

Boone County Schools 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

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive district improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Districts

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Districts that will be thoroughly addressed in the strategies and activities outlined in this template.

1. Reading Proficiency: In grades 3-5, from 2021-22 to 2022-23, proficiency has remained at 60%. 4 out of 10 elementary students are reading below grade level proficiency. In middle school (53% proficiency) and high school (45% proficiency), approximately half of our students are reading below grade level.
2. Math Proficiency: In grades 3-5, from 2021-22 to 2022-23, proficiency has remained at 58%. 4 out of 10 elementary students are not performing at grade level in math. In middle school (57% proficiency), 4 out of 10 students are not proficient in math. In high school (45% proficiency), less than half of our students are performing at grade level in math.
3. The Quality of School Climate and Safety at the Elementary and Middle Levels remains in the “medium” status. Less than 60% of students agree with the statement, “Students from this school respect each other’s differences (i.e. gender, culture, race, religion, ability).” The Superintendent’s Student Advisory Committee identified the following as “most important needs” during a December 2023 Student Equity Audit discussion:
 - Learning how to communicate, collaborate and work in a group
 - Knowing at least one adult in school who cares about, supports, and mentors me
 - Engaging learning includes having aspirations
 - Teachers must be able to meet the needs of all of their students

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the District Key Elements Template that the district will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

1. KCWP 2, Design and Deliver Instruction: Ensure that instructional practices, including formative assessment and success criteria allow students to understand where they are going, where they currently are, and how they can close the gap.
2. KCWP 5, Design, Align and Deliver Support: Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs specifically within the MTSS framework.
3. KCWP 6, Establishing a Learning Culture and Environment: Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.

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| Indicator | Status – ES/MS/HS | Change – ES/MS/HS |
|---|--------------------------|--------------------------------------|
| State Assessment Results in reading and mathematics | High / High / High | Increased / Increased / Maintained |
| State Assessment Results in science, social studies and writing | High / High / Medium | Increased / Increased / Maintained |
| English Learner Progress | Very High / Low / Medium | Increased / Declined / Maintained |
| Quality of School Climate and Safety | Medium / Medium / High | Maintained / Maintained / Maintained |
| Postsecondary Readiness (high schools and districts only) | NA / NA / Medium | NA / NA / Increased |
| Graduation Rate (high schools and districts only) | NA / NA / Medium | NA / NA / Increased |

Indicator

List the overall scores of status and change for each level – elementary school (ES), middle school (MS) and high school (HS) on each indicator.

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1: State Assessment Results in Reading and Mathematics

| The district will increase READING proficiency from 55% PD to 70.8% PD by May 2027. The district will increase MATH proficiency from 51.7% PD to 66.3% by May 2027. | | | | | |
|---|---|--|--|--|---------------------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 The district will increase READING proficiency from 55% PD to 59.7% PD by May 2024. | KCWP 2, Design and Deliver Instruction: Ensure that instructional practices, including formative assessment and success criteria allow students to understand where they are going, where they currently are, and how they can close the gap. | Transform elementary reading instruction to align with the science of reading by implementing the district elementary literacy plan. | Desired Teacher Outcome: Improved teacher efficacy in literacy instruction. Desired Student Outcome: Increased reading proficiency. | Assistant Superintendent for Elem Learning Support Services (LSS) and Director of Elementary Teaching & Learning (T&L) will implement classroom walk-through observation tools quarterly, in collaboration with Principals, to monitor the instruction transformation. Student achievement will be monitored using our universal screeners and interim assessments 3 times per year, and reviewed by the Chief Academic Officer and Assistant Superintendent for Elem LSS. Results will be reported to the Board of Education 3 times per year. | ARP ESSER General Fund |
| | | Implement the “Claim, Evidence, Reasoning (CER)” writing structure in all grade levels. | Desired Teacher Outcome: Improved teacher efficacy in writing instruction. Desired Student Outcome: Increased Writing proficiency. | Assistant Superintendents for LSS and Directors of T&L will monitor quarterly, in collaboration with principals, through walkthroughs, Professional Learning Communities, and evidence of student work. | General Fund |
| | KCWP 5, Design, Align and Deliver Support: Ensure that formative, interim, summative assessment results, as well as universal screener data, are | Employ red item analysis around common unit assessments to plan for and implement literacy instruction action steps. | Professional Learning Community team meetings will produce specific instructional changes to meet | Red item analysis student data will be prepared and monitored by the Director of Assessment, and reviewed by the Chief Academic Officer and Assistant Superintendents for LSS 3 times per | NA |

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The district will increase READING proficiency from 55% PD to 70.8% PD by May 2027. The district will increase MATH proficiency from 51.7% PD to 66.3% by May 2027.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring <small>**In addition to what is listed in this column, and for all strategies in this CDIP, data from all activities will be reviewed quarterly at the weekly Learning Support Services meeting, weekly Student Services meeting, and District Leadership meeting, so that appropriate district support can be implemented at the school level via instructional coaches and other resources in a timely manner.</small> | Funding |
|-----------|---|--|--|---|----------|
| | used appropriately to determine tiered intervention needs specifically within the Multi-Tiered System of Supports (MTSS) framework. | | learning needs of students based on assessment data. | year. Results will be reported to the Board of Education 3 times per year. | |
| | | Continue professional learning for elementary teachers with the Reading League to develop teacher efficacy regarding the science of reading and the instructional shifts required. | Desired Teacher Outcome: Improved teacher efficacy in literacy instruction. | Assistant Superintendent for Elem Learning Support Services (LSS) and Director of Elementary Teaching & Learning (T&L) will implement classroom walk-through observation tools quarterly, in collaboration with Principals, to monitor the instruction transformation. Student achievement will be monitored using our universal screeners and interim assessments 3 times per year, and reviewed by the Chief Academic Officer and Assistant Superintendent for Elem LSS. Results will be reported to the Board of Education 3 times per year. Consultation with Coordinator for Professional Learning and Reading Consultant. | Title II |
| | KCWP 6, Establish Learning Environment and Culture | Provide professional learning to ensure that formative, interim, summative reading assessment results, as well as universal screener data, are used appropriately to determine tiered intervention | Desired Teacher Outcome: An increase in the quality of MTSS Tier 2 and Tier 3 interventions for students. Desired Student Outcome: Greater student reading achievement as a result of the | Assistant Superintendents for LSS, in consultation with the MTSS Coordinator, will monitor this process. Student achievement will be monitored using our universal screeners and interim assessments 3 times per year and reviewed by the Chief Academic Officer and Assistant Superintendents | Title II |

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|--|--|--|--|---|-----------------------------|
| | | <p>needs specifically within the MTSS framework.</p> <p>Create common district and school processes to determine how students qualify for Tier 2 and Tier 3 reading interventions, what those specific interventions are, and what the exit criteria is.</p> | <p>implementation of appropriate MTSS interventions.</p> | <p>for LSS. Results will be reported to the Board of Education 3 times per year.</p> | |
| | | <p>Create a process for ensuring that communication about instruction and home reading strategies are shared with parents, in the home language, when appropriate.</p> | <p>Parents will be invited to engage in learning activities in order to support their student in their student’s reading achievement progress.</p> | <p>Directors of T&L will monitor this communication in coordination with school Principals, and in collaboration with the English Learners Coordinator and Executive Director of Student and Community Services.</p> | <p>General Fund Title 1</p> |
| <p>Objective 2 The district will increase MATH proficiency from 51.7% PD to 55% by May 2024.</p> | <p>KCWP 5, Design, Align and Deliver Support</p> | <p>Provide professional learning to ensure that formative, interim, summative math assessment results, as well as universal screener data, are used appropriately to determine tiered intervention</p> | <p>Desired Teacher Outcome: An increase in the quality of MTSS Tier 2 and Tier 3 interventions for students.</p> <p>Desired Student Outcome: Greater student math achievement as a result of the</p> | <p>Assistant Superintendents for LSS, in consultation with the MTSS Coordinator, will monitor this process.</p> <p>Student achievement will be monitored using our universal screeners and interim assessments 3 times per year and reviewed by the Chief Academic Officer and Assistant Superintendents</p> | <p>Title II</p> |

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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring <small>**In addition to what is listed in this column, and for all strategies in this CDIP, data from all activities will be reviewed quarterly at the weekly Learning Support Services meeting, weekly Student Services meeting, and District Leadership meeting, so that appropriate district support can be implemented at the school level via instructional coaches and other resources in a timely manner.</small> | Funding |
|-----------|---|---|---|---|-----------------------------|
| | | <p>needs specifically within the MTSS framework.</p> <p>Create common district and school processes to determine how students qualify for Tier 2 and Tier 3 math interventions, what those specific interventions are, and what the exit criteria is.</p> | <p>implementation of appropriate MTSS interventions.</p> | <p>for LSS. Results will be reported to the Board of Education 3 times per year.</p> | |
| | | <p>Develop professional learning modules at district level and deliver to teachers through instructional coaches as a part of the school professional math learning and student-centered coaching plan.</p> | <p>Develop professional learning modules at district level and deliver to teachers through instructional coaches as a part of the school professional math learning and student-centered coaching plan.</p> | <p>Directors of Teaching and Learning will monitor the instructional coaches as they implement this professional learning, in consultation with the Coordinator for Professional Learning and Math Consultant.</p> | <p>Title II</p> |
| | <p>KCWP 6, Establish Learning Environment and Culture</p> | <p>Create a process for ensuring that communication about instruction and home math strategies are shared with</p> | <p>Parents will be invited to engage in learning activities in order to support their student in their student’s math achievement progress.</p> | <p>Directors of T&L will monitor this communication in coordination with school Principals, and in collaboration with the English Learners Coordinator and Executive Director of Student and Community Services.</p> | <p>General Fund Title 1</p> |

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The district will increase READING proficiency from 55% PD to 70.8% PD by May 2027. The district will increase MATH proficiency from 51.7% PD to 66.3% by May 2027.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring **In addition to what is listed in this column, and for all strategies in this CDIP, data from all activities will be reviewed quarterly at the weekly Learning Support Services meeting, weekly Student Services meeting, and District Leadership meeting, so that appropriate district support can be implemented at the school level via instructional coaches and other resources in a timely manner. | Funding |
|-----------|----------|--|--------------------|--|---------|
| | | parents, in the home language, when appropriate. | | | |

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 47% PD to 59.2% (elementary), and 41.7% PD to 57.8% (middle) and 35.2% PD to 60.8% (high) by May 2027. | | | | | |
|--|---|---|---|---|-----------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| <p>Objective 1 The district will increase the Separate Academic Indicator of Science, Social Studies, and Writing from 47% PD to 51.6% (elementary), and 41.7% PD to 49.9% (middle) and 35.2% PD to 54.2% (high) by May 2024.</p> | <p>KCWP 2, Design and Deliver Instruction: Ensure that instructional practices, including formative assessment and success criteria, allow students to understand where they are going, where they currently are, and how they can close the gap.</p> | <p>Continue to implement instruction in Social Studies that is inquiry-based and driven by compelling questions across all grade levels, and provide appropriate professional learning and support.</p> | <p>At all levels, there will be an increase in inquiry-based instruction and the use of compelling questions in social studies classrooms resulting in increased student achievement.</p> | <p>Assistant Superintendents for Learning Support Services (LSS) and Directors of Teaching & Learning (T&L) will implement classroom walk-through observation tools quarterly, in collaboration with Principals, to monitor the instruction transformation.</p> | <p>Title II</p> |
| | | | <p>At the elementary level, we will see an integration of the knowledge building component of the literacy curriculum with social studies instruction.</p> | | |
| | | <p>Implement instruction in Science that is phenomena based across all grade levels.</p> | <p>At all levels, there will be an increase in phenomena based instruction and the use of compelling questions in social studies classrooms resulting in increased student learning.</p> | | |
| | | <p>Implement the “Claim, Evidence, Reasoning (CER)” writing structure</p> | <p>Desired Teacher Outcome: Improved</p> | | |

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Goal 2: The district will increase the Separate Academic Indicator of Science, Social Studies, and Writing from 47% PD to 59.2% (elementary), and 41.7% PD to 57.8% (middle) and 35.2% PD to 60.8% (high) by May 2027.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|-----------|--|--|--|---|--------------|
| | | for writing instruction in all grade levels. | teacher efficacy in writing instruction. Desired Student Outcome: Increased Writing proficiency. | | |
| | KCWP 6, Establish Learning Environment and Culture | Create a process for ensuring that communication about writing instruction is shared with parents (in the home language when appropriate). | Parents will become more engaged in their students' social studies, science, and writing proficiency progress. | Directors of T&L will monitor this communication in coordination with school Principals, and in collaboration with the English Learners Coordinator and Executive Director of Student and Community Services. | General Fund |

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 Increase proficiency rates for all students in the Gap group in Reading: elementary schools from 46.6% to 51%, middle schools from 34.6% to 52.1%, and high school from 39.8% to 42% by May 2024.</p> <p>Objective 2 Increase proficiency rates for all students in the Gap group in Math: elementary schools from 46.4% to 50.9%, middle schools from 35.1% to 42.6%, and high schools from 28.9% to 39.6% by May 2024.</p> | <p>KCWP 2, Design and Deliver Instruction</p> | <p>Ensure that instructional practices, including formative assessment and success criteria allow students to understand where they are going, where they currently are, and how they can close the gap.</p> | <p>Desired Teacher Outcome: Improved teacher efficacy in Math instruction.</p> <p>Desired Student Outcome: Increased reading proficiency.</p> | <p>Assistant Superintendents of LSS will monitor the implementation of formative assessments and success criteria, in consultation with the Director of Assessment.</p> <p>Student achievement will be monitored using our universal screeners and interim assessments 3 times per year, and reviewed by the Chief Academic Officer and Assistant Superintendents for LSS. Results will be reported to the Board of Education 3 times per year.</p> | <p>General Fund Title 1</p> |
| | <p>KCWP 5, Design, Align and Deliver Support</p> | <p>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs specifically within the MTSS framework.</p> | <p>Desired Teacher Outcome: An increase in the quality of MTSS Tier 2 and Tier 3 interventions for students.</p> <p>Desired Student Outcome: Greater student achievement as a result of the implementation of appropriate MTSS interventions.</p> | <p>Assistant Superintendents for LSS, in consultation with the MTSS Coordinator, will monitor this process.</p> <p>Student achievement will be monitored using our universal screeners and interim assessments 3 times per year, and reviewed by the Chief Academic Officer and Assistant Superintendents for LSS. Results will be reported to the Board of Education 3 times per year.</p> | <p>General Fund Title 1</p> |

4: English Learner Progress

| <p>Goal 4: Increase the English Learner Progress...</p> <p>Elementary EL Progress Status Score: From 68.4 to 80 by May 2027.</p> <p>Middle EL Progress Status Score: 16.8 to 50 by May 2027.</p> <p>High EL Progress Status Score: 25.6 to 60 by May 2027.</p> | | | | | |
|---|--|--|---|---|---------------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| <p>Objective 1: Increase the English Learner Progress...</p> <p>Elementary EL Progress Status Score: From 68.4 to 75 by May 2024.</p> <p>Middle EL Progress Status Score: 16.8 to 25 by May 2024.</p> <p>High EL Progress Status Score: 25.6 to 30 by May 2024.</p> | <p>KCWP 5, Design, Align and Deliver Support</p> | <p>Develop and implement a student progress monitoring system to ensure every EL student is building English language proficiency.</p> | <p>Student English language proficiency on ACCESS will increase.</p> | <p>English Learner teachers will set annual proficiency goals for their schools and with their individual students. The English Learner Coordinator will monitor student achievement with EL teachers and report monthly to the Directors of Teaching and Learning, bi-monthly at Learning Support Services meetings, and quarterly to building principals.</p> | <p>NA</p> |
| | | <p>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.</p> | <p>Desired Teacher Outcome: Improved teacher efficacy.</p> <p>Desired Student Outcome: Increased English proficiency.</p> | <p>The English Learner Coordinator will monitor the number and quality of the professional learning events and will report impact quarterly at Learning Support Service meetings and annually at Board of Education meetings. Teacher efficacy will be monitored through principal walk-throughs and teacher evaluations and communicated to the English Learner Coordinator as needed.</p> | <p>Title II</p> |
| | | <p>Increase EL certification endorsements to dual identify classroom teachers in high needs schools.</p> | <p>An increase in teacher efficacy.</p> | <p>The English Learner Coordinator will report the number of new endorsements attained at a Board of Education meeting.</p> | <p>General Fund</p> |

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Goal 4: Increase the English Learner Progress...
 Elementary EL Progress Status Score: From 68.4 to 80 by May 2027.
 Middle EL Progress Status Score: 16.8 to 50 by May 2027.
 High EL Progress Status Score: 25.6 to 60 by May 2027.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|-----------|--|--|--|---|--------------|
| | KCWP 2, Design and Deliver Instruction | Implement a consistent language acquisition curriculum across the district over the next 2-3 years. | Student English language proficiency on the ACCESS proficiency assessment will increase. | The English Learner Coordinator will monitor the implementation of a consistent curriculum, and will report impact quarterly at Learning Support Service meetings. The curriculum will be approved by the Superintendent annually per SB 1. | General Fund |
| | KCWP 6, Establish Learning Environment and Culture | Implement a more supportive and resourceful registration/intake process for EL students to provide students and families with the appropriate related services needed. | There will be an increase in the number of related services provided to EL families, resulting in EL students being more prepared to acquire the English language and master learning standards. | The English Learner Coordinator will work with Student and Community Services in achieving this goal, and will report progress at the Learning Support Services meeting twice per year. | General Fund |

5: Quality of School Climate and Safety

| Goal 5: Increase the Quality of School Climate and Safety (QSCQ) Indicator Elementary QSCS Indicator Score: 75.6 to 80 by May of 2027. Middle QSCS Indicator Score: 66.4 to 71 by May of 2027. High QSCS Indicator: 64.7 to 69 by May of 2027. | | | | | |
|--|--|--|--|---|---------------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| <p>Objective 1 Increase the Quality of School Climate and Safety Indicator...</p> <p>Elementary QSCS Indicator Score: Increase from 75.6 to 77 by May of 2024.</p> <p>Middle QSCS Indicator Score: Increase from 66.4 to 68 by May of 2024.</p> <p>High QSCS Indicator Score: Increase from 64.7 to 66 by May of 2024.</p> | <p>KCWP 5, Design, Align and Deliver Support: Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs specifically within the MTSS framework</p> | <p>Implement the social emotional behavior components of the district MTSS Framework.</p> | <p>There will be an increase in social behavior learning strategies implemented by counselors and classroom teachers.</p> <p>There will be an increase in student classroom engagement and a decrease in student behavior incidents.</p> | <p>Directors of Teaching and Learning in collaboration with the MTSS Coordinator will monitor the implementation of the behavior and social emotional components of the district MTSS Framework.</p> <p>Student behavior and engagement data will be monitored by the Director of Pupil Personnel and the Director of Assessment and reported to the Board of Education bi-annually.</p> | <p>General Fund</p> |
| | <p>KCWP 6, Establish Learning Environment and Culture</p> | <p>Provide district administrators and principals with diversity, equity, and inclusion professional learning in order to cultivate cultural humility in leadership leading to culturally responsive practices in the classroom.</p> | <p>Administrator efficacy in making equitable leadership decisions will increase. Results on the state IMPACT KY survey will indicate student perceived increase in social acceptance for differences and diversity.</p> | <p>Supervisors will annually evaluate administrator efficacy in equitable decision-making using Standard 3, "Equity and Cultural Responsiveness", from the Professional Standards for Education Leaders. Instances of professional learning will be monitored by the Chief Academic Officer in collaboration with the Executive Director of Student and Community Services and the Professional Learning Coordinator.</p> | <p>Title II</p> |

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Goal 5: Increase the Quality of School Climate and Safety (QSCQ) Indicator
 Elementary QSCS Indicator Score: 75.6 to 80 by May of 2027.
 Middle QSCS Indicator Score: 66.4 to 71 by May of 2027.
 High QSCS Indicator: 64.7 to 69 by May of 2027.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|-----------|----------|--|--|---|--------------|
| | | Provide intentional parent engagement opportunities and authentic two-way communication between the school and home. | Parents will become more engaged in their students' learning and growth. | Directors of T&L will monitor this communication in coordination with school Principals, and in collaboration with the English Learners Coordinator, Title I Coordinator, and Executive Director of Student and Community Services. | General Fund |

6: Postsecondary Readiness

| Goal 6: Increase our Postsecondary Readiness Indicator from 81.3 to 85 by 2027. | | | | | |
|--|--|--|--|--|--------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 Increase our Postsecondary Readiness Indicator from 81.3 to 83 by May 2024. | KCWP 6, Establish Learning Environment and Culture | Provide students at-risk with the equitable support needed to be successful in dual credit, AP courses, and work-based learning experiences. | An increase in the number of students completing and passing dual credit and AP courses. | This will be monitored by the Director of Teaching and Learning for MS / HS in collaboration with the Director of Special Education and the Director of Innovation, and data will be reported to the Board of Education bi-annually. | General Fund |
| | | Foster community and business partnerships resulting in more authentic learning through work-based experiences, internships and apprenticeships. | An increase in the number of students enrolled in work-based experiences, internships and apprenticeships. | This will be monitored by the Director of Teaching and Learning for MS / HS in collaboration with the Director of Innovation, and data will be reported to the Board of Education bi-annually. | NA |
| | | Better utilize the Individual Learning Plans (ILPs) at the middle school level, so that by the 11th grade schools are proactively matching authentic work-based experiences, internships, apprenticeships, and programs leading to industry certifications with goals outlined in the students' ILPs, especially for students at-risk. | The ILP's will be utilized more to plan for educational pathways. | This will be monitored by the Director of Teaching and Learning for MS / HS in collaboration with the Director of Innovation, and data will be reported to the Board of Education bi-annually. Consultation with the MS / HS Counselors and the Career & College Coaches. | NA |

7: Graduation Rate

| Goal 7: Increase the Graduation Indicator from 94.5 to 98 by 2027. | | | | | |
|---|--|--|---|--|---------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 Increase the Graduation Indicator from 94.5 to 95.5 by May 2024. | CKWP 6: Establish Learning Culture and Environment | Utilize the Early Warning tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation prior to transitioning to high school, and implement appropriate MTSS interventions to ensure graduation. | Desired Student Outcome: Increase in the number of at-risk students graduating on time. | The Director of Middle and High School Teaching and Learning will monitor progress with Middle and High School counselors annually, and report progress to the Assistant Superintendent of Learning Support for Middle and High Schools. The Assistant Superintendent will review student intervention data with principals twice annually to ensure progress toward graduation. | NA |
| | | Ensure MTSS structures are implemented over the next 2 years at the high schools and that MTSS protocols are being followed to ensure students are receiving the appropriate Tier 2 and Tier 3 interventions, placing all students on strong pathways to graduation. | Desired Teacher Outcome: Implementation of MTSS Tier 2 and Tier 3 interventions to ensure students are on path to graduation. | The Director of Middle and High School Teaching and Learning will monitor progress with Middle and High School counselors annually, and report progress to the Assistant Superintendent of Learning Support for Middle and High Schools. The Assistant Superintendent will review student intervention data with principals twice annually to ensure progress toward graduation. | NA |

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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

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:

The Chief Academic Officer 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 Board of Education quarterly. The Board of Education will approve this TSI plan, along with the CDIP and individual CSIP’s, at the January 2024 Board of Education meeting.

If schools identified for TSI do not make adequate performance progress, as defined by the department, the local school district shall take additional action to assist and support the school in reaching performance goals (KRS 160.346 (4)(c)). Also, when a school is identified for ATSI, the district shall take more rigorous district-determined action to assist the school in reaching performance goals (KRS 160.346 (5)).

Additional/More Rigorous Actions

Consider: List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions?

Response:

The following Boone County Schools failed to exit TSI status:

AM Yealey Elementary School for students with disabilities

Additional actions and supports: Teacher development on use of learning targets and success criteria; Weekly PLC’s with the special education team; Co-teaching PD and coaching support for implementation of learning for the special education team.

Support will be provided by the District instructional coach, Learning Support Services, and KDE resources obtained by the school.

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Additional/More Rigorous Actions

Boone County High School for students with disabilities and English Learners

Additional actions and supports: SIOP (sheltered instruction observation protocol) training for all certified staff); Walkthrough monitoring tools aligned to the TNTP Opportunity Myth; Tier 1 literacy instruction strategies and Tier 3 interventions; Question Formulation Technique; KAGAN cooperative learning strategies.

Support will be provided by the District instructional coach, Learning Support Services, and additional resources obtained by the school.

Camp Ernst Middle School for students with disabilities

Additional actions and supports: Co-teaching training and implementation.

Support will be provided by the District instructional coach, Learning Support Services, and additional resources obtained by the school.

Conner High School for students with disabilities

Additional actions and supports: Executive functioning training for teachers; Co-teaching training and implementation; Tier 3 literacy intervention.

Support will be provided by the District instructional coach, Learning Support Services, and additional resources obtained by the school.

Gray Middle School for students with disabilities

Additional actions and supports: Co-teaching training and implementation

Support will be provided by the District instructional coach, Learning Support Services, and additional resources obtained by the school.

Ockerman Elementary School for students with disabilities

Additional actions and supports: Training for and implementation of Leveled Literacy Intervention (LLI), Sheltered Instruction Observation Protocol (SIOP), University of Florida Literacy Institute (UFLI), Orton-Gillingham, and KAGAN cooperative learning strategies.

Support will be provided by the District instructional coach, Learning Support Services, and additional resources obtained by the school.

Ockerman Middle School for students with disabilities and English Learners

Additional actions and supports: Train staff and implement Sheltered Instruction Observation Protocol (SIOP) practices.

Support will be provided by the District instructional coach, Learning Support Services, and additional resources obtained by the school.

Rector A. Jones Middle School for students with disabilities and English Learners

Additional actions and supports: Implement evidence-based practices for teaching English Learners; Teacher Efficacy and Explicit and Systematic Teaching Strategies

Support will be provided by the District instructional coach, Learning Support Services, and additional resources obtained by the school.

Additional/More Rigorous Actions

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