

Comprehensive District Improvement Plan (CDIP)

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

Explanations/Directions

<p>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.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>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.</p>	<p>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. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>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.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative.</p>

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.):
 Goal 1 (State your proficiency goal):
 By 2025, the district will increase the percentage of elementary students scoring proficient/distinguished in reading to 62.8% and 54.9% in mathematics based upon results from Kentucky’s Summative Assessments and the district STAR Reading and Mathematics screener.
 By 2025, the district will increase the percentage of middle school students scoring proficient/distinguished in reading to 67.3% and 48.9% in mathematics based upon results from Kentucky’s Summative Assessments and the district STAR Reading and Mathematics screener.
 By 2025, the district will increase the percentage of high school students scoring proficient/distinguished in reading to 51.9% and 42.4% in mathematics based upon results from Kentucky’s Summative Assessments and the district STAR Reading and Mathematics screener.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2023, the district will increase the students scoring at or above proficiency by 5% as measured by KSA and STAR Reading/Math assessments.	<ul style="list-style-type: none"> KCWP1: Design and Deploy Standards Classroom Activities <ul style="list-style-type: none"> ✓ Ensure that the current curriculum is valid. ✓ Ensure teachers use clear and precise learning targets for students. ✓ Ensure curriculum is reviewed and revised on an on-going basis. 	<p>Deep Dive into Kentucky’s Academic Standards and Accelerated Learning through participation in KEDC CRRSA ELA and Math Cohorts and KY’s Deeper Learning initiative.</p> <p>We are learning about the KAS “Model Curriculum Framework” and the resources available from KDE for districts to support curriculum reviews, implementation of new Kentucky Academic Standards, and build sustainability within districts.</p>	Increased student proficiency in reading, writing, and mathematics.	Monitoring will occur through shared attendance by teachers and administrators at these meetings. Additionally, teachers are required to complete reflection activities after each cohort meeting and present at the district’s PD conference. Information is also shared through District Leadership Team meetings and District Learning Walks. Monitoring of on-going implementation will take place through data disaggregation, classroom walk-throughs, and District Learning Walks.	District General Funds/ESSER Funds/Deeper Learning Grant for substitutes, training materials, etc.
	<ul style="list-style-type: none"> KCWP2: Design and Deliver Instruction <ul style="list-style-type: none"> ✓ Ensure Tier I educational needs of all students are met. 	<p>Reading/Writing and Math Curriculum Alignment- Long-term goals include identifying power standards and learning intentions/success criteria, updating pacing guides, common assessments, etc. and the creation of an instructional playbook.</p>	Increased student proficiency in reading, writing, and mathematics.	Completed/updated documents will be used to monitor progress. Monitoring of on-going implementation will take place through data disaggregation, classroom walk-throughs, and District Learning Walks.	Possible funding needed for release time or after school work time would be provided through the District General Funds
		<p>District Instructional Teacher Leaders/Curriculum Specialists</p>	Increased teacher effectiveness.	Meeting agendas/sign-in sheets as evidence of collaboration and training.	District General Funds

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 By 2025, the district will increase the percentage of high school students scoring proficient/distinguished in reading to 51.9% and 42.4% in mathematics based upon results from Kentucky’s Summative Assessments and the district STAR Reading and Mathematics screener.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Support- District Wide Instructional Teacher Leaders will provide support in the areas of reading/mathematics through individual collaborative efforts with teachers, PLC meetings, training sessions, curriculum support, etc. This will be on an on-going basis throughout the school year.</p>	<p>Increased student proficiency in all content areas.</p>	<p>Weekly Instructional Team PLC meetings and the shared Google Form for documentation of visits will be used to review activities and support taking place.</p>	
		<p>High Yield Reading and Writing Strategies- Teachers will learn about evidence-based instructional strategies through professional learning opportunities. In reading, selected teachers will participate in the Kentucky Reading Academy/LETRS training and the KEDC CRRSA ELA Cohort. Additionally, the Reading Recovery Teacher Leader will lead a book study (<i>Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom</i>) with the district Reading Recovery teachers and Summit Elementary teachers.</p>	<p>Increased teacher effectiveness and increased local/state test scores.</p>	<p>Agendas/sign-in sheets and certificates to show training occurred. Strategies will be shared through PLC meetings, DLT, District Conference, peer observations, etc.</p> <p>Monitoring of on-going implementation will take place through data disaggregation, classroom walk-throughs, and District Learning Walks.</p>	<p>District General Funds/ESSER Funds</p>

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Mathematics Curriculum Resources- The district will identify math resources to be purchased to replace the <i>Go Math</i> resource.</p>	<p>Increased teacher effectiveness and increased local/state test scores in math.</p>	<p>Agendas/sign-in sheets and certificates to show training occurred.</p> <p>Monitoring of on-going implementation will take place through data disaggregation, classroom walk-throughs, and District Learning Walks.</p>	

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

Goal 2 (State your science, social studies, and writing goal.): <i>By May 2025, the district will increase the students scoring at or above proficiency in the areas of writing, science, and social studies by 10% as measured by KSA.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 <i>By May 2023, the district will increase the students scoring at or above proficiency in writing by 5% as measured by KSA.</i>	<ul style="list-style-type: none"> ● KCWP1: Design and Deploy Standards Classroom Activities ✓ Ensure that the current curriculum is valid. ✓ Ensure curriculum is reviewed and revised on an on-going basis. ● KCWP2: Design and Deliver Instruction ✓ Ensure Tier I educational needs of all students are met. 	Writing Framework- The district will continue supporting teachers in the implementation of the elementary opinion writing framework that was created by the teachers, who piloted it during the 2021-2022 school year. Next steps will be to add narrative and informative writing to the elementary framework and create a middle/high school framework.	Completed framework and implementation with fidelity.	Agendas/sign in sheets and certificates to show training occurred/completed documents. Monitoring of on-going implementation will take place through data disaggregation, classroom walk-throughs, and District Learning Walks.	District General Funds
		District Instructional Teacher Leaders/Curriculum Specialists Support- District Wide Instructional Teacher Leaders will provide support in the areas of reading/mathematics through individual collaborative efforts with teachers, PLC meetings, training sessions, curriculum support, etc. on an on-going basis throughout the school year.	Increased teacher effectiveness. Increased student proficiency in all content areas.	Meeting agendas/sign-in sheets as evidence of collaboration and training. Weekly Instructional Team PLC meetings and the shared Google Form will be used to review activities and support taking place.	District General Funds
		Deep Dive into Kentucky’s Academic Standards and Accelerated Learning through participation in KEDC CRRSA ELA and Math Cohorts. We are learning about the KAS “Model Curriculum Framework”	Increased student proficiency in reading, writing, and mathematics.	Monitoring will occur through shared attendance by teachers and administrators at these meetings. Additionally, teachers are required to complete reflection activities after each cohort meeting and present at the district’s PD conference. Information is also shared through	District General Funds/ESSER Funds/Deeper Learning Grant for substitutes, training materials, etc.

Goal 2 (State your science, social studies, and writing goal.): *By May 2025, the district will increase the students scoring at or above proficiency in the areas of writing, science, and social studies by 10% as measured by KSA.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and the resources available from KDE for districts to support curriculum reviews, implementation of new Kentucky Academic Standards, and build sustainability within districts.		District Leadership Team meetings and District Learning Walks. Monitoring of on-going implementation will take place through data disaggregation, classroom walk-throughs, and District Learning Walks.	
<p>Objective 2 <i>By May 2023, the district will increase the students scoring above proficiency in social studies and science by 5% as measured by KSA.</i></p>	<ul style="list-style-type: none"> ● KCWP1: Design and Deploy Standards Classroom Activities ✓ Ensure that the current curriculum is valid. ✓ Ensure teachers use clear and precise learning targets for students. ✓ Ensure curriculum is reviewed and revised on an on-going basis. ● KCWP2: Design and Deliver Instruction ✓ Ensure Tier I educational needs of all students are met. 	<p>Social Studies & Science Practices Standard Instrument-District Science/Social Studies Teacher Leaders will develop an instrument aligned to support implementation of the science practices during instruction for students, teachers, & principals.</p>	<p>Evidence of instructional practices will be observed during walk-throughs and Learning Walks. Increased student proficiency in the areas of science and social studies.</p>	<p>Meeting agendas/sign-in sheets as evidence of collaboration and training. Weekly Instructional Team PLC meetings will be used to review activities and support taking place.</p>	<p>District General Funds</p>
		<p>Science Benchmark Assessments- The district will support science teachers in development of benchmark assessments.</p>	<p>Evidence of completed assessments will be in science teacher binders/Google Folders.</p>	<p>Meeting agendas/sign-in sheets as evidence of collaboration and training. Weekly Instructional Team PLC meetings will be used to review activities and support taking place.</p>	<p>District General Funds</p>
		<p>Social Studies Benchmark Assessments- The district will support social studies teachers in development of benchmark assessments.</p>	<p>Evidence of completed assessments will be in social studies teacher binders/Google Folders.</p>	<p>Meeting agendas/sign-in sheets as evidence of collaboration and training. Weekly Instructional Team PLC meetings will be used to review activities and support taking place.</p>	<p>District General Funds</p>
		<p>District Instructional Teacher Leaders/Curriculum Specialists Support- District Wide Instructional Teacher Leaders will provide support in the areas of reading/mathematics through</p>	<p>Increased teacher effectiveness and student proficiency in all content areas.</p>	<p>Meeting agendas/sign-in sheets as evidence of collaboration and training. Weekly Instructional Team PLC meetings and the shared Google Form will be used to review activities and support taking place.</p>	<p>District General Funds</p>

Goal 2 (State your science, social studies, and writing goal.): *By May 2025, the district will increase the students scoring at or above proficiency in the areas of writing, science, and social studies by 10% as measured by KSA.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<ul style="list-style-type: none"> • KCWP 3: Design and Deliver Assessment Literacy ✓ Teachers will collaborate to create benchmark assessments aligned to state standards that mirror the state assessment format. 	<p>individual collaborative efforts with teachers, PLC meetings, training sessions, curriculum support, etc. on an on-going basis throughout the school year.</p> <p>Deep Dive into Kentucky’s Academic Standards and Accelerated Learning through participation in KEDC CRRSA Science and Social Studies Cohorts and KY’s Deeper Learning initiative.</p> <p>We are learning about the KAS “Model Curriculum Framework” and the resources available from KDE for districts to support curriculum reviews, implementation of new Kentucky Academic Standards, and build sustainability within districts.</p>	<p>Increased student proficiency in science and social studies.</p>	<p>Monitoring will occur through shared attendance by teachers and administrators at these meetings. Additionally, teachers are required to complete reflection activities after each cohort meeting and present at the district’s PD conference. Information is also shared through District Leadership Team meetings and District Learning Walks. Monitoring of on-going implementation will take place through data disaggregation, classroom walk-throughs, and District Learning Walks.</p>	<p>District General Funds/ESSER Funds/Deeper Learning Grant for substitutes, training materials, etc.</p>

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
<p>Objective 1 <i>By May 2023, the district will increase the students scoring above proficiency in all tested areas by 5% as measured by KSA (with an emphasis on students receiving interventions and students with disabilities).</i></p>	<ul style="list-style-type: none"> • KCWP 2: Design and Deliver Instruction • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support Processes <p>✓ Teachers will employ research-based Tier 1, Tier II, and Tier III best practice instructional strategies.</p> <p>✓ Teachers will utilize formative and summative assessment data to identify students needing interventions and will use data to progress monitor students.</p>	<p>MTSS Process- The district MTSS Coordinator will collaborate with schools to implement the updated MTSS processes and protocol with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. District, school, and grade level teams have been established at the elementary levels and are in the process of being established at the middle/high levels. The teams will monitor the implementation of MTSS.</p>	<p>Updated documents, training activities, and implementation regarding the district’s MTSS process.</p>	<p>The MTSS process will be monitored through the IC portal and through Google Drive where district, school, and grade level/content MTSS meeting agendas and minutes will be housed.</p>	<p>SPED, ESSER, and General Funds</p>
		<p>Elementary Math Intervention and Reading Recovery Teachers- Elementary Math Interventionists will work with students (grades k-5) identified through benchmark testing and teacher recommendation in small groups daily. Teachers will meet as a PLC team twice a month to follow the PDSA outline to support student achievement in mathematics. Teachers will be trained by KCM in Math Recovery practices and will utilize hands-on learning, focusing on resources from Teacher Created</p>	<p>Decreased students referred to Tier III interventions, increased proficiency on KSA and STAR, and increased academic achievement as measured by classroom assessments.</p>	<p>Progress will be monitored through walk-throughs, PLC meetings, MTSS meeting agendas and minutes, data analysis, etc.</p>	<p>District General Funds and ESSER Funds</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Materials, Graham Fletcher, and KCM.</p> <p>Reading Recovery teachers will continue to receive training from the district’s Reading Recovery Teacher Leader and will work with individual and small groups of students needing Tier III reading interventions.</p>			
		<p>Reading Diagnostic Assessment- Per the Read to Succeed Act, the district shall select a reading diagnostic assessment to be administered to K-3 students, who are identified as at-risk after taking the universal screener. All K-3 teachers shall be trained on the diagnostic assessment in order for implementation to take place during the 2023-2024 school year. The district will train on how to develop a reading improvement team for students needing additional interventions to progress toward proficient performance in reading.</p>	<p>Decreased students referred to Tier III interventions, increased proficiency on KSA and STAR, and increased academic achievement as measured by classroom assessments.</p>	<p>Training documentation, successful implementation and data disaggregation, MTSS meeting agendas and minutes</p>	<p>District General Funds and ESSER Funds</p>
		<p>Lion Lead Up Camp- The district plans to continue offering Lion Lead Up Camp during the summer of 2023. Any current K-5 student can attend. The focus will be on strengthening literacy and mathematics skills.</p>	<p>Decreased referrals to Tier II and Tier III interventions. Increased proficiency as measured by KSA and STAR.</p>	<p>Walk-throughs during camp, teacher/parent/student feedback</p>	<p>District General Funds and ESSER Funds</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>KDE Technical Support for TSI schools Work with KDE Educational Recovery Leaders to collaboratively develop a plan for continuous improvement that ensures the district utilizes effective strategies to meet the needs of all students, with an emphasis on students with disabilities.</p>	<p>Increased proficiency for students with disabilities as measured by KSA and STAR.</p>	<p>Meeting agendas/minutes, state/local assessment data</p>	<p>N/A</p>
		<p>Hub School Site Visit(s)- Participate in site visits to observe and discuss the systems for continuous improvement that have been implemented and have resulted in sustained accomplishments at each school (with a focus on co-teaching and Professional Learning Communities).</p>	<p>Increased proficiency for students with disabilities as measured by KSA and STAR.</p>	<p>Evidence of implementation through walk-throughs, meeting agendas/minutes, state/local assessment data</p>	<p>District General Funds and ESSER Funds</p>
		<p>Freckle ELA and Math – Freckle ELA and math will be utilized by teachers as a way to differentiate instruction for all students.</p>	<p>Increased proficiency in math as measured by KSA and STAR.</p>	<p>Evidence of implementation/success through state/local assessment data, walk-throughs, program reports</p>	<p>District General Funds and ESSER Funds</p>
		<p>Reflex Math- Reflex math will be utilized by students as a way to improve math fact fluency.</p>	<p>Increased proficiency in math as measured by KSA and STAR.</p>	<p>Evidence of implementation/success through state/local assessment data, walk-throughs, program reports</p>	<p>District General Funds and ESSER Funds</p>

4: English Learner Progress

Goal 4 (State your English learner goal.): <i>By May 2025, the district will increase the percentage of ESL students scoring at or above proficiency in all state assessments by 10% as measured by KSA. Those students will also progress at least two levels on the ACCESS assessment.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p><i>By May 2023, the district will increase the percentage of ESL students scoring above proficiency in all state assessments by 5% as measured by KSA.</i></p> <p><i>Those students will also progress at least one level on the ACCESS assessment.</i></p>	<ul style="list-style-type: none"> • KCWP 5: Design, Align and Deliver Support Processes ✓ Ensure that the appropriate communication and academic interventions are in place to meet the needs of students. ✓ Determine best practice strategies that will meet the needs of each student. ✓ Align resources and effective training methods to meet the needs of each student. • KCWP 6: Establishing Learning Culture and Environment ✓ The district will seek ways to bridge student culture with school and classroom cultures. ✓ The district will ensure processes are in place to support families in order to address barriers to learning. 	<p>The district ELL coordinator will provide support services during the creation of PSPs and will ensure that appropriate accommodations are being provided during the school day.</p>	<p>Increased proficiency on state and local assessments.</p> <p>Improvement as identified through the ACCESS for ELLs testing.</p>	<p>Progress monitoring meetings with the ELL Coordinator.</p>	<p>District General Funds</p>
		<p>The district ELL coordinator will provide support services before, during, and after school as needed to students, families, and teachers on an individualized basis.</p>	<p>Increased proficiency on state and local assessments.</p> <p>Improvement as identified through the ACCESS for ELLs testing.</p>	<p>Progress monitoring meetings with the ELL Coordinator.</p>	<p>District General Funds</p>
		<p>The district ELL teacher will attend professional learning sessions to learn best practices strategies for reading, math, and the KAS for these content areas.</p>	<p>Proof of attendance through certificates, sign-in sheets, etc.</p>	<p>Progress monitoring meetings with the ELL Coordinator.</p>	<p>District General Funds</p>

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By May 2025, the district Quality of School Climate and Safety indexes will reach 80 at the middle and high school levels and 90 at the elementary school level.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By May 2023, the district Quality of School Climate and Safety indexes will increase by 5 in each component.</p>	<ul style="list-style-type: none"> • KCWP 6: Establishing Learning Culture and Environment ✓ The district will ensure opportunities for character development and help students develop their understanding of rules, awareness of their own behaviors, and character strengths. • KCWP 5: Design, Align and Deliver Support Processes ✓ The district will ensure that behavioral and mental health interventions are taking place and meet the needs of individual students. ✓ The district will support staff members in 	<p>Districtwide Trauma Informed Care Team- The district has partnered with the Kentucky Educational Development Cooperation for a School Safety Grant. The goal of the grant is to improve school safety. This grant will span a three-year term. It affords our district opportunities to meet the mandates of the School Safety and Resiliency Act to implement a Trauma-Informed Approach to Education. The district is currently in Year 2 of implementation.</p>	<p>Decreased drop-out rate, mental health, and behavior referrals. Increase in the QSCS survey score. Increased amount of teachers and administrators trained on trauma-informed practices.</p>	<p>Meeting agendas/minutes, overseen and monitored by District SPED Director and the district’s Counselor Leader</p>	<p>Safe Schools</p>
		<p>Mental Health & Wellness Cadre- The SPED Director and District School Counselor Leader will meet with representatives from Regroup and Pathways monthly at the school level to discuss pertinent health/wellness information, as well as target specific students needing additional services/support.</p>	<p>Decreased drop-out rate, mental health, and behavior referrals. Increase in the QSCS survey score. Increased collaboration and support amongst stakeholders.</p>	<p>Meeting agendas/minutes, overseen and monitored by District SPED Director and the district’s Counselor Leader</p>	<p>N/A</p>
		<p>Counselors’ Cadre- Boyd County counselors will meet in conjunction with the regional counselors to discuss specific district needs and increase</p>	<p>Decreased drop-out rate, mental health, and behavior referrals. Increase in the QSCS survey score.</p>	<p>Meeting agendas/minutes, overseen and monitored by District SPED Director and the district’s Counselor Leader</p>	<p>N/A</p>

Goal 5 (State your climate and safety goal.): By May 2025, the district Quality of School Climate and Safety indexes will reach 80 at the middle and high school levels and 90 at the elementary school level.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	reinforcing desired student behaviors.	communication/consistency among the schools within our district. This cadre is led by the district’s special education director and District School Counselor Leader. This year, the district is focusing on supporting counselors in getting RAMP certified.	Increased collaboration and support amongst stakeholders. Increased communication between counselors and additional services or trainings identified for counselors, teachers, administrators, and students.		
		Wellness Website- The district’s counseling team will continue developing and updating the district’s wellness website for students, staff, and guardians with resources to support mental and emotional health.	Decreased drop-out rate, mental health referrals, and behavior referrals. Increase in the QSCS survey score. Increased collaboration and support amongst stakeholders.	This is overseen and monitored by the District SPED Director and the district’s Counselor Leader.	N/A
		Teacher Welcoming Cadre- Any new teacher to the school district will participate in the District Welcoming Cadre. This cadre will support teachers in learning district teaching/learning expectations, policies/procedures, and best practices for instruction. Meetings occur throughout the school year and support is provided	Increased teacher effectiveness and retention	Meeting agendas, follow up through the Instructional Team’s weekly PLC meetings, follow-up with the Instructional Teacher Leaders/Curriculum Specialists, walk-throughs/peer observations/coaching	N/A

Goal 5 (State your climate and safety goal.): By May 2025, the district Quality of School Climate and Safety indexes will reach 80 at the middle and high school levels and 90 at the elementary school level.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		by the district’s Instructional Teacher Leaders/Curriculum Specialists. Well-prepared, trained, and supported teachers ensure a positive, safe classroom climate.			
		Character Strong Curriculum Resource- A new social-emotional resource was purchased for K-12 teachers/students.	Decreased drop-out rate, mental health, and behavior referrals. Increase in the QSCS survey score.	This is overseen and monitored by the District SPED Director and the district’s Counselor Leader.	Grant Funds
		Calming Spaces- Materials have been purchased and delivered to elementary schools in order to allow all K-5 teachers to create calming spaces for students in their classrooms.	Decreased drop-out rate, mental health, and behavior referrals. Increase in the QSCS survey score.	This is overseen and monitored by the District SPED Director and the district’s Counselor Leader.	Grant Funds

6: Postsecondary Readiness

Goal 6 (State your postsecondary goal.): <i>By May 2025, the district will increase the percent of students attaining postsecondary readiness by 15% as defined by KDE.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of Postsecondary Ready students 5% by 2023.	<ul style="list-style-type: none"> KCWP 6: Establishing Learning Culture and Environment <p>The district will ensure that schools create, nurture, and sustain a fair and caring learning community in which all students have optimal opportunities for academic success.</p>	Postsecondary Readiness Activities- The district will collaborate with Boyd County Middle School, Boyd County High School, and Boyd County Career and Technical Education Center to provide postsecondary readiness activities, such as the College and Career Fair, goal setting, soft skills, etc.	Increased graduation rate and students identified as Postsecondary Ready.	Evidence of completion of the Postsecondary Readiness and feedback from community members, teachers, and students regarding the effectiveness of the activities.	District General Funds
		ILP/ACE & Navigator Implementation- Counselors will support students and teachers in using ACE (high school) and Navigator (middle school) to record and communicate achievements in soft skills, work skills, leadership skills, civic responsibility, and academics. ILP/ACE are now in full implementation and will be used for course planning. Additionally, the SPED Department plans to focus on the customization tools to help support students with disabilities in leaving high school with a completed resume', job opportunities, and a clear plan.	Increased graduation rate and students identified as Transition Ready.	This is overseen and monitored by the District SPED Director and the district's Counselor Leader. They will monitor completion of activities as well as the necessary training needed to utilize the platform with success.	District General Funds
		STEAM Transition Camp-District Science Teacher Leaders & Community Stakeholders provide students transitioning from middle	Increase the percentage of students ready to transition	Evidence of completion and feedback from community members, teachers, and students regarding the effectiveness of the activities.	District General Funds/ESSER

Goal 6 (State your postsecondary goal.): *By May 2025, the district will increase the percent of students attaining postsecondary readiness by 15% as defined by KDE.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		school to high school a summer camp featuring extended high quality science, technology, engineering, arts & math instruction.	from middle to high school.		

7: Graduation Rate

Goal 7 (State your graduation rate goal.): <i>Increase the Graduation Rate to 94.7% as measured by the 4-Year Cohort Graduation Rate and 95.1% as measured by the 5-Year Cohort Rate by 2025.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p><i>Increase the Graduation Rate to 93% as measured by the 4-Year Cohort Graduation Rate and 94.5% as measure by the 5-Year Cohort Rate by 2025.</i></p>	<ul style="list-style-type: none"> KCWP 2: Design and Deliver Instruction ✓ Ensure Tier I instructional strategies used are highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. ✓ The district will put strategies in place to ensure that students have an understanding of learning expectations (learning intentions, success criteria, goal setting, and reflection). KCWP 6: Establishing Learning Culture and Environment 	<p>Kagan Cooperative Learning Training and Kagan Coaching- The district will continue to provide opportunities for Kagan Cooperative Learning training and coaching to teachers. Students are less likely to drop out of school when they are actively engaged during their classes. In addition, Kagan Cooperative Learning Structures decrease bullying and behavior issues in class and improve social skills, while supporting emotional growth.</p>	<p>Completion of training days, implementation and increased student engagement verified through principal walk-throughs and district Learning Walks; increased STAR and state assessment results.</p>	<p>Monitored through walk-throughs and District Learning Walks.</p>	<p>District General Funds & Title I</p>
		<p>Imagination Library- The district will continue to publicize the Imagination Library to ensure all eligible children in Boyd County are able to participate in the program. This opportunity provides all children, ages birth to five, with a monthly book. Early reading is one of the greatest predictors of academic achievement and a successful school experience that leads to higher graduation rates.</p>	<p>Increased graduation rate and increase in students scoring proficient/distinguished on state and local assessments. Meeting enrollment goals as outlined by the Imagination Library.</p>	<p>Reports will be run monthly within the Imagination Library platform to track enrollment.</p>	<p>District General Funds, Grant Funds, ESSER Funds, Donations</p>
		<p>National Board Certification- The district will continue providing the NBCT scholarship to eligible teachers. The district will continue</p>	<p>Increased Teacher Effectiveness, graduation rate, and student proficiency on</p>	<p>The district will track the number of staff members enrolled in the scholarship program, who successfully complete National Board Certification.</p>	<p>District General Funds</p>

Goal 7 (State your graduation rate goal.): *Increase the Graduation Rate to 94.7% as measured by the 4-Year Cohort Graduation Rate and 95.1% as measured by the 5-Year Cohort Rate by 2025.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<ul style="list-style-type: none"> ✓ The district will seek ways to bridge student culture with school and classroom cultures. ✓ The district will ensure processes are in place to support families in order to address barriers to learning. 	<p>to partner with the WKU Mentoring Program to ensure success of BCPS NBCT candidates. National Board Certification will support the graduation rate, because as teachers grow professionally, they are more likely to have the tools/strategies to keep students engaged, in school, and successful in their academics.</p>	<p>state and local assessments.</p>		
		<p>School Digital Learning Coaches- School Digital Learning Coaches will continue to provide technology integration support for teachers in order to enhance instruction and keep students engaged in their classrooms.</p>	<p>Increased teacher effectiveness.</p>	<p>The District CIO has on-going meetings with the School Digital Learning Coaches to provide job-embedded training, monitor activities in each school building, and to provide guidance regarding district-wide focus areas.</p>	<p>District General Funds/KETS</p>
		<p>Provide Teacher and Student Clarity for Daily Lessons- Teachers will provide clarity about what is being learned and how to be successful. Students will be able to answer the following questions: What am I learning? Why am I learning it? How do I know if I am successful?</p>	<p>Increased teacher effectiveness, increased proficiency on state and local assessments, and increased graduation rate.</p>	<p>Monitoring will occur during walk-throughs and lesson plans. On-going job-embedded training will occur during District Leadership Team Meetings, PLC meetings, CRRSA Cohort meetings, Learning Walks, and the District Conference.</p>	<p>N/A</p>

8: Other (Optional)

Goal 8 (State your other goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

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
<p>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.</p> <p>Response:</p>

2022-2023 Executive Summary

Description of the District

The Boyd County Public School system is located on the banks of the Ohio River in the northeastern corner of Kentucky in the tristate area bordering on the states of Ohio and West Virginia. The district serves the rural/suburban area which lies outside of Ashland, Kentucky, a city of approximately 20,626. Included within the school district is the county seat, Catlettsburg, Kentucky.

The local business community is largely composed of professions related to the medical field, with King's Daughters Medical Center being one of the major employers in the area. The education profession is also a top employer, due to several school systems offering job opportunities within Boyd County and the surrounding counties. Employment related to industry, such as Marathon Oil, once served as major contributors to the local economy, but has been downsized considerably in recent years, with many jobs related to those industries either eliminated or relocated to larger urban areas.

Opportunities for post-secondary education are numerous, with the tristate area served by Ashland Career and Technical College, satellite classes of Morehead State University, and the proximity of Kentucky Christian University, Shawnee State University, Marshall University and the Southern Campus of Ohio University all located within a 35 mile range.

The school district includes a Kentucky Preschool/Head Start program, four elementary schools, one middle school, one high school/technical education center, and two schools with alternative programs. Those schools currently serve approximately 2,900 students, preschool through grade twelve. Ethnicity of enrolled students is about 94% white. All four elementary schools, along with the middle school, are Title I schools. Many students are also being raised by grandparents/great grandparents, living in foster care, or are considered "homeless" due to their living situations. In response to the high poverty rates in the area, and to ensure that all children have their physical needs met while meeting challenging state academic standards, Boyd County Public Schools continue to implement the Community Eligibility Provision (CEP). This allows the schools to provide free breakfast and free lunch to every student in the school district. In addition, the school district offers a summer feeding program.

A variety of learning experiences and opportunities are offered throughout the school district, including special education services, gifted and talented, Advanced Placement, dual credit/dual enrollment, as well as vocational and career classes supporting a variety of Career Pathways. The Boyd County Public School System's preschool program consolidated at the beginning of the 2019-2020 school year, which allows the program to better serve the needs of Head Start and Kentucky Preschool students in one location. The Boyd County Middle School has maintained the designation of a School to Watch since 2007, which notes their focus on preparing students to be lifelong learners ready for college, career, and citizenship. The district is also unique in that Ramey-Estep High School is KECSAC funded and designated as a residential treatment

center, serving youth referred for placement by the Juvenile Justice System. Ramey-Estep High School has been recognized as an Alternative Program of Distinction by the Kentucky Department of Education in recognition of the work of educators and programs that serve at-risk students. Boyd County Central is another non-traditional school setting available within the Boyd County Public School System. This alternative education option provides smaller class sizes, personalized instruction, and participation in an embedded counseling service that sets it apart from more traditional school programs.

In addition, community members are very supportive of our state-of-the-art high school, which opened in January 2013, as well as the renovated Boyd County Middle School, which reopened February 2018. The district also plans to begin the Boyd County Career and Technical Education construction and the Cannonsburg renovation project during spring 2023.

District Purpose

During the 2018-2019 school year, Superintendent Boblett led the charge of updating the district's Mission Statement. This task was taken very seriously and involved a variety of stakeholders during the entire school year. The District Leadership Team and CDIP Committee were among two of the stakeholder groups that were involved in updating the district's mission. Stakeholders included school/district administrators, students, teachers, parents, SBDM members, and community members. The Mission Statement was crafted as the result of public and private feedback opportunities, as well as analyzing survey data, academic data/results, and other data that was available.

The Mission Statement of Boyd County Public Schools: "Be the example- To better ourselves, to better our schools, to better our community..." was initially adopted to reflect the district's commitment to increasing positive interactions between staff, students, parents, community members, etc. In addition, with collaboration amongst the above groups, the district went further to identify expectations of all stakeholders, who play a vital role in shaping our students. The district considers these expectations a specific promise that each stakeholder group makes to ensure they are fulfilling our mission on a daily basis. The Mission Statement and stakeholder expectations are posted at the District Office, as well as all schools in the district.

Furthermore, the district's emphasis on continuous improvement is an ongoing process that does not only occur during the Comprehensive District Improvement Planning time. The district engages a variety of stakeholders throughout the school year to address areas of improvement (based upon Key Core Work Processes), identify activities that will lead to increased academic achievement, and provide consistent communication regarding the completion of the identified activities. These ongoing discussions center on the areas of postsecondary readiness, graduation rate, specific academic areas (writing, science, and social studies), achievement in reading and mathematics, decreasing students scoring novice on state assessments, and closing the achievement gap.

Communication and transparency with all stakeholders have been an enduring goal at the district and school levels with increased input from board members, District Leadership Team, principals, students, parents/community members, and our instructional teacher leaders. Through these conversations, the staff of BCPS, has made a commitment to modify approaches to teaching and learning to reflect increased student engagement, collaboration, problem-solving, higher-order thinking, and technology usage. An increased focus on students "at-risk" for not graduating on time is also vital to student success. This means tightening the district's MTSS process, increasing collaboration between regular and special education teachers, additional collaboration between teachers and our Instructional Teacher Leaders and Special Education consultants at the district level are engaging teacher leaders at the building level to support other teachers in the implementation of the revised Kentucky Academic Standards.

Stakeholders agree that students need advocates at school, who can help them to intentionally plan for their futures, as well as engage the entire family unit in the process. BCHS has a full-time College and Career Counselor position supported by a College Coach, who helps students to become ready to transition to adult life successfully. District school counselors meet in regional and district Counselors' Cadres to support the work they do on a daily basis. They are supported by a District Counselor Leader in developing a District Comprehensive School Counseling Model. The school counselors also collaborate with mental health agencies to support students' social-emotional wellness. These services provide school-based advocates, who can help students intentionally plan for their futures, and engage the entire family unit in the process.

Notable Achievements

Boyd County Public School District has been recognized, both nationally and statewide, for the achievements of students, staff, and schools.

As a school district, the continued emphasis on instructional transformation shows in the classrooms every day. Implementation of the district's improvement plan has provided a systemic process, which supports high levels of teaching and learning.

After studying the research identified in the *Opportunity Myth*, our school district believes that students need four key resources to put them on track for postsecondary readiness:

- Consistent opportunities to work on grade-appropriate assignments.
- Strong instruction, where students do most of the thinking in a lesson.
- Deep engagement in what they are learning.
- Teachers who hold HIGH EXPECTATIONS for students and BELIEVE they can meet grade-level standards.

One area we are proud of in our school district is increased collaboration between school administrators, district administrators, and teachers. The District Leadership Team has grown over the past several years. The DLT is now comprised of both administrators and teachers. The

DLT is intended to increase student achievement, professional growth, and educator effectiveness through a distributed leadership model. This leadership model has been successful for the district in showing transparency, increasing shared decision-making, and improving communication efforts. Moreover, Principal PLCs and Learning Walks allow principals to have collegial conversations, learn together, and give each other feedback regarding the instruction taking place in their school buildings.

Additionally, the early childhood education program also has impressive areas to note, such as having a history of successful Head Start reviews. Furthermore, the program maintains a 5-Star rating from the Cabinet for Health and Services, Department for Community-based Services, Division of Child Care, and the Kentucky Department of Education. They offer the community a blended program, encompassing both Kentucky Preschool and Head Start, requiring all teachers to be certified in Early Childhood Education. All classroom assistants are also required to obtain and maintain a Child Development Associate Credential to work in the preschool program.

The district is proud to award teachers and staff members, who go above and beyond the “call of duty” every day. Superintendent Boblett implemented several activities that highlight staff members throughout the district. The *Good Apple Award* is given to staff members as recognition of their selfless dedication to students. *I LOVE BCPS* shirts are given out to individuals who exhibit servant leadership across the district. The superintendent also shares periodic “Shout Outs” from each school across the district to recognize individuals deserving of an extra “pat on the back.” Several teachers have also been selected by their schools to receive the *Campbellsville Excellence in Education Award* and have been nominated for the *Presidential Award for Excellence in Mathematics and Science Teaching*. Additionally, teachers continue to obtain National Board Certification (with the district providing scholarships to teachers wishing to pursue certification) and serve in state/regional level roles such as KCM KY Math Teacher Leaders, Go Teach KY Ambassadors, and KEDC CEO Mentors. Various teachers and coaches have received awards, such as Coach of the Year, KET Educational All-Stars, Ashland Independent Readers’ Choice Awards, KMEA awards, etc.

Many teachers across the district have also presented at local, state, and national conferences, such as the Scott Trimble Assessment Workshop, American Educational Studies Association Conference, Learning from Kentucky’s Classrooms Conference, Blue Ribbon Schools of Excellence Conference, Boyd County Public Schools Summer PD Conference, various technology conferences, and more. Digital Learning Coaches have been added to each school to assist in providing training and modeling best practices for digital instruction in classrooms. This is in addition to School Technology Coordinators, who are already in place to support teachers with technology needs. Teachers also take time out of their busy schedules to write grants to fund experiences for students that they might not have had the opportunity to experience otherwise.

Furthermore, Boyd County students have been recipients of various national, state, and local honors in a wide range of activities, from academics, technical programs, performance arts, science and engineering, technology, written/spoken word, to individual and team sports. The

district is proud of the students, who have attended the Gatton Academy, Craft Academy, and Governor's Scholars Program, as well. Students have the opportunity to participate in activities such as STLP, Pep Club, JROTC, ACTC/FIVCO Science and Engineering Fair, school spelling bees, Jump Rope for Heart, KYA, Key Club, Science Olympiad, and academic team just to name a few. The district also provides sophomores and juniors free opportunities to take the ACT.

School Safety/Community Support

The Boyd County Public School System believes in educating the whole child and takes great pride in meeting students' social, emotional, and physical needs. The safety of our students and staff is a top priority.

The district has partnered with the Kentucky Educational Development Cooperation for a School Safety Grant. The goal of the grant is to improve school safety. This grant will span a three-year term. It affords our district opportunities to meet the mandates of the School Safety and Resiliency Act to implement a Trauma-Informed Approach to Education.

The district uses the Raptor Visitor Management System in all schools to strengthen our program of campus safety for students and faculty. Part of keeping students and faculty safe is knowing who is in our buildings at all times, and the Raptor system will allow us to do that. The Raptor system will better allow us to screen visitors, contractors, and volunteers in our schools and provide us with a safer environment for our students and staff. The district also provides S.T.O.P. (Safety Tipline Online Prevention) as an online avenue that allows stakeholders to anonymously report concerns of bullying, violence, other issues in schools. As an effort to continuously improve our safety measures, the district participates in the annual Kentucky Center for School Safety audits. The critical information gained from participating allows us to better meet the safety needs of all of our schools.

Additionally, the BCPS Counselor Cadre provides a collaborative forum for our school counselors to lead, organize and train within our schools to address all forms of school safety, be it physical or mental health issues. The addition of a second school psychologist and behavior interventionist has assisted schools with best practices and strategies in educating the whole child and meeting the needs of all students.

The district is proud of continued community support and engagement that increases our outreach to our students. The school district has become an affiliate for Dolly Parton's Imagination Library, which provides free books monthly to children between the ages of 0-5. Since March 2022, close to 900 students have registered for the program. There is a local cost to the affiliate, so the district appreciates individuals and community programs, who have already made donations to help sustain the program in Boyd County. The local Kiwanis Club works to encourage and mentor elementary students in the B.U.G. Program (Bringing up Grades). The 4-H Organization sponsors Reality Store for our middle school students. Members of the local business community are valuable partners in the Career Day activities at our high school and throughout the district, providing students with valuable information concerning future

educational and career aspirations. The school district also works closely with the Rotary Club, YMCA, local hospitals/Health Department, Retired Teachers' Association, KEDC, Marathon Oil Refinery and churches to ensure that students have meaningful experiences during and after school.

Students and staff give back to the community, as well. They do this through activities such as collecting food for Thanksgiving baskets, collecting gifts for Christmas, honoring veterans during special events on Veteran's Day, collecting funds for the Salvation Army, and partnering with a local charitable organization, Amy for Africa (to name a few). Parent Teacher Organizations and FRYSC also rally together all year to support families through celebrations such as Terrific Kids, Grandparents' Day, home visits, school supply donations, and by providing essentials to meet the day-to-day living needs/expenses of struggling families. The district also holds a 21st Century Grant, which enables Boyd County Middle School and Catlettsburg Elementary to act as community learning centers that provide academic enrichment opportunities during non-school hours for children. This program provides service before and after school to students, who may need tutoring and a safe, fun place to go after school.

Our school district utilizes Non-Traditional Instruction during inclement weather, but most recently, it has been utilized during COVID-19 closures. Google Meet and Remind are used to communicate with stakeholders during NTI Days. Pre-k through second grade teachers use SEESAW to provide instruction, and teachers in grades 3 and above use Google Classroom. In addition, the district's eLearning Community offers online instruction through the Edmentum platform for students, who have medical concerns due to COVID-19. Students are instructed by Edmentum staff, are able to attend live instruction sessions, have additional live sessions available to them at their request, and are supported by the district's Success Coach.

Additional Notes

Having a growth mindset allows the school district's leaders to consistently identify areas of strength, as well as areas of growth. District Learning Walks, academic and non-academic data, and feedback from the District Leadership Team is used to pinpoint strengths and deficiencies to better target professional learning needs at each school and district wide.

District teachers have identified three keystones that keep them coming to work every day. When asked what makes working in Boyd County Public Schools special, they identified the following:

- **Legacy:** In Boyd County, we create a legacy by being a family with lifelong commitments to our community and our children.
- **Colleagues:** We make a promise to our colleagues to create an atmosphere of collaboration and support through developing a family of passionate people.
- **Students:** We all have an intrinsic desire to make a difference and the greatest way to do that is to develop and inspire future generations.

The district not only identified these keystones, but also noted the need for additional welcoming activities and support for new teachers to the district. The district already has mentoring programs in place, but has renewed and revamped the Teacher Welcoming Cadre to help teachers learn more about the Boyd County School System and instructional best practices, while having the collaborative support of the district's Instructional Teacher Leaders/Curriculum Specialists as needed/requested.

Furthermore, student engagement will continue to be a focus with Kagan Cooperative Learning training and coaching happening throughout the school year. Cooperative learning activities have been proven to improve social skills, decrease bullying and behavior management issues, and increase academic achievement. It's all about engagement!

During the upcoming school year, the district plans to focus on a renewed effort to close the gaps in the area of literacy, especially know that gaps in reading and writing may have widen during remote learning, due to COVID-19. The district plans to provide teachers with opportunities for training on specific strategies and activities that are proven to be best practices. Teachers will participate in cohort activities provided by the KEDC CRRSA Team, they will be trained in LETRS, and participate in book studies that provide updated, research based strategies for teaching children to read. During the 2021-2022 school year, elementary teachers piloted a new opinion writing framework and over the summer created a district progression document for grades K-5 that will be utilized by all elementary schools in the district. Classroom visits within the district and to neighboring districts will allow teachers to see the framework implemented by teachers, who have been using the framework for several years and can share best practices for teaching writing. Additional teachers will be trained and supported in utilizing the framework during the 2022-2023 school year with plans to create a similar progression document for middle and high school as well as a narrative and informational writing progression for students. To provide further early interventions, the district has Reading Recovery teachers at every elementary school. Several of the Reading Recovery teachers are also participating in the LETRS training offered by the state.

The district continues to focus on conceptual understanding of mathematics as well as improving fluency. The district believes that conceptual understanding builds from concrete to semi-concrete, and finally, to abstract. Many elementary and middle school teachers have had training in effective use of Number Talks and orchestration of mathematical discussions and how to implement standards-based games that increase mathematical thinking and fluency. To further expand on that training, we have added math intervention teachers at each elementary school. Those teachers are focused on math fact fluency and building students' number sense. They work with grades K-5 and plan to further train/support teachers in the school district on how to effectively build number sense and math fact fluency within their students. Additionally, they are completing Math Recovery training in order to become stronger in assessment literacy and in providing instruction that aligns to each child's specific learning needs in math.

Standards implementation, assessment literacy, and deeper learning will be supported by the district's Instructional Teacher Leaders/Curriculum Specialists as well as school teacher leaders and administrators. Reading, Writing, Mathematics, Science, and Social Studies support will be

happening on a continuous basis over the next few years as standards are revised and curriculum documents and best practices are updated. The district is part of the Deeper Learning Grant spearheaded by KEDC. As part of the grant, Boyd County Public Schools has teachers and school/district administrators participating in the MTSS/PBIS, ELA, Math, Science, and Social Studies Cohorts (as well as PBL Project Slice) and sharing information regarding deeper learning through collaborative team meetings, presentations at the district's summer conference, and District Leadership Team.

The district has also added activities to close achievement gap. These included a week-long STEM Camp in the summer, Lion Lead Up Camp (an elementary summer camp focused on mathematics and literacy), Camp Courage (a summer camp that provided students with opportunities to strengthen their social skills and improve their emotional and mental health well-being), additional summer school/tutoring options for students at risk for failure, and providing elementary classrooms with materials and training to help create calming corners.

In addition, the district will continue to focus on our multi-tiered system of supports to target struggling students. With support and training from the state, the district tightened the MTSS processes and procedures, updated teaming structures, created a districtwide Google Folder with resources, and added forms to Infinite Campus for consistent tracking and documentation as students move through each tier of supports. STAR screening and other data points will be used to identify students with specific gaps and provide differentiation for all students through Tier I instruction. The updated MTSS process will allow schools to intervene early, so students can catch up with their peers academically and have support with social/emotional or behavioral challenges they may be experiencing.

In summation, the school district will support students graduating transition-ready by:

- focusing on differentiated instruction and higher-level thinking opportunities for students,
- increasing student engagement,
- focusing on disciplinary literacy in all content areas,
- using data to drive instruction,
- identifying successful student interventions,
- supporting Professional Learning Communities protocol,
- and increasing number sense for all students.



2022-23 Phase One: Continuous Improvement Diagnostic for
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2022-23 Phase One: Continuous Improvement Diagnostic for Districts

Boyd County
William Boblett
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Ashland, Kentucky, 41102
United States of America

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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

Boyd County

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.

William L. Boblett Jr. 9/14/22



2022-23 Phase Two: District Assurances_10312022_10:55

2022-23 Phase Two: District Assurances

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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
- No
- N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Phase Three: Comprehensive District Improvement
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2022-23 Phase Three: Comprehensive District Improvement Plan

Boyd County
William Boblett
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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.

Maintained: Math Intervention and Reading Recovery teachers, Imagination Library, Counselors' Cadre, STEAM and Lion Lead Up Camp, ELA and Math Cohorts, PD Conference, Teacher Welcoming Cadre

Continued and increasing implementation: MTSS Teams and Processes, Curriculum Specialists/Instructional Teacher Leaders, Writing Framework, Freckle, Reflex Math, Kagan, National Board Certification

New: Work with Educational Recovery Leaders, Science, Social Studies & MTSS Cohorts, Reading Diagnostic, Elementary Math Resources

See attached document for detailed information.

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, Baldrige, 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

Boyd County

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CDIP December 2022		.



2022-23 Phase Three: The Superintendent Gap
Assurance_12012022_14:31

2022-23 Phase Three: The Superintendent Gap Assurance

Boyd 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:

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.



2022-23 Phase Two: The Needs Assessment for
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2022-23 Phase Two: The Needs Assessment for Districts

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2022-23 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.

Stakeholders involved in data analysis and improvement planning include: Board Members, SBDM members, DLT team members, District Administrators, School Administrators, MTSS teams, stakeholder surveys (includes parents, students, community members, school/district administrators, teachers, etc.). DLT meets four times a year, principals meet during Learning Walks (several times throughout the school year), the district instructional team meets weekly, and board members meet monthly and are given progress notes. Meetings offer opportunities to individually provide feedback, work with small groups, discuss topics in large groups and work on data analysis. Data reviewed includes academic and non-academic data, state assessment data, STAR assessment data, MTSS data, student perception data, and any other data that may be used to drive the improvement process.

Meetings are documented through agendas and sign-in sheets.

Review of Previous Plan

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

Overall, we were very successful with the implementation of the strategies and activities placed within our CDIP last year. Math intervention teachers were able to service students at all four elementary schools and met in a district PLC twice a month. They also participated in the Math Fact Fluency book study and led teachers through the book study in each of their school buildings. Teachers from across the school district participated in the Math and ELA Cohorts. Those teachers, along with Math Intervention teachers presented at our district conference. Our elementary opinion writing framework was established and implemented at specific pilot schools. Local and state assessment data showed much improvement for the pilot schools, and the schools implementing the framework had the highest on-demand writing scores in the district. The framework is being expanded to all four elementary schools.

Trends

3. 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 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the district saw an 11% increase in novice scores in reading among students in the achievement gap.

Math and reading will continue to be the main focus areas with writing continuing to be a focus area moving forward as well. The district was already seeing a decline in proficiency in math and reading even before the pandemic. Looking back at the 2018-2019 data, all levels have declined in proficiency except for high school math which was around 30% proficient/distinguished and remains consistently at that percentage, which is much lower than should be expected. We have seen a significant increase in writing achievement at the schools that piloted the district's opinion writing framework last year. Both schools that piloted the framework had the highest proficiency in on-demand writing between the four elementary schools. They also had a significant decrease in students scoring novice as compared to the previous year.

Based on the data, the district will plan to expand the implementation of the opinion writing framework to other schools/grade levels this school year. The district will also continue to support increased proficiency in math and reading by allowing teacher leaders to continue to participate in the ELA and Math Cohorts and share with their colleagues. We will focus on our MTSS process and plan to add additional math intervention teachers and math resources at the elementary level. Teachers will participate in the LETRS training/Reading Academy to support evidence-based best practices for teaching reading in the classroom.

Additionally, school counselors continue to receive more referrals than usual, and teachers have seen the transition for students coming back to school full time as a struggle after being home for much of the pandemic. More behavior referrals to principals occurred last school year as compared to pre-pandemic. Social/emotional and behavioral supports will need to continue to be a focus areas as well. New curriculum resources are being provided to all levels, the MTSS process is being streamlined and more intentional, more staff has been added to support mental health needs, and counselors continue to meet locally and regionally to collaborate to meet the needs of their students.

Current State

4. 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 Kentucky Summative Assessment (KSA) in 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 2021-22 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.
 - See above information and attached graphs. Non-academic data was also studied through the School Report Card.

Priorities/Concerns

5. 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

At all levels, economically disadvantaged students scored "low" overall. At the middle and high school, students with IEPs also scored "very low." At the middle school level, 42% of all students scored novice in mathematics and only 24% scored proficient or distinguished. At the high school level, 35% of students scored novice

in mathematics with only 30% scoring proficient or distinguished. There were 35% of elementary students scoring proficient or distinguished in mathematics at the elementary level. All three levels were below the state. In reading at the elementary level, 45% of all students scored P/D and 27% scored novice. At the middle school level, 34% scored P/D and 33% scored novice. Finally, at the high school level, 38% of all students scored P/D and 34% scored novice. See attached data for more information.

Greatest areas of need include: reading and mathematics for all students, economically disadvantaged students, and students with disabilities

The district plans to work with KDE Educational Recovery leaders to identify and implement an intentional plan to decrease the gap between students with IEPs and without IEPs. The district plans to visit HUB schools that are modeling effective co-teaching and PLC strategies in order to strengthen these areas.

Strengths/Leverages

6. 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.

The percentage of elementary students scoring proficient/distinguished were comparable to the state in reading. Elementary students scoring proficient or distinguished in science was just below the state, but there were less students scoring novice than the state. High school is considered high level status in Postsecondary Readiness. They were only two students away from being blue.

Elementary and middle school received a high rating in the area of the quality of school climate and safety. In reading, we will encourage and support teachers seeking out LETRS training. We will continue to support teacher leaders participating in the ELA and Science Cohorts and provide ongoing opportunities for them to share what they are learning with colleagues through meetings, common planning, and the district conference. We have updated our MTSS process. We are implementing the changes at the elementary level and are expanding to the middle and high school levels. We are expanding opportunities for students to explore postsecondary options at our high school and look forward to a the new technical center that will begin construction in the spring. Lastly, we are continuing to expand staffing for academic and behavioral/social/emotional interventions and are adding to curriculum resources to ensure that best practices are being utilized in academics and social-emotional education. See attached data/graphs for more information regarding strengths and leverages.

Evaluate the Teaching and Learning Environment

7. 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.

The district needs to continue to focus on providing support to teachers to dig deeper into their standards, use the standards as a guide for choosing resources and effective instructional strategies, and to design assessments that will effectively assess the standards. KCWP 1, 2, & 3

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Accountability Summary		•
 BCHS Graphs		•
 BCMS Graphs		•
 Boyd Graphs		•
 Cannonsburg Graphs		•
 Catlettsburg Graphs		•
 District Key Elements		•
 Ponderosa Graphs		•
 Summit Graphs		•