings and expectations for students.

Boone County Schools believes all students can learn. Schools are focused on academic rigor, real world relevance, and building relationships with our parents, students, and community. The district takes great pride in their mission of Achieving Excellence Together with a rich history of high achievements, quality teaching and efficient operations. Boone County Schools are helping to prepare today's student for the future as they ensure their students are college, career, and life ready upon graduation.

Notable Achievements and Areas of Improvement

Describe the district's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the district is striving to achieve in the next three years.

Boone County Schools is home to the Northern Kentucky regional high school known as the Ignite Institute. This school is the product of a several year journey and serves as a pinnacle of the future of education. Boone County Schools strives to be on the cutting age of innovative practices and a place to create pipelines of highly productive and prepared next generation leaders. In partnership with KDE, Workforce Development, the Chamber of Commerce, NKCES, Grow NKY, NKY Cooperative, Toyota, St. Elizabeth, and other community and business partnerships,

Ignite has been launched as a regional 9-12 grade high school with pathway opportunities in Art and Graphic Design, Biomedical Science, Computer Science, Early Educator, Advanced Manufacturing, Engineering, and Health Services. Boone County Schools is also home to three National Blue Ribbon Schools and one Leader In Me National Lighthouse School.

Additional Information

Districts Supporting CSI/TSI (including ATSI) Schools Only: Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

We anticipate our CSI school, RA Jones Middle School, to exit CSI status. If they exit this category, we w have a plan to continue to prioritize resources, instructional, and financial supports to Jones to ensure the continued growth for this school and these students.

When state performance data is released this fall, we anticipate some schools will be designated as TSI (Disabilities, English Learners Plus Monitored, African American, and Hispanic). We are developing robust plans to support these identified schools and improve the academic performance of students within those demographics.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

In July 2020, our district selected a new Superintendent, Matt Turner. Matt began his tenure as a Superintendent in the midst of the Covid-19 global pandemic. Matt is in his third year leading the district. Last year Mr. Turner worked with our community stakeholders to co-develop our Portrait of a Graduate. Our Strategic Plan will go to our school board in November for approval. The Portrait of a Graduate and the Strategic Plan provide a cohesive and articulated framework of our shared values, prioritize to support the continuous improvement of our schools and the growth of our students. We have continued aggressive planning to renovate, expand and construct new learning spaces among all 28 schools.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Two: The Needs Assessment for Districts_07232021_10:15

2021-22 Phase Two: The Needs Assessment for Districts

Boone County
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2021-22 Phase Two: The Needs Assessment for Districts Understanding Continuous Improvement: The Needs Assessment for Districts

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around district goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive district improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all districts to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for districts, each district to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities of this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Student data sets from KY State assessments, local STAR benchmarking, local CASE unit assessments, and local CERT assessments were triangulated and analyzed through our district Professional Learning Community (PLC) framework. This data is analyzed quarterly each year by our District Teaching and Learning Committee, our Learning Support Services team, as well as Principals and teachers in PLC. The data is also reviewed by our schools' School-Based Decision-Making Councils. Student behavior, attendance, and perception data is also collected and analyzed. This student data can be viewed in the attached documents: "District Quarterly Report 2021-22", "Elementary Yellow Chart"; "Middle Yellow Chart", "High Yellow Chart".

ATTACHMENTS

Attachment Name

PDF Data Dive Protocol

Trends

2. After analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

-The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
-From 2018 to 2020, the district saw an 11% increase in novice scores in reading among students in the achievement gap.

- The achievement gap between all students and minority, economically disadvantaged, English Learners, and students with disabilities persists. - Science achievement is low across the district, with proficiency dropping from 38.6% in 2019-20 to 26.1% in 2020-21. - Math proficiency has decreased from 55.4% in 2019-20 to 42.9% in 2020-21.

Current State

3. Plainly state the current condition of the district using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2020-21 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Please see attachments for review of current academic and non-academic data: "District Quarterly Report 2021-22", "Elementary Yellow Chart"; "Middle Yellow Chart", "High Yellow Chart".

ATTACHMENTS

Attachment Name

📄 District Key Elements Phase Two Needs Assessment

📄 District Quarterly Report 2021-2022

📄 Elementary Yellow Chart

📄 High Yellow Chart

📄 Middle Yellow Chart

Priorities/Concerns

4. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.
NOTE: These priorities will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

1. Proficiency will be raised for all students, including students in consistent gap groups. For example . . . - Reading proficiency for Elementary Hispanic students is approximately 20% lower than all Elementary students as measured by KPREP, CASE, and STAR assessments. - Math proficiency for Elementary economically disadvantaged students is approximately 20% lower than all Elementary students as measured by KPREP, CASE, and STAR assessments. - Reading proficiency for Middle School African American students is approximately 20% lower than all Middle School students as measured by KPREP, CASE, and STAR assessments. - Math proficiency for Middle School English Learners students is approximately 30% lower than all Middle School students as measured by KPREP and 20% lower as measured by CASE and STAR assessments. - Math proficiency for 10th grade economically disadvantaged students is approximately 20% lower than all 10th grade students as measured by KPREP and CASE assessments. 2. We will focus on bringing equity to our students who may be underrepresented, disenfranchised, or marginalized in

terms of race, gender identification, special education identification, English language barriers, or socio-economic barriers. 3. Only 26% of students are proficient in Science as measured by KPREP.

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Writing achievement has increased from 44.5% in 2015-16 to 51.1% in 2020-2021. This can be attributed to a focus on authentic literacy and increased writing in all content areas. Schools who have embraced authentic literacy strategies have seen high proficiency rates of 70% in some content areas. The district will leverage the work it has done with LY Learning Standards clarity, the development of proficiency scales, and a district wide standards pacing guide. Analyzing CASE assessment data in Professional Learning Communities (PLC's) informs changes to instruction to ensure all students are learning. The development of district wide common assessments will further this work. We continue to strengthen our culture of continuous improvement with our PLC work, and are confident that our district will continue to grow and improve in proficiency.

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the district focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

See attached "District Key Elements Phase Two Needs Assessment"

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Data Dive Protocol		• 1
📄 District Key Elements Phase Two Needs Assessment		• 3
📄 District Quarterly Report 2021-2022		• 3
📄 Elementary Yellow Chart		• 3
📄 High Yellow Chart		• 3
📄 Middle Yellow Chart		• 3

CSIP Needs Assessment & Goals and Plans
KSA Data Dive Protocol

Materials Needed:
Yellow Charts
Data Forecasting Report
Current CSIP strategies

Data Questions:
1. What question am I trying to answer with this data?
2. What does the data tell me?
3. What does it not tell me?
4. What is cause for celebration?
5. What are opportunities for improvement?
6. What are next steps?

Process:
1. Principals individually analyze the data using the data and data questions provided.
2. Talk with a partner / colleagues about the data questions.
3. Repeat this process with:
    a. Entire Admin Team
    b. SBDM Council
    c. Teacher Leaders
    d. Teachers
    e. Parent Groups
4. Review current CSIP strategies based on this analysis protocol.
5. Determine as a team what we should STOP doing, START doing, and KEEP doing.
6. Reminder- less is more! What specific things will you really focus on as a team.
7. This now becomes your CSIP & your CSIP action plan.

There are 7 questions that were answered in the Phase 2 Needs Assessment Diagnostic:

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the
 priorities of this year's needs assessment. Include names of school leadership teams and stakeholder
groups involved, a timeline of the process, the specific data reviewed, and how the meetings are
documented.

There are 7 questions that were answered in the Phase 2 Needs Assessment Diagnostic:

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous
year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform
this year's plan?

3. After analyzing data trends from the previous two academic years, which academic, cultural and
behavioral measures remain significant areas for improvement?

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths
and leverages of the school.

7. Consider the processes, practices and conditions evident in the teaching and learning environment
as identified in the six Key Core Work Processes. After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the district focus its resources and efforts upon in order to produce the desired changes?

Key Elements of the Teaching and Learning Environment - District

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your district continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	• Teacher Ambassadors continue to collect feedback on identified priority standards and pacing guides in order to collaborate on revisions (Title II) • Teacher Ambassador program focused on PL around priority standards in order to clarify proficiency/mastery of priority standards. Refine to 10-12 per course. (Title II) • Highly aligned instruction system: Work with school leadership teams in collaboration with LSS team to continue to develop and implement highly-aligned, research-based curriculum. All BCS educators will build foundational understanding of the priority standards, pacing, and proficiency scales through school level professional learning conversations with guidance and input from TAs, Coaches, Leadership. Expand to CTE and other elective courses. • School Teams work in weekly PLC/ILT meetings in order to address the 4 DuFour Questions of: What do Ss need to know? How do we know if they have learned it? What do we do when they have not learned it? What do we do when they have learned it? • Continue to develop and implement an equitable, accessible, highly aligned, research-based curriculum for all students. Specific work and research and plan development needs to be

laser focused on doing this in a VIRTUAL/REMOTE learning environment.

- Begin work on assessment literacy and the development of common formative assessments using tools such as Mastery Connect and CASE item banks

- Continue to explore, learn, and pilot opportunities and plans for our system to develop and fully support implementation of standards-based learning and grading practices.

- As a way to provide feedback to teachers looking through the lens of students in order to improve instructional practice. Focus on an educational opportunity for all learners that is RIGOROUS, RELEVANT, ACCESSIBLE, and EQUITABLE. **(ELEOT walk-thrus)**

KCWP 2: Design and Deliver Instruction

What evidence is there that instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the district?

- Teachers engage in professional learning around CIA (Curriculum/Instruction/Assessment) cyle, beginning with TA's in Summer 2021, in order to impact student achievement with particular focus on assessment literacy practices with a focus on creating learning opportunities that are RIGOROUS, RELEVANT, ACCESSIBLE, EQUITABLE and culturally responsive for ALL learners.

- Intense focus on Primary grades PreK-2 Literacy/Numeracy Development: Support teachers with specific professional development, curriculum resources, vocabulary & phonics support to ensure that all teachers have a thorough understanding of early numeracy skills and "learn to read" processes of phonemes,

	phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing • LSS will develop and monitor a SHARED drive as a repository for Learning Modules specific to targeted audiences that can be used to support schools on an "as-needed" basis. HS- use of Canvas to expand course modules developed by TA's.
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	• District Assessment Calendar • Calendar includes universal screeners, interim benchmarks, and summative assessments
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	• Using the 4DX (4 Disciplines of Execution) model, District will create a visual Data Dashboard (Quarterly Report and "Yellow" sheets) as a way to monitor and support schools. District will include equitable and accessible instructional strategies as LEAD measures. These will be analyzed quarterly using the 6 "Data Questions" from KDE. • RTI 2.0 Taskforce of 6 pilot school "Treatment Teams" will meet regularly in the form of a PDSA team to provide feedback as we work to scale the work in 2020 and beyond to all elementary and middle schools. • Work to build integrated systems that support the whole child including inclusive academic supports (teachers, coaches, teaching and learning team) working directly with student service supports, including counselors, psychologists, social workers.

	- Seek feedback from RTI 2.0 team to make recommended proposed pacing guide/priority standards adjustments alongside Teacher Ambassadors - Use of CASE assessment as common tool for PLC work district-wide. Teachers come together to understand what students know and don't know and develop common approaches and plans on how to improve student achievement on standards and enduring skills and use targeted assessment to ensure student achievement (RTI 2.0 expanded)
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	- LSS works in partnership with school leadership teams to monitor & evaluate current implementation of programs based on ESSA standards as well as using district data to determine effectiveness, equity, accessibility, and an inclusive learning environment. Focus on this includes VIRTUAL learning environment. - Provide consistent professional learning & PLC opportunities for SpEd teachers and collaborative teachers and SpEd staff in order to build teacher efficacy - Improve monitoring systems to ensure teachers are calibrated with understanding of how to build robust language proficiency with English language learners. - Continue to provide quality professional learning for all teachers centered around developing proficiency (CIA cycles) and increase trainings on

	SIOP strategies for all teachers working with EL students. • Ensure all schools provide cultural and global competence learning that include a quality world language program, and begin planning/implementing a district dual language immersion program
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your district creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	• Develop a continuum of Comprehensive Mental Health Services provided thru a multi-tiered system of inclusive supports utilizing school employed & school district community mental health partnerships to support students, families, and the school community. Student Services in partnership with Hope 4 Boone County Mental Health Task Force will continue & complete its strategic planning process to: • Optimize school district mental health professionals; school counselors, school psychologists, FRYSC coordinators, social workers and school nurses. • Increase the number and variety of partnerships between schools and community health /mental health organizations. • Build on current programs, services, and strategies used in the Boone County Schools. • Focus on equitable service and resources for all students • Ensure a full array of programs, services and strategies – mental health education and promotion through intensive intervention

Key Elements of the Teaching and Learning Environment - District

- Align and integrate school mental health and PBIS ensuring an interconnected systems framework.
- Partner with LSS to provide a variety of training to include Trauma informed Care leading to Trauma Informed Schools, Culturally Responsive schools, restorative practices, annual mental health summit, Sources of Strength and other.
- Provide additional Youth Mental Health First Aid Training to employees and community members to respond appropriately to young people, support their wellness, identify and respond to early warning signs of mental health difficulties.
- Focus on targeted prevention (including authentic SEL) and intervention programs and services that support mental health, emotional and behavioral well-being of children, youth and young adults, as well as specific mental/behavioral health services and supports that address their emotional and behavioral difficulties.
- In partnership with schools, student services, LSS, and SEL Taskforce committee will work to develop curriculum and embed social emotional learning opportunities for ALL students.
- Utilize the Persistence to Graduation Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation.
- Use of Canvas tool and ILP tool in grades 6-12 will continue to expand in usage.

Key Elements of the Teaching and Learning Environment - District

	- Work to increase career pathways, CTE course offerings, and utilizing the tools in the ILP to drive student schedules and provide innovative opportunities - Training and supports for counselors, CCR coaches, and teachers using the Academic Planner tool (Infinite Campus) for students, teachers, and parents to have access to academic/pathway planning. - Expand the virtual "ACCEL" program to provide a non-traditional learning opportunity for students within Boone County

District Data Dashboard

Academic Data

Summative Student Performance

KPREP

Year	% PD Reading	% PD Math	% PD Science	% PD Social Studies	% PD Writing	Classification
2020-2021	48.3	42.9	26.1		51.1	
2019-2020 *KDE Goals*	61.6	55.4	38.6	58.2	49.5	
2018-2019	59.8	53.3	35.7	56.2	47	1 CSI
2017-2018	60.8	52.3	31.6	56.7	42.8	1 CSI/18 TSI/4 Other
2016-2017	60.7	52		64.2	41.6	
2015-2016	61.6	55.8		62.2	44.5	

Formative Student Performance

STAR: Grades 3rd – 8th %PD

	Reading	Math
Fall	52%	43%
Spring		

CERT: 10th grade % PD

	Reading	Math
Fall	37%	6%
Spring		

CASE: 3rd – 8th & 10th %PD

	Reading	Math
October	50%	43%
January		
March		

Grades (% of students scoring below 80)

	Term 1	Term 2	Term 3	Term 4
ELA	26%			
Math	26%			
Science	22%			
Social Studies	23%			

Non-Academic Data

Student Behavior 37%

	Term 1	Term 2	Term 3	Term 4
Total # of Referrals	7075			
Total # of In-School Suspensions	135			
Total # of Out-of-School Suspensions	301			

Attendance (% present at school)

	Term 1	Term 2	Term 3	Term 4
Students	94.56%			
Teachers	94%			

Perception Data

	Fall	Spring
SEL		
Eleot Walkthroughs		

Kindergarten

FastBridge %PD		
	Reading	Math
Fall		
Spring		
CASE Grade %PD		
	Reading	Math
October		
January		
March		

First Grade

FastBridge %PD		
	Reading	Math
Fall		
Spring		
CASE Grade %PD		
	Reading	Math
October		
January		
March		

Second Grade

STAR %PD		
	Reading	Math
Fall		
Spring		
CASE %PD		
	Reading	Math
October		
January		
March		

Third Grade

STAR %PD		
	Reading	Math
Fall		
Spring		
CASE %PD		
	Reading	Math
October		
January		
March		

Fourth Grade

STAR %PD		
	Reading	Math
Fall		
Spring		
CASE %PD		
	Reading	Math
October		
January		
March		

Fifth Grade

STAR %PD		
	Reading	Math
Fall		
Spring		
CASE %PD		
	Reading	Math
October		
January		
March		

Sixth Grade

STAR % PD		
	Reading	Math
Fall		
Spring		
CASE %PD		
	Reading	Math
October		
January		
March		

Seventh Grade

STAR % PD		
	Reading	Math
Fall		
Spring		
CASE %PD		
	Reading	Math
October		
January		
March		

Eighth Grade

STAR % PD		
	Reading	Math
Fall		
Spring		
CASE %PD		
	Reading	Math
October		
January		
March		

Ninth Grade		
CERT % PD		
	Reading	Math
Fall		
Spring		
CASE %PD		
	Reading	Math
October		
January		
March		

Tenth Grade		
CERT % PD		
	Reading	Math
Fall		
Spring		
CASE %PD		
	Reading	Math
October		
January		
March		

Eleventh Grade		
CERT % PD		
	Reading	Math
Fall		
Spring		
CASE %PD		
	Reading	Math
October		
January		
March		

DISTRICT ELEMENTARY: 3RD – 5TH GRADERS
YELLOW HIGHLIGHTS = BELOW STATE AVERAGE

Reading	# Enrolled	# Tested	2021 STATE AVG % PD	2021 KPREP % PD	District Elem Fall STAR % PD	District Elem October CASE %PD	January CASE %PD	March CASE %PD	April STAR %PD	2022 Reading Goal
All Students	4401	4169	39.5	50.2	54%	53%				64.3
White	3250	3101	43.1	54.7	59%	57%				67.4
African American	314	287	20.1	32.6	39%	38%				48.2
Hispanic	465	443	27.9	30.7	30%	30%				47.6
Asian	102	95	48.9	62.1	64%	69%				78
American Indian or Alaska Native	2	2	42.9		0%	0%				
Native Hawaiian or Other Pacific Islander	21	19	31.4	30.0	35%	26%				
Two or More Races	247	232	34.6	43.0	47%	43%				63.1
English Learners + Monitored	514	482	23.7	25.8	31%	34%				41.5
Free/Reduced-Price Meals	1749	1694	30.4	35.4	40%	38%				49.3
Disability-with IEP (Total)	577	493	25.5	24.0	19%	34%				33.8

Math	# Enrolled	# Tested	2021 STATE AVG % PD	2021 KPREP % PD	District Elem Fall STAR % PD	District Elem October CASE %PD	January CASE %PD	March CASE %PD	April STAR %PD	2022 Math Goal
All Students	4401	4159	31.4	47.5	38%	51%				61.1
White	3250	3099	35	51.9	42%	55%				63.5
African American	314	288	11.3	25.7	19%	28%				44.5
Hispanic	465	425	20	27.8	22%	31%				49.1
Asian	102	97	49.9	73.7	72%	85%				87.3
American Indian or Alaska Native	2	2	35.4		50%	0%				
Native Hawaiian or Other Pacific Islander	21	19	22.9	25.0	25%	32%				
Two or More Races	247	229	26.2	39.9	27%	45%				52.4
English Learners + Monitored	514	480	19.1	25.6	26%	35%				46.5
Free/Reduced-Price Meals	1749	1686	21.4	29.2	22%	33%				45.9
Disability-with IEP (Total)	577	492	17.7	18.8	16%	21%				30.7

Overall Achievement Level

IEP	Reading					Math				
	Novice	Apprentice	Proficient	Distinguished	Total	Novice	Apprentice	Proficient	Distinguished	Total
Autism	19	13	8	4	44	23	12	6	2	43
Developmentally Delayed	10	6	3	2	21	14	4	2	1	21
Emotional Behavior Disability	3	1	1	1	6		2	1	1	4
Hearing Impaired	1		1	1	3	2		1		3
Mild Mental Disability	12	7	1		20	15	4	1		20
Multiple Disabilities	2	1			3	2	1			3
Other Health Impaired	20	23	18	5	66	27	29	9	2	67
Specific Learning Disability	58	59	46	6	169	100	56	11	2	169
Speech Language	46	45	55	14	160	38	59	51	13	161
Traumatic Brain Injury										
Visually Impaired			1		1		1			1
Grand Total	**171**	**155**	**134**	**33**	**493**	**221**	**168**	**82**	**21**	**492**

Overall Achievement Level

ELL	Reading					Math				
	Novice	Apprentice	Proficient	Distinguished	Total	Novice	Apprentice	Proficient	Distinguished	Total
1st Year Monitoring	3	17	16	12	48	7	17	12	13	49
2nd Year Monitoring	2	5	15	13	35		6	19	10	35
3rd Year Monitoring		4	11	5	20	1	4	9	6	20
4th Year Monitoring			4	7	11			3	8	11
EL	149	138	73	8	368	138	139	62	26	365
Grand Total	**154**	**164**	**119**	**45**	**482**	**146**	**166**	**105**	**63**	**480**

Reading	# Enrolled	# Tested	2021 STATE AVG % PD	2021 KPREP % PD	District Elem Fall STAR % PD	District Elem October CASE %PD	January CASE %PD	March CASE %PD	April STAR %PD	2022 Reading Goal
All Students	4401	4169	39.5	50.2	54%	53%				64.3
White	3250	3101	43.1	54.7	59%	57%				67.4
African American	314	287	20.1	32.6	39%	38%				48.2
Hispanic	465	443	27.9	30.7	30%	30%				47.6
Asian	102	95	48.9	62.1	64%	69%				78
American Indian or Alaska Native	2	2	42.9		0%	0%				
Native Hawaiian or Other Pacific Islander	21	19	31.4	30.0	35%	26%				
Two or More Races	247	232	34.6	43.0	47%	43%				63.1
English Learners + Monitored	514	482	23.7	25.8	31%	34%				41.5
Free/Reduced-Price Meals	1749	1694	30.4	35.4	40%	38%				49.3
Disability-with IEP (Total)	577	493	25.5	24.0	19%	34%				33.8

Math	# Enrolled	# Tested	2021 STATE AVG % PD	2021 KPREP % PD	District Elem Fall STAR % PD	District Elem October CASE %PD	January CASE %PD	March CASE %PD	April STAR %PD	2022 Math Goal
All Students	4401	4159	31.4	47.5	38%	51%				61.1
White	3250	3099	35	51.9	42%	55%				63.5
African American	314	288	11.3	25.7	19%	28%				44.5
Hispanic	465	425	20	27.8	22%	31%				49.1
Asian	102	97	49.9	73.7	72%	85%				87.3
American Indian or Alaska Native	2	2	35.4		50%	0%				
Native Hawaiian or Other Pacific Islander	21	19	22.9	25.0	25%	32%				
Two or More Races	247	229	26.2	39.9	27%	45%				52.4
English Learners + Monitored	514	480	19.1	25.6	26%	35%				46.5
Free/Reduced-Price Meals	1749	1686	21.4	29.2	22%	33%				45.9
Disability-with IEP (Total)	577	492	17.7	18.8	16%	21%				30.7

Overall Achievement Level	Reading					Math				
IEP	Novice	Apprentice	Proficient	Distinguished	Total	Novice	Apprentice	Proficient	Distinguished	Total
Autism	19	13	8	4	44	23	12	6	2	43
Developmentally Delayed	10	6	3	2	21	14	4	2	1	21
Emotional Behavior Disability	3	1	1	1	6		2	1	1	4
Hearing Impaired	1		1	1	3	2		1		3
Mild Mental Disability	12	7	1		20	15	4	1		20
Multiple Disabilities	2	1			3	2	1			3
Other Health Impaired	20	23	18	5	66	27	29	9	2	67
Specific Learning Disability	58	59	46	6	169	100	56	11	2	169
Speech Language	46	45	55	14	160	38	59	51	13	161
Traumatic Brain Injury										
Visually Impaired			1		1		1			1
Grand Total	**171**	**155**	**134**	**33**	**493**	**221**	**168**	**82**	**21**	**492**

Overall Achievement Level	Reading					Math				
ELL	Novice	Apprentice	Proficient	Distinguished	Total	Novice	Apprentice	Proficient	Distinguished	Total
1st Year Monitoring	3	17	16	12	48	7	17	12	13	49
2nd Year Monitoring	2	5	15	13	35		6	19	10	35
3rd Year Monitoring		4	11	5	20	1	4	9	6	20
4th Year Monitoring			4	7	11			3	8	11
EL	149	138	73	8	368	138	139	62	26	365
Grand Total	**154**	**164**	**119**	**45**	**482**	**146**	**166**	**105**	**63**	**480**

Reading	# Enrolled	# Tested	2021 STATE AVG% PD	2021 KPREP % PD	Fall CERT % PD	October CASE %PD	January CASE %PD	March CASE %PD	April CERT %PD	2022 Reading Goal
All Students	1621	886	37.9	45.9	37%	45%				61.7
White	1259	703	40.7	49.1	41%	49%				64.9
African American	114	47	20.1	18.5	13%	21%				37.2
Hispanic	144	77	27.4	33.7	14%	27%				40.2
Asian	32	19	52.4		37%	58%				67.6
American Indian or Alaska Native	0	0	39.6							--
Native Hawaiian or Other Pacific Islander	7	2	33.3		100%	50%				--
Two or More Races	65	38	33.2	35.8	24%	37%				56.8
English Learners + Monitored	84	44	6.4	8.3	4%	14%				17.7
Free/Reduced-Price Meals	508	264	27.7	30.0	24%	33%				45.1
Disability-with IEP (Total)	132	63	12.6	14.5	8%	13%				29.4

Math	# Enrolled	# Tested	2021 STATE AVG % PD	2021 KPREP % PD	Fall STAR % PD	October CASE %PD	January CASE %PD	March CASE %PD	April STAR %PD	2022 Math Goal
All Students	1621	961	30.3	41.7	6%	41%				58.8
White	1259	744	32.8	44.0	6%	46%				61.9
African American	114	60	12.6	14.3	2%	22%				31.7
Hispanic	144	89	19.8	32.0	2%	16%				40.2
Asian	32	18	55.7		20%	56%				67.1
American Indian or Alaska Native	0	0	37.5							--
Native Hawaiian or Other Pacific Islander	7	4	20.8		0%	25%				--
Two or More Races	65	46	25.1	29.4	6%	37%				53.6
English Learners + Monitored	84	48	6.0		0%	8%				19.1
Free/Reduced-Price Meals	508	319	19.2	23.5	1%	23%				41.4
Disability-with IEP (Total)	132	71	9.2		0%	14%				24.4

Overall Achievement Level

IEP	Reading					Math				
	Novice	Apprentice	Proficient	Distinguished	Total	Novice	Apprentice	Proficient	Distinguished	Total
Autism	2	4	1	1	8	3	5	1		9
Emotional Behavior Disability	1	1			2		1	1		2
Hearing Impaired	1				1		1			1
Mild Mental Disability	3	2			5	3	1			4
Multiple Disabilities										
Other Health Impaired	7	2	1		10	9	2			11
Specific Learning Disability	20	11	4		35	16	19	7		42
Speech Language		1	1		2		1	1		2
Grand Total	**34**	**21**	**7**	**1**	**63**	**31**	**30**	**10**		**71**

Overall Achievement Level

ELL	Reading					Math				
	Novice	Apprentice	Proficient	Distinguished	Total	Novice	Apprentice	Proficient	Distinguished	Total
1st Year Monitoring										
2nd Year Monitoring										
3rd Year Monitoring	1		1		2			1	1	2
4th Year Monitoring		1			1	1	1			2
EL	26	10	5		41	20	22	2		44
Grand Total	**27**	**11**	**6**		**44**	**21**	**23**	**3**	**1**	**48**

DISTRICT MIDDLE
YELLOW HIGHLIGHTS = BELOW STATE AVERAGE

Reading	# Enrolled	# Tested	2021 STATE AVG % PD	2021 KPREP % PD	District MS Fall STAR % PD	District MS Fall October CASE %PD	January CASE %PD	March CASE %PD	April STAR %PD	2022 Reading Goal
All Students	4797	4431	44	49.7	50%	52%				69.9
White	3631	3364	47.3	53.4	55%	56%				73.2
African American	307	278	23.9	28.9	29%	36%				47.2
Hispanic	505	462	33.3	34.1	26%	34%				53.9
Asian	104	100	63.9	74.1	66%	71%				78
American Indian or Alaska Native	3	3	40		67%	100%				--
Native Hawaiian or Other Pacific Islander	28	26	33.5	12.0	27%	31%				58.7
Two or More Races	219	198	40.7	45.8	40%	43%				64.2
English Learners + Monitored	478	447	16.4	14.3	16%	26%				29.9
Free/Reduced-Price Meals	1805	1737	34.2	33.9	33%	36%				54.5
Disability-with IEP (Total)	606	496	20.1	13.3	12%	16%				30

Math	# Enrolled	# Tested	2021 STATE AVG % PD	2021 KPREP % PD	District MS Fall STAR % PD	District MS Fall October CASE %PD	January CASE %PD	March CASE %PD	April STAR %PD	2022 Math Goal
All Students	4797	4426	27.8	38.5	47%	36%				59.1
White	3631	3376	30.7	42.8	51%	39%				62.5
African American	307	270	10.1	16.7	21%	17%				33.9
Hispanic	505	456	17.5	18.9	33%	21%				42.1
Asian	104	99	54.7	75.3	76%	69%				80.7
American Indian or Alaska Native	3	3	22.7		67%	33%				--
Native Hawaiian or Other Pacific Islander	28	26	18.8		20%	15%				43.7
Two or More Races	219	196	22.4	28.6	34%	27%				50.3
English Learners + Monitored	478	450	9.0	10.2	24%	16%				26.9
Free/Reduced-Price Meals	1805	1727	17.9	19.1	30%	19%				41.4
Disability-with IEP (Total)	606	504	11.5	7.1	12%	7%				22

Overall Achievement Level

IEP	Reading					Math				
	Novice	Apprentice	Proficient	Distinguished	Total	Novice	Apprentice	Proficient	Distinguished	Total
Autism	26	17	8	2	53	30	15	5	1	51
Emotional Behavior Disability	14	8	5	1	25	13	9	1	1	24
Hearing Impaired	1	1			2		3			3
Mild Mental Disability	24	4	1		29	20	11			33
Multiple Disabilities	3		1		4	4				4
Other Health Impaired	49	22	25		113	48	37	9	2	96
Specific Learning Disability	147	74	29		278	155	95	6		256
Speech Language	14	9	11	1	41	16	11	10		37
Traumatic Brain Injury		2			2	1	1			2
Visually Impaired										
Grand Total	**278**	**137**	**77**	**4**	**496**	**287**	**182**	**31**	**4**	**504**

Overall Achievement Level

ELL	Reading					Math				
	Novice	Apprentice	Proficient	Distinguished	Total	Novice	Apprentice	Proficient	Distinguished	Total
1st Year Monitoring	6	7	4		17	5	11	1	1	18
2nd Year Monitoring	15	28	23	1	67	19	31	16	3	69
3rd Year Monitoring	15	23	25	5	68	20	28	17	2	67
4th Year Monitoring	8	28	34	4	74	16	36	18	5	75
EL	138	64	18	1	221	125	88	5	3	221
Grand Total	**182**	**150**	**104**	**11**	**447**	**185**	**194**	**57**	**14**	**450**

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2022-23 Phase Two: District Assurances

Boone County
Matthew Turner
8330 Us 42
Florence, Kentucky, 41042
United States of America

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Boone County

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Boone County

2022-23 Phase Two: District Assurances
Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read the assurance and indicate whether your district complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

District Assurances

The district hereby ensures that the FY 2022-2023 District Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

- **Yes**
- o No
- o N/A

COMMENTS

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Boone County

Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase Two: District Safety Report_09292022_15:02

2022-23 Phase Two: District Safety Report

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2022-23 Phase Two: District Safety Report - 2022-23 Phase Two: District Safety Report_09292022_15:02 - Generated on 01/04/2023

Boone County

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2022-23 Phase Two: District Safety Report
District Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Finally, pursuant to KRS 158.162, local Superintendents must submit verification to the Kentucky Department of Education that all schools are in compliance by November 1 each year. This diagnostic is the means by which this reporting requirement is fulfilled.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the local board adopted a policy requiring the school council or, if none exists, the principal in each school to adopt and implement an emergency plan as required by KRS 158.162?

Please reference the appropriate board policy number(s) and/or title(s) in the comment box.
Yes

2. Has each school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and

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Boone County

locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

Yes

3. Has each school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

4. Has each school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

5. Has each school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

6. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file for review?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

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Boone County

7. Are practices in place to control access to each school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.
    Yes

8. Was each school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c) and is a copy maintained on file for review?

Please provide the most recent date of review/revision of the emergency plan for each school in the district in the comment box. If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.
    Yes

9. Did each principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date each school in the district completed this discussion in the comment box. If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.
    Yes

10. During the first 30 instructional days of the current school year, did the principal in each school within the district conduct at least one severe weather drill, one

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Boone County

earthquake drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the current drill log?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

11. During the month of January during the <u>prior</u> school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the appropriate drill log and maintained on file?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

12. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

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Boone County

Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase Three: Comprehensive District Improvement
Plan_11012022_10:49

2022-23 Phase Three: Comprehensive District Improvement Plan

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Boone County

2022-23 Phase Three: Comprehensive District Improvement Plan

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

Using the Comprehensive District Improvement Plan Template

The template is a complement to the Needs Assessment for Districts. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the Comprehensive District Improvement Plan Template.

b. Upload your completed Comprehensive District Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

See attached

ATTACHMENTS

Attachment Name

📄 2022_2023 CSIP Updated

📄 Data Dive Protocol

Operational Definitions

Goal: Long-term three- to five-year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by the Needs Assessment for Districts.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the

district will focus its efforts upon, as identified in the Needs Assessment for Districts, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

There are seven (7) required district goals:
• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety
• Postsecondary Readiness
• Graduation Rate
• Achievement Gap

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 2022_2023 CSIP Updated		•
📄 Data Dive Protocol		•

Boone County School District

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Districts, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Requirements for Building an Improvement Plan

- There are seven (7) required district goals:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

Boone County School District

Explanations/Directions

Goal: Districts should determine long-term goals that are three to five year targets for each required district level indicator. Long-term targets should be informed by The Needs Assessment for Districts.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Districts should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Districts. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. Six Sigma, Shipley, Baldridge, etc.).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Your description should include the artifacts to be reviewed, specific timelines, and outcomes for both staff and students. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative.

1: State Assessment Results in reading and mathematics

Goal 1: The district will increase READING proficiency from **54% PD** to 70.8% PD by May 2027. The district will increase MATH proficiency from **55.4% PD** to 66% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The district will increase READING proficiency from **54% PD** to 67.1% PD by May 2023. **Objective 2** The district will increase MATH proficiency from **55.4% PD** to 61.8% by May 2023.	KCWP 1: Design & Deploy Standards	• Proficiency Scales (updated) with Success Criteria • Professional Learning on the purpose of proficiency scales and student success. • District-wide focus on Mastery Learning and continue transition towards an Evidence Based Grading System • Develop processes to align curriculum and ensure instructional resources are evidence-based and effective	Revisions of proficiency scales at all levels Walkthrough system that monitors for clarity around learning criteria / language objectives Monitoring systems are implemented to ensure removal of negative grading practices Every student will experience learning opportunities that are on or above grade level	Quarterly Report to Board of Education • Quarterly Reports and Updates to SBDM, district leadership, and other school stakeholders Points of Contact: • Chief Academic Officer • Asst. Superintendents for Learning Support Evidence: • PLC minutes and resulting instructional changes; meeting agendas • Data analysis with unit studies, curriculum audits • Growth in % proficient students	Title 2
	KCWP 2: Design & Deliver Instruction	• PLC professional learning to onboard and sustain staff • Utilizing a balanced assessment system including formative, unit, and interim assessments • Development & implementation of	Increased attendance & perception data around Solution Tree partnership - PL for all new educators and continuing for leadership	Points of Contact: • Directors of Teaching & Learning • Walkthrough results and feedback	General Fund

Boone County School District

Goal 1: The district will increase READING proficiency from **54% PD** to 70.8% PD by May 2027. The district will increase MATH proficiency from **55.4% PD** to 66% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3: Design & Deliver Assessment Literacy	walkthrough tool for each level • Data analysis protocols • Student Centered Coaching Cycles • SIOP and Kagan look-fors are developed at each level and implemented • Increase access to professional learning around EBP's (Evidence Based Practices) • Implementation of a New Educator Mentoring program • Professional learning for teachers around purpose of clarity around learning targets aligned to grade level standards • Student Agency	Action steps developed based on data to support school improvement Increased number of walkthroughs resulting in positive changes in instruction Utilization of results-based coaching tools to measure student growth during a cycle Increased efficacy for newer teachers Walkthrough system that monitors for clarity around learning targets and success criteria / language objectives Defense of Learning as defined in the Portrait of a Graduate and	Points of Contact: • Asst. Superintendents for Learning Support • Professional Learning Coordinator	Title 2

Boone County School District

Goal 1: The district will increase READING proficiency from **54% PD** to 70.8% PD by May 2027. The district will increase MATH proficiency from **55.4% PD** to 66% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze, Apply Data Results	• Continue to roll-out a comprehensive academic and behavioral Multi-Tiered local assessments System of Supports	Increase in student proficiency on Fall-Winter-Spring local assessments Deeper Learning initiatives		

2: State Assessment Results in science, social studies and writing

Goal 2: The district will increase the Separate Academic Indicator of Science, Social Studies, and Writing from **42% PD** to 59.2%(elementary), and **40% PD** to 57.8% (middle) and **35% PD** to 60.8% (high) by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The district will increase the Separate Academic Indicator of Science, Social Studies, and Writing from **42% PD** to 49% (elementary), and **40% PD** to 47.3% (middle) and **35% PD** to 52% (high) by May 2023.	KCWP 1: Design & Deploy Standards	• Elementary schools (OES, SCES, NHES, KES) to evaluate the impact of the Teacher Created Materials (TCM) social studies curriculum as a district pilot • Proficiency Scales (updated) with Success Criteria • Professional Learning on the purpose of proficiency scales and student success. • District-wide focus on Mastery Learning and continue transition towards an Evidence Based Grading System • Develop processes to align curriculum and ensure instructional resources are evidence-based and effective	5th grade social studies data review to determine impact Revisions of proficiency scales at all levels Walk through system that monitors for clarity around learning targets and success criteria / language objectives Monitoring systems are implemented to ensure removal of	Quarterly Report to Board of Education Points of Contact: • Chief Academic Officer • Asst. Superintendents for Learning Support • Executive Director of Student & Community Services Evidence: • PLC minutes and resulting instructional changes; meeting agendas • Growth in % proficient students.	Title 2

Boone County School District

Goal 2:The district will increase the Separate Academic Indicator of Science, Social Studies, and Writing from **42% PD** to 59.2%(elementary), and **40% PD** to 57.8% (middle) and **35% PD** to 60.8% (high) by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design & Deliver Instruction	• PLC professional learning to onboard and sustain staff • Utilizing a balanced assessment systems including local, unit, and interim assessments	negative grading practices Every student will experience learning opportunities that are on or above grade level		
			Increased attendance & perception data around Solution Tree partnership - PL for all new educators and continuing for leadership	Points of Contact: • Directors of Teaching & Learning	General Fund
		Development & implementation of walkthrough tool for each level • Data analysis protocol • Student Centered Coaching Cycles based on data to support school improvement • SIOP and Kagan look fors are developed at each level are implemented	Action steps developed Increased number of walkthroughs resulting in positive changes in instruction Utilization of results-based coaching tools to measure student growth during a cycle	Evidence: Walkthrough results and feedback	

Boone County School District

Goal 2: The district will increase the Separate Academic Indicator of Science, Social Studies, and Writing from **42% PD** to 59.2%(elementary), and **40% PD** to 57.8% (middle) and **35%** PD to 60.8% (high) by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3: Design & Deliver Assessment Literacy	• Clarity of the purpose of learning targets aligned to grade level standards. • Student Agency (progress of learning throughout the year)	Increased efficacy for newer teachers Desired teacher outcome: Better understanding of quality assessment as evidenced by the development of more effective assessments. Products: The development of district common unit assessments. Walkthrough system that monitors for clarity around learning targets and success criteria / language objectives	Points of Contact: • Asst. Superintendents for Learning Support • Professional Learning Coordinator	Title 2

3: Achievement Gap

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the proficiency rates for all students in the	KCWP 1: Design & Deploy Standards	• Students have access to on or above grade level standards.	Student growth data on Fall-Winter-Spring data	Quarterly Report to Board of Education	Title 2

Boone County School District

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Gap group in Reading elementary schools from **44%** to 48.4%, middle schools from **31%** to 49.5%, and high school from **35%** to 38.9% by May 2023. Objective 2: Increase proficiency rates for all students in the Gap group in Math elementary schools from **43%** to 48.3%, middle schools from **32%** to 39.6%, and high schools from **32%** to 36.4% by May 2023.		• Professional learning on scaffolding, differentiation, and instructional strategies to meet the needs of all students (Tier 1-2) • Continue to roll-out a comprehensive academic and behavioral MTSS system to support the whole child.	Increased proficiency for all students Panorama, Fastbridge, and Tableau data	Yellow Charts Points of Contact: • Chief Academic Officer • Asst. Superintendents for Learning Support • Executive Director of Student & Community Services Evidence: • PLC minutes and resulting instructional changes; meeting agendas • • Growth in % proficient students	
	KCWP 2: Design & Deliver Instruction	• PLC professional learning to onboard and sustain • Utilizing a balanced assessment systems including local, unit, and interim assessments • Development & implementation of walkthrough tool for each level • Data analysis protocol • Student Centered Coaching Cycles • SIOP and Kagan look fors are developed at each level are implemented	Increased attendance & perception data around Solution Tree partnership - PL for all new educators and continuing for leadership Action steps developed based on data to support school improvement Increased number of walkthroughs resulting in positive changes in instruction	Points of Contact: • Directors of Teaching & Learning Evidence: Walkthrough results and feedback	General Fund

Boone County School District

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3: Design & Deliver Assessment Literacy	• Clarity of the purpose of learning targets aligned to grade level standards. • Student Agency & Engagement	Utilization of results-based coaching tools to measure student growth during a cycle Increased efficacy for newer teachers Desired teacher outcome: Better understanding of quality assessment as evidenced by the development of more effective assessments. Products: The development of district common unit assessments. Walk through system that monitors for clarity around learning targets and success criteria / language objectives	Points of Contact: • Asst. Superintendents for Learning Support • Professional Learning Coordinator	Title 2

Boone County School District

Goal 4: Increase the English Learner indicator from **35** to 40 by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the EL Progress Indicator for our English learners from **35** to 38 by May 2023.	KCWP 5: Design, Align, and Administer Support	Make universal the EL three-domain monitoring system to ensure every EL student is building English language proficiency.	Data from the three-domain monitoring system.	Point of Contact: • Director of Language Learners	General Fund
		Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students	Desired Teacher Outcome: Improved teacher efficacy Desired Student Outcome: Increased English proficiency	Points of Contact: • Director of Language Learners • English Learners Coordinator	General Fund Title 2

Goal 5: Increase the Quality of School Climate and Safety indicator from **70** to 75 by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from **70** to 72 by 2023.	KCWP 5: Design, Align, and Administer Support	Provide training, professional learning, support and resources related to emotional and mental wellness, equity and self care	Annual completion of the Positve Behavioral Interventions and Supports Tiered Fidelity Inventory	Points of Contact: • Executive Director of Student and Community Services • Asst. Superintendents for Learning Support	Grants Title 2

Goal 5: Increase the Quality of School Climate and Safety indicator from **70** to 75 by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		School, District, Instructional Coaches and counselors trained and the implementation of the KDE Equity Playbook	Annual completion of the Cultural Responsiveness PBIS Team Self Assessment Tool	Coordinator or Professional Learning Evidence: • Increase in emotional, mental and self care and equity learning opportunities for staff and community such as Trauma informed care and Cultural responsiveness	
		Completed pilot of the CDC Division of Adolescent and School Health (DASH) LGBTQ Toolkit in at least 1 high school	Annual completion of the PBIS Self Assessment Survey	• Mental health data • Restorative practices • Sources of Strength • Vaping data • Equity playbook	
		Align and embed school mental health, Positive Behavioral Interventions and Supports (PBIS), trauma Informed Practices, self care and equity ensuring interconnected Multi-Tiered Systems of Support framework.	Desired Outcome: A Trauma informed. PBIS, self care, framework that supports a multi-factored mental health model Evidence: • Trauma Informed, PBIS, Equity and Self Care supporting a multi-tiered	Points of Contact: • Executive Director of Student and Community Services • Asst. Superintendents for Learning Support	General Funds

Boone County School District

Goal 5: Increase the Quality of School Climate and Safety Indicator from **70** to 75 by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				system matrix to included related resources • Electronic dristrict -wide process for PBIS (all tiers) referrals, tracking and action planning. • Increased and aligned PBIS and trauma informed care across the district • Non-cognitive skills are embedded into academic standards	
		Utilize the district Diversity, Equity, and Inclusion (DEI) Taskforce for recommendations regarding DEI professional learning needs, culturally inclusive curriculum and instruction practices, and DEI resources	Desired Educator Outcome: Greater awareness of education issues as viewed through the lens of diversity, equity, and inclusion. Desired Student Outcome: Increased equity in all student programming, services and resources.	Points of Contact: • Chief Academic Officer • Executive Director of Student and Community Services Evidence: • Decreased suspensions, bullying and harassment • Increased access to all levels of the academic spectrum. • Decrease in achievement gaps • Results of Tiered Fidelity	General Funds, Grants

Boone County School District

Goal 5: Increase the Quality of School Climate and Safety indicator from **70** to 75 by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Desired Outcome: PBIS framework adapted to directly fit cultural aspects of each school's community	Inventory and the Cultural Responsiveness Assessment • Tableau data • Persistence to Graduation data	
		Provide intentional parent engagement opportunities to encourage authentic communication	Desired parent outcome: parent empowerment and opportunities for voice	Points of Contact: • Chief Academic Officer • Executive Director of Student and Community Services	General Funds
		Develop more internal and external communication systems	Evidence:	• Data from empathy interviews • Structures and partnerships developed to engage diverse families in meaningful ways • Communications and connections are translated into representative languages • Family engagement advisory council established • Metrics from the selected comprehensive two-way communication • Plan implemented	
		District-wide two-way communication system			
		Create a comprehensive communication plan			
	KCWP 6: Establish Learning Culture/Environment	Implementation of a continuum of Comprehensive	Desired Outcome: Monthly PLC's for	Point of Contact: • Executive Director of	General Funds

Boone County School District

Goal 5: Increase the Quality of School Climate and Safety indicator from **70** to 75 by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Mental Health Services	Counselors, FRYSCS, and Psychologist teams Develop partnerships with community counseling services for students through telehealth and in person on-site sessions Implementation of Tier 1 Social emotional and mental health strategies in schools incorporated through the PBIS framework	Student and Community Services Evidence: ● Partnerships with Community- Based mental and physical health agencies ● Increased number of District level mental health professionals ● Increase growth in student competency in mental health and non-cognitive skills based on data from Panorama Survey ● Increase in targeted prevention and intervention programs and services that support mental health, emotional and behavioral well-being of children, youth and young adults,	

6: Postsecondary Readiness

Goal 6: Increase our Postsecondary Readiness Indicator from **79** to 85 by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase our Postsecondary Readiness Indicator from **79** to 81 by 2023.	KCWP 5: Design, Align, and Administer Support	Training and support for counselors, CCR coaches, and teachers on Early Morning Tool, Panorama, or Tableau for students, teachers, and parents to have access to academic/pathway planning. Action plans are created for at-risk learners	Desired Student Outcome: More proactive planning for college, career, and life, and greater user understanding.	Points of Contact: • Director of Innovation • Director of Technology • Director of Secondary	General Funds

7: Graduation Rate

Goal 7: Increase the Graduation Indicator from **93.7** to 98 by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Graduation Indicator from **93.7** to 95 by May 2023.	KCWP 6: Establish Learning Culture/Environment	Utilize the Persistence to Graduation Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation	Desired Student Outcome: Increase in instances of intervention to ensure students are on path to	Points of Contact: • Director of Assessment • Director of Pupil Services	General Funds

Boone County School District

Goal 7: Increase the Graduation Indicator from **93.7** to 98 by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Expand the virtual Accel Academy to provide a non-traditional learning opportunity for students within Boone County	Desired Student Outcome: Increase in course completion from those students who do not otherwise perform well in or experience other barriers from a "brick and mortar" learning environment	Point of Contact: • Director of Innovation	General Funds
			graduation.		

Boone County School District

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support

Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.

Response: District will monitor the growth of our TSI groups across the district through our universal screeners and interim assessments. Assistant Superintendents will meet with principals quarterly to analyze the data and to plan for any needed changes to instructional practices. Our data will be disaggregated in "yellow charts" that will be presented to our school board quarterly.

Monitoring and Support

School Name	Level	Demographic Group	Federal Classification
A M Yealey Elementary School	ES	Disability-with IEP (Total)	TSI
Ballyshannon Middle School	MS	Disability-with IEP (Total)	TSI
Boone County High School	HS	African American	TSI
Boone County High School	HS	English Learners plus Monitored	TSI
Boone County High School	HS	Disability-with IEP (Total)	TSI
Burlington Elementary School	ES	Disability-with IEP (Total)	TSI
Camp Ernst Middle School	MS	English Learners plus Monitored	TSI
Camp Ernst Middle School	MS	Disability-with IEP (Total)	TSI
Chester Goodridge Elementary School	ES	Disability-with IEP (Total)	TSI
Conner High School	HS	Disability-with IEP (Total)	TSI
Conner Middle School	MS	Disability-with IEP (Total)	TSI
Gray Middle School	MS	Disability-with IEP (Total)	TSI
Larry A. Ryle High School	HS	Disability-with IEP (Total)	TSI
Ockerman Elementary School	ES	Disability-with IEP (Total)	TSI
Ockerman Middle School	MS	English Learners plus Monitored	TSI
Ockerman Middle School	MS	Disability-with IEP (Total)	TSI
Rector A. Jones Middle School	MS	African American	TSI
Rector A. Jones Middle School	MS	Hispanic	TSI
Rector A. Jones Middle School	MS	English Learners plus Monitored	TSI
Rector A. Jones Middle School	MS	Disability-with IEP (Total)	TSI
Steeplechase Elementary School	ES	Disability-with IEP (Total)	TSI

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Boone County
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Boone County

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2022-23 Phase Three: The Superintendent Gap Assurance

This district-level report fulfills KRS 158.649(9), which requires superintendents to report to the Commissioner of Education any school within the district that fails to meet its targets to reduce the gap in student achievement for any student group for two consecutive years.

The school-based decision making council, or the principal if no council exists, is required to set the school's yearly targets for eliminating any achievement gap. These targets can be found on the Comprehensive School Improvement Plan template for each school. When determining which schools did and did not meet their targets, the superintendent should review the achievement gap objectives (short-term targets) from the previous two years found on the planning template.

Gap Target Assurance

As superintendent of the district, I hereby certify either:

o No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years.

● **Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.**