



2024-2025 Phase One: Continuous Improvement Diagnostic for
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2024-2025 Phase One: Continuous Improvement Diagnostic for Districts

Boyd County
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United States of America

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2024-2025 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 2024-2025 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

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- Non-Traditional Instruction Continuation of Learning Plan for Districts (Due May 1)
 - English Learner Plan for Districts (Lau Plan) (Due May 1)
 - Professional Development Plan for Districts (Due May 1)
 - Progress Monitoring

As superintendent of the district, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive district improvement plan is developed by the district with input from parents, faculty, staff, and where applicable, representatives of school councils from each school in the district, and other appropriate groups pursuant to ESSA Section 1112(a)(1)(A).

I also assure that upon the completion of all diagnostics included in the four improvement phases, the most recent version of the CDIP will be posted to the district's website pursuant to 703 KAR 5:225 Section 3(5)(a).

Please enter your name and date below to certify.

Signed by Janice Marcum with permission from William L. Boblett Jr. on 9/9/24.

2024-2025 Executive Summary

Description of the District

The Boyd County Public School system is located 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 with a population of approximately 21,342. 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 UK 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 one alternative school. Those schools currently serve approximately 2,803 students, preschool through grade twelve. Ethnicity of enrolled students during the 2023-2024 school year was about 93.6% white, 3.1% two or more races, 1.6% Hispanic/Latino, and 1.7% other. During that same school year, 100% of the faculty were white with females representing 77.5% of the population and males representing 22.5% of the staff districtwide. 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 a

focus on preparing students to be lifelong learners ready for college, career, and citizenship. Boyd County Central is a 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 has also begun updates to Catlettsburg Elementary and renovation of Cannonsburg Elementary as well as the construction of a new Boyd County Career and Technical Education Center. Additionally, a remodeling project of a building located adjacent to Boyd County High School is now the new home of Boyd County Central.

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. Other approaches to ensure continuous improvement include: providing students' with clarity for learning, tightening the district's MTSS process with a focus on strong Tier 1 instructional practices and intensive interventions, adding intervention teachers at the elementary level, revisiting the Professional Learning Community model, purchasing high-quality instructional materials, providing high quality professional learning, increasing collaboration between regular and special education teachers, studying state standards, and providing additional teacher support through the district's Curriculum Specialists, Special Education Consultants, and Mental Health Consultants. To further support input from all stakeholders, the superintendent also meets with advisory teams during the school year. Those teams include the: Superintendent's Student Advisory Team, Superintendent's Teacher Advisory Team, and Superintendent's Classified Advisory Team.

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 College Coaches, who help 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, individual principal support meetings and monthly principal meetings that are planned for this school year 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.” Mentoring also takes place throughout the school year through the Teacher Welcoming Cadre and the Mentor/Mentor Specialist Program. Several teachers have 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 paying to provide NBCT mentorship through Western Kentucky University). At the present time, ten scholarship recipients have obtained National Board Certification with several others waiting on scores to be returned. Twelve individuals have now completed LETRS or LETRS for Administrators training across the district. Teachers have served 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. Most recently, Katie Hale, teacher at Ponderosa Elementary was named a finalist for the 2024 Kentucky Teacher of the Year.

Many teachers across the district have also presented at local, state, and national conferences, such as the Scott Trimble Assessment Workshop, Kentucky School Counseling Association

Conference, 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 Chick fil A Leader Academy, ACT test prep sessions, STLP, Pep Club, JROTC, school spelling bees, Jump Rope for Heart, KYA, Key Club, Science Olympiad, and academic team just to name a few. The district also provides free opportunities for certain grade levels 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 has also partnered with KDE for the next two years with a Stronger Connections Grant. This grant has afforded our district to hire two behavior interventionists to assist in implementing tiered supports for behavior and to implement an universal behavior screener.

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. Counseling staff has been able to provide opportunities for students such as Camp Courage (a summer camp that provided students with opportunities to strengthen their social skills and improve their emotional and mental health well-being) and materials/training to elementary teachers to help create calming corners.

The district is proud of continued community support and engagement that increases our outreach to our students. The school district became an affiliate for Dolly Parton's Imagination Library in March 2022. This program provides free books monthly to children between the ages of 0-5. Currently, Boyd County has 1,238 active children and 563 who have "graduated" from the program. There is a local cost to the affiliate. The district appreciates individuals and community programs (such as the Northeast Community Action Early Childhood Council and the Ashland High School Class of 1964), who have already made donations to help sustain the program in Boyd County. The local Kiwanis Club also 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 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 College and Career Day at Boyd County High School typically brings in around 100 stakeholders from the community and across the state to mentor and give their time to students. 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 Veterans 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. Google Meet, ClassDojo, and Remind are used to communicate with stakeholders during NTI Days. Google Classroom is utilized by students to complete and submit assignments on those days.

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 continue its focus on the effort to close the gaps in the area of literacy. A team of administrators will be part of the KY Early Literacy Leadership Network during the 2024-2025 school year, which will provide an opportunity for district and school leaders across the state to connect and learn from one another, build sustainable early literacy instructional programs connected to our HQIR, develop strong systems for early literacy instruction, and support PLCs in effective planning practices.

The district will continue to utilize UFLI to support phonics instruction for students receiving Tier 2 and Tier 3 interventions. K-5 teachers have access to Freckle, which works with our universal screener, and can be used to differentiate instruction and provide targeted interventions to students as well. Wonders has also been adopted as the district's high quality comprehensive literacy program for grades K-5. The district has writing frameworks for grades K-5, which give teachers graphic organizers, a specific writing structure, and writing samples to support them as they plan writing instruction. Classroom visits within the district and to neighboring districts have allowed 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. To provide further

early interventions, the district has reading intervention teachers at every elementary school. Many teachers are participating in the Kentucky Reading Academies to receive LETRS training and several have participated in Orton-Gillingham training. Teachers are learning about structured literacy through these trainings as well as book studies and other opportunities for professional growth in the area of reading. The addition of STAR CBM as the district's reading diagnostic assessment helps teachers to pinpoint deficits in early reading skills and use the data to apply the high quality training and resources provided by the school district.

The district continues to focus on conceptual understanding of mathematics as well as improving fluency. During the 2023-2024 school year, Illustrative Mathematics was adopted as a districtwide high-quality instructional resource for grades K-5. This problem-based resource provides math instruction in a real-world context that increases students' number sense, problem-solving abilities, and creates a love of math that will go with them throughout their lives. Many elementary and middle school teachers have had training in effective use of Number Talks and orchestration of mathematical discussions as well as how to implement standards-based games that increase mathematical thinking and fluency. To further expand on that training, the district has hired and trained math intervention teachers at each elementary school. Those teachers are focused on math fact fluency and building students' number sense. They are being trained in AMVR/Math Recovery to allow teachers to assess and monitor student progress by diagnosing and advancing student numeracy development. Catlettsburg Elementary teacher, Jennifer Eerenberg, was one of 12 teachers who received a national scholarship to complete training as a Math Recovery Specialist. All elementary math intervention teachers 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. District-wide online programs such as Freckle Math provide opportunities for differentiation and individualized instruction as well.

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.

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,
- focusing on a structured literacy approach to teaching reading,
- and developing problem solvers in the area of science, social studies, and mathematics.



2024-2025 Phase Two: The Needs Assessment for
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2024-2025 Phase Two: The Needs Assessment for Districts

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2024-2025 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 aspects of teaching and learning that affect performance must guide the work. 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 they will address 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 as you conducted 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 were documented.

Data begins to be reviewed in August when student level data is shared by KDE.

District administrators and curriculum specialists review the student level data with the DAC. School level data is also shared with principals and is reviewed with the appropriate stakeholders as part of the triangulation of data to identify students who may need interventions at the beginning of the school year. Stakeholders involved in data analysis and improvement planning include: Board Members, SBDM members, DLT team members, S.O.A.R. Team members, District Administrators, School Administrators, MTSS teams, stakeholder surveys (includes parents, students, community members, school/district administrators, teachers, etc.), and stakeholders attending the community CDIP meetings. DLT meets four times a year, the district MTSS team meets four times a year, principals meet with district admin. once to twice every nine weeks, the district instructional team meets twice a month, 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. Initial meetings

include information regarding the assessment and accountability system as well as a breakdown of each indicator, including status and change. 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?

See progress monitoring notes attached below.

ATTACHMENTS

Attachment Name



CDIP Progress Monitoring Notes

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 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the district saw an 11% increase in novice scores in reading among students with achievement gaps.

While we did see a reduction in novice in many areas, and slight increases in P/D, the majority of our students are still not scoring at proficiency or above in any content area. Less than 50% of students are scoring at P/D in all content areas with the exception of combined writing at Catlettsburg, Ponderosa, and Boyd County Middle School. Because a majority of our students continue to score below P/D in reading and mathematics, those content areas continue to remain significant areas of improvement.

Elementary: 46% P/D in Reading; 42% P/D in Math

Middle: 43% P/D in Reading; 36% P/D in Math

High: 47% P/D in Reading; 32% P/D in Math

ATTACHMENTS

Attachment Name



CDIP Progress Monitoring Notes



Spring Comparison

Current State

4. Describe in narrative form 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 of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Elementary, middle, and high school levels all increased their indicator scores for the Quality of School Climate and Safety compared to the previous school year.

The Postsecondary Readiness Status level decreased by -2.5 as compared to the previous school year.

The graduation rate is considered as maintained when compared to the previous school year. The status level went down slightly from 94.2 to 94.0.

State assessment data for reading and math-

Elementary: 46% P/D in Reading; 42% P/D in Math

Middle: 43% P/D in Reading; 36% P/D in Math

High: 47% P/D in Reading; 32% P/D in Math

Current STAR Data for reading and math-

Elementary: 54.8% P/D in Reading; 49.4% in Math

Middle: 49% P/D in Reading; 39.7% in Math

High: 51.3% P/D in Reading; 51.7% in Math

The substitute fill rate is averaging around 70% during the first part of the school year.

Student attendance rates are averaging around 92%.

See additional assessment and accountability summary information attached below.

ATTACHMENTS

Attachment Name



Snapshot



Summary

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent 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.

Proficiency in reading and mathematics are the two greatest areas of weakness with less than 50% of our students reaching proficiency at all levels with even less of those students with IEPs reaching proficiency.

ATTACHMENTS

Attachment Name



Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how the district will utilize the strengths and leverages 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.

Combined writing scores at the elementary and middle school levels have shown an increase as the district has implemented systems and frameworks for the writing process. We need to implement more systems and processes of this kind in other content areas. Classrooms where the elementary math HQIR were implemented with fidelity showed a decrease in novice and an increase in proficiency. This needs to be replicated across all classrooms, K-5, in the district. Walk-throughs and embedded professional learning will support teachers in using the HQIR with fidelity. Walk-throughs and job-embedded professional learning will also support the implementation of the new HQIR in reading for grades K-5. Using the ELEOT Walk-through to monitor classroom environments at the middle and high school level gave insight to what was happening in classrooms on an on-going basis. We now need to use the data to create next steps for improvement. There is now a common MTSS model at the elementary level. The district will need to monitor implementation for effectiveness. The district will also need to identify next steps for following up on the co-teaching training that occurred over the summer to identify areas where it is going well and areas of support.

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 Results

KCWP 5: Design, Align and Deliver Support Processes

KCWP 6: Establish Learning Environment and Culture

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 directly below.**

ATTACHMENTS

Attachment Name

 KCWP Template 2024-2025







8. After analyzing the Key Elements of your teaching and learning environment, on which two or three processes, practices or conditions will the district focus its resources and efforts to produce the desired changes?

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

NOTE: The Comprehensive District Improvement Plan (CDIP) diagnostic and template must thoroughly address these elements.

The district will focus on designing and deploying standards and designing and delivering instruction to ensure all students are provided access to standards-based instruction and opportunities to learn at high levels through evidence-based instructional practices.

Attachment Summary

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 CDIP Progress Monitoring Notes		• 2 • 3
 KCWP Template 2024-2025		• 7
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 SPED		• 5
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2024-2025 Phase Two: District Assurances_11042024_15:06

2024-2025 Phase Two: District Assurances

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

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2024-2025 Phase Two: District Assurances

Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225) and must contain a signed declaration by the superintendent that all schools in the district are in compliance with the necessary federal and state requirements for school improvement, including:

- KRS 158.649 (achievement gaps),
- 158.6455 (school accountability system),
- 158.782 (monitoring and review of turnaround plan),
- 160.346 (targeted and comprehensive improvement)
- 703 KAR 5:280 (school improvement procedures).
- Elementary and Secondary Education Act (ESSA)
- 20 U.S.C. 6301 et seq. (fair, equitable, and high-quality education, and close educational achievement gaps),
- 2 C.F.R. Part 200 (uniform administrative requirements) and
- 34 C.F.R. Part 200 (Title I).

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 2024-2025 District General and 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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2024-2025 Phase Two: District Safety Report_11192024_15:51

2024-2025 Phase Two: District Safety Report

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2024-2025 Phase Two: District Safety Report

District Safety Report

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

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

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

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

Questions Related to the Adoption and Implementation of the Emergency Plan

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


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

ATTACHMENTS

Attachment Name



Administration School Council Policies 02.4241

 Safety School Facilities 05.4

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

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

Yes.

ATTACHMENTS

Attachment Name

 Boyd County Board Emergency Plan Policy 158.162

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

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

Yes.

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

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

Yes.

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

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

Yes.

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

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

Yes.

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

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

Yes.

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

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

Yes, in May 2024 and again at the start of the school year in late August 2024.

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

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

Yes. Each school reviewed on Opening Day 2024.

10. During the first 30 instructional days of the current school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the current drill log?

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

Yes.

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

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




Yes.

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

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

Yes.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Administration School Council Policies 02.4241		• 1
 Boyd County Board Emergency Plan Policy 158.162		• 2
 Safety School Facilities 05.4		• 1



2024-2025 Phase Three: The Superintendent Gap
Assurance_12122024_11:34

2024-2025 Phase Three: The Superintendent Gap Assurance

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<u>2024-2025 Phase Three: The Superintendent Gap Assurance</u>	<u>3</u>
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2024-2025 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.**