



2025-2026 Phase One: Continuous Improvement Diagnostic for Districts_09192025_09:34

2025-2026 Phase One: Continuous Improvement Diagnostic for Districts

Boyd County
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United States of America

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2025-2026 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. While diagnostics are completed annually, comprehensive improvement plans are three- to five-year plans that are reviewed and revised during that timeframe. Stakeholders may rewrite plans entirely; however, they are not required to do so. The timeline for the district's 2025-2026 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
- District Trauma-Informed Approach Plan

Phase Three: November 1 - January 1

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- Comprehensive District Improvement Plan

- The Superintendent Gap Assurance

Phase Four: January 1 - December 31

- 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.

Janice Marcum signing with permission from William L. Boblett, Jr., Superintendent

2025-2026 Executive Summary

Description of the District

The Boyd County Public School system is located in the northeastern corner of Kentucky in the tristate area that borders Ohio and West Virginia. The district serves a rural/suburban community outside of Ashland, Kentucky (population ~21,300), and includes the county seat of Catlettsburg.

The local economy continues to be shaped by the medical and education sectors, with UK King's Daughters Medical Center serving as a major regional employer. While traditional industrial employment, such as Marathon Oil, has decreased over time, service industries and healthcare-related professions remain central to the workforce. Several neighboring school districts also contribute significantly to local employment.

Opportunities for post-secondary education are strong in the tri-state area, with nearby institutions including Ashland Community and Technical College, Morehead State University (satellite classes), Kentucky Christian University, Shawnee State University, Marshall University, and Ohio University–Southern Campus, all within 35 miles.

The district operates a Kentucky Preschool/Head Start program, four elementary schools, one middle school, one high school/technical education center, and one alternative school. These schools serve approximately 2,800 students in preschool through grade twelve. The student population continues to reflect a primarily White demographic, with growing diversity among Hispanic/Latino and multiracial students. All elementary schools and the middle school qualify as Title I schools. A significant number of students are raised by grandparents/great-grandparents, live in foster care, or are considered homeless due to housing instability.

In response to high poverty rates, Boyd County Public Schools participates in the Community Eligibility Provision (CEP), ensuring free breakfast and lunch for all students, along with summer feeding programs. Meeting students' physical and social-emotional needs remains a district priority, as the ability to learn is closely tied to student well-being.

The district offers a wide range of educational opportunities, including special education services, gifted and talented programs, Advanced Placement, dual credit/dual enrollment, career pathways, and technical education. The consolidated preschool program continues to provide comprehensive early childhood education that integrates Kentucky Preschool and Head Start services in one location. Boyd County Central, the district's alternative program, provides non-traditional education options with smaller class sizes, individualized instruction, and embedded counseling support.

The community has invested heavily in school facilities. The high school, opened in 2013, remains a centerpiece for academics and extracurricular activities. The renovated Boyd County Middle School (2018) offers a modern, collaborative learning environment. Recently completed projects include updates to Catlettsburg and Cannonsburg Elementary Schools, the construction of a new Boyd County Career and Technical Education Center located within Boyd County High School, and the relocation of Boyd County Central to a remodeled building adjacent to the high school campus.

District Purpose

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. The district has also identified specific 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 the district's mission on a daily basis.

The district's Mission Statement was last updated during the 2018-2019 school year, which was the current superintendent's first full year in his current role. 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. This mission continues to encompass how BCPS wants all stakeholders to reflect on their role in positively contributing to society and continuing to better themselves as individuals.

Boyd County Public Schools remains committed to providing equitable opportunities for all students by focusing on high-quality instruction with increased clarity for learning, strong student engagement, opportunities for higher level thinking, and meaningful support systems. The district continues to emphasize a culture of continuous improvement that is not confined to the annual CDIP process but embedded in day-to-day practice. Through stakeholder engagement—including students, families, staff, and community members—the district examines key data, identifies priority needs, and develops actionable steps that lead to stronger outcomes for all learners. Communication and transparency with all stakeholders has been an enduring goal at the district and school levels during the current superintendent's tenure. Ongoing feedback, high-quality professional learning opportunities, and updates regarding the completion/impact of CDIP activities occur with a variety of stakeholder groups including, but not limited to the: Central Office Leadership Team, District Leadership Team, Student/Staff Advisory Councils, Principals/Supervisors/Coordinators Team, Board members, Curriculum/Instruction/Assessment Team, CDIP committee, etc.

Current district priorities include improving literacy through the adoption of high-quality instructional resources, implementation of a structured literacy approach, and increased use of diagnostic data to provide targeted interventions. The district has also deepened its focus on mathematics through the use of Illustrative Mathematics and incorporating high-yield strategies to build conceptual understanding and fluency. A renewed emphasis on strengthening Professional Learning Communities (PLCs) ensures that teachers collaborate around standards, student work, and instructional strategies to enhance learning outcomes.

Boyd County Public Schools continues to refine its Multi-Tiered System of Supports (MTSS), with an emphasis on strong Tier 1 instruction and systematic interventions in both academics and behavior. Collaboration across regular and special education, the integration of digital learning supports, and strong district/school level MTSS teams further strengthen the district's ability to meet the needs of all students.

As part of its purpose, the district recognizes the critical role of advocacy and postsecondary readiness. Counselors, college/career coaches, and community partners work together to support students' college, career, and life goals. Engagement in the arts, athletics, leadership programs, and service opportunities remain vital components of the district's work to educate the whole child.

In reflecting on its purpose, Boyd County Public Schools acknowledges both its challenges and opportunities. High poverty rates and increasing student needs require continued focus on equity, intervention, and family engagement. At the same time, strong community partnerships, committed educators, and a culture of collaboration serve as the foundation for progress. By maintaining this balance of reflection and forward action, Boyd County Public Schools demonstrates its commitment to ensuring that every student graduates prepared for future success.

Notable Achievements

Boyd County Public Schools has been recognized at both the state and national levels for the accomplishments of its students, staff, and schools. The district's commitment to continuous instructional improvement is evident in classrooms each day, as teachers and leaders work together to ensure students have access to rigorous, engaging, and meaningful learning experiences.

Grounded in research such as *The Opportunity Myth* and *The Opportunity Maker*, the district has prioritized four key resources for students:

- Consistent access to grade-level assignments.
- Strong instruction, where students do the majority of the thinking.

- Deep engagement in meaningful work.
- Teachers who hold high expectations and believe in their students' ability to succeed.

Instructional Transformation and Leadership

Shared leadership continues to be a high priority in Boyd County Public Schools. The Boyd County District Leadership Team (DLT) continues to evolve, now including both administrators and teachers in shared decision-making. This distributed leadership model has strengthened transparency, communication, and accountability across the district. Monthly principal meetings and individualized support meetings allow school leaders to collaborate, share best practices, and refine their instructional leadership. The district's S.O.A.R. (Student Outcomes and Academic Rigor) Team collaborates to establish a system for continuous improvement that supports curriculum, instruction, and assessment work in a formalized professional learning community structure. Each year, the team focuses on a specific problem statement that directly impacts student achievement. The Central Office Leadership Team meets on an ongoing basis to collaborate to address district-level priorities in the areas of finance, personnel, technology, academics, attendance, and postsecondary readiness. A new leadership model that has formed through school and district collaboration is the Boyd County High School's Student Advisory Council, which provides an opportunity for student voice from appointed students in grades 9-12.

Early Childhood Education

The district's blended Kentucky Preschool/Head Start program continues to excel, maintaining a 5-Star rating from the Cabinet for Health and Family Services, Division of Child Care, and the Kentucky Department of Education. All preschool teachers are certified in Early Childhood Education, and classroom assistants are required to obtain and maintain a Child Development Associate Credential. The program also has a strong record of successful federal Head Start reviews.

Recognizing and Growing Educators

Boyd County celebrates staff excellence through initiatives such as the Good Apple Award, "I LOVE BCPS" recognition shirts, teacher/classified employee of the month, board recognitions, and superintendent "Shout Outs." Teachers are supported through mentoring programs, the Teacher Welcoming Cadre, and professional growth opportunities including: National Board Certification, LETRS training, AVMR- Math Recovery training, ongoing training on HQIR implementation, District Conference, state conferences (such as KCM, the Scott Trimble Workshop, Kentucky School Counselor Association Conferences), CEO Rank Change opportunities through KEDC, support from District Curriculum Specialists & School Digital Learning Coaches, and more.

Educators in the district continue to present at local, state, and national conferences, serve on statewide leadership teams, and receive honors such as Coach of the Year, KET Educational All-Stars, Ashland Independent Readers' Choice Awards, and KMEA awards. Most recently, Ponderosa Elementary teacher Katie Hale was recognized as a finalist for the 2024 Kentucky Teacher of the Year. Ms. Hale is currently working with the Kentucky Department of Education, focusing her efforts on professional learning opportunities for teachers and administrators.

Student Success

Boyd County students are regularly recognized for academic excellence, technical skills, arts, athletics, and leadership. Students have been selected for the Governor's Scholars Program, the Gatton Academy, Craft Academy, and most recently to serve on the Commissioner's Student Advisory Council. District teams and individuals consistently excel in competitions such as STLP, Science Olympiad, academic team, school/district level spelling bees, and performance arts showcases.

The district is proud of its robust postsecondary readiness efforts, including free ACT prep opportunities, college and career counseling, leadership programs such as the Chick-fil-A Leader Academy, JROTC, KYA, Key Club, and partnerships that provide real-world learning experiences.

School Safety/Community Support

The Boyd County Public School System is committed to educating the whole child by addressing students' academic, social, emotional, and physical needs. Above all, the safety and well-being of our students and staff remain a top priority.

To enhance school safety, the district has partnered with the Kentucky Educational Development Corporation to secure a three-year School Safety Grant. This funding helps us meet the mandates of the School Safety and Resiliency Act by supporting the implementation of trauma-informed practices across all schools. In addition, the Stronger Connections Grant, awarded in partnership with the Kentucky Department of Education, has allowed us to hire two behavior interventionists. These professionals provide tiered behavioral supports and assist in implementing a universal behavior screener to better serve our students.

The district also prioritizes campus security through the Raptor Visitor Management System, which screens visitors, contractors, and volunteers in all schools. This system ensures we know who is in our buildings at all times, creating a safer environment for students and staff. Safety is further supported through the S.T.O.P. (Safety Tipline Online Prevention) anonymous reporting system, which empowers stakeholders to share concerns about bullying, violence, or other issues. In addition, Boyd County participates in the annual Kentucky Center for School Safety audits, using the insights gained to continuously strengthen our safety measures.

Meeting students' mental and emotional health needs is also central to our work. The BCPS Counselor Cadre provides a collaborative forum for counselors to lead, organize, and train colleagues on both physical and mental safety practices. The addition of a second school

psychologist and additional behavior interventionists has further expanded our capacity to support students with evidence-based strategies. Counseling staff have introduced meaningful initiatives such as *Camp Courage*, a summer program designed to build social skills and strengthen emotional well-being, and calming corners in elementary classrooms to help students self-regulate and thrive.

Since becoming an affiliate of Dolly Parton's Imagination Library in March 2022, our district has provided free monthly books to registered children, ages 0–5, in the Boyd County community. Currently, Boyd County has 1,269 active children and 882 who have “graduated” from the program. This initiative is sustained through generous contributions from local individuals and organizations such as the Northeast Community Action Early Childhood Council, the Ashland High School Class of 1964, and others. The Kiwanis Club mentors elementary students through the B.U.G. (Bringing Up Grades) Program, while 4-H supports middle school students through the Reality Store financial literacy experience. Local businesses and organizations are also vital partners in our College and Career Day at Boyd County High School, which brings in approximately 100 community and state leaders each year to mentor students as they explore future opportunities. Additional partnerships with the Rotary Club, YMCA, local hospitals and health agencies, the Retired Teachers' Association, Marathon Oil Refinery, and local churches ensure our students benefit from meaningful experiences both during and beyond the school day.

To further strengthen collaboration, Boyd County Schools has launched the development of a *Portrait of a Learner*, which will define the knowledge, skills, and characteristics our community values most for graduates. This work reflects our commitment to preparing students for success in college, career, and life.

Our students and staff also demonstrate a strong spirit of service. They support the community through food and gift drives, Veterans Day celebrations, Salvation Army fundraising, and partnerships with organizations such as Amy for Africa. Parent-Teacher Organizations and Family Resource/Youth Service Centers extend this support by organizing celebrations, making home visits, donating school supplies, and assisting families in meeting essential needs.

Finally, the district extends learning opportunities beyond the traditional school day. During inclement weather, our district ensures learning continues through Non-Traditional Instruction (NTI) days, with Google Classroom, Google Meet, and ParentSquare used to maintain communication and instruction for students and families.

Additional Notes

The Boyd County Public School System embraces a growth mindset, which drives leaders to consistently identify strengths and opportunities for improvement. Through Learning Walks, academic and non-academic data, and feedback from our stakeholders, the district strategically pinpoints areas of need to better target professional learning for schools and staff across the system.

When asked what makes working in Boyd County Public Schools special, teachers identified three enduring *keystones* that inspire their daily work:

- **Legacy:** We create a legacy by building lifelong commitments to our students, families, and community.
- **Colleagues:** We foster an atmosphere of collaboration and support, developing a family of passionate educators.
- **Students:** We are united by an intrinsic desire to make a difference by developing and inspiring future generations.

Recognizing the importance of welcoming and retaining strong educators, the district has revitalized its Teacher Welcoming Cadre. In addition to mentoring programs already in place, this cadre helps new teachers connect with the Boyd County school community, gain insight into best instructional practices, and access collaborative support from Instructional Teacher Leaders and Curriculum Specialists.

Student Engagement & Literacy

Student engagement remains a districtwide priority. Kagan Cooperative Learning training and coaching continue throughout the school year, equipping teachers with strategies proven to improve social skills, reduce behavior issues, and boost academic achievement.

The district has also deepened its focus on literacy, particularly in closing achievement gaps. A team of administrators participates in the Kentucky Early Literacy Leadership Network, which connects leaders statewide in developing sustainable early literacy systems aligned with high-quality instructional resources (HQIR). Instructional supports include *Wonders* intervention resources and UFLI for Tier 2 and Tier 3 interventions, Freckle/Lalilo for differentiated practice aligned with universal screeners, and differentiated lessons through NearPod.

Writing instruction is strengthened through a districtwide K–5 framework that provides graphic organizers, structured approaches, and sample texts. Teachers have benefited from peer observation opportunities both within the district and in neighboring districts, gaining best practices for implementing the framework effectively. Educators are building expertise in structured literacy through Kentucky Reading Academies (LETRS training), Orton-Gillingham training, book studies, and other professional growth opportunities. The addition of STAR CBM as a reading diagnostic allows teachers to pinpoint early literacy deficits and directly apply their training to address student needs.

Mathematics Instruction

In mathematics, the district continues to prioritize conceptual understanding and fluency. In 2023–2024, *Illustrative Mathematics* was adopted as the district’s K–5 HQIR. This problem-based program supports number sense, problem-solving, and a deeper appreciation for

mathematics. Teachers are also trained in Number Talks, mathematical discourse, and standards-based games to build fluency and reasoning skills.

To further support students, several educators have completed AMVR/Math Recovery training. Teachers also have access to Freckle Math, NearPod resources, and math games to support differentiated math instruction. One of Boyd County's own teachers, Jennifer Eerenberg, received a national scholarship to become a Math Recovery Specialist. She was also chosen as one of the select few individuals, who are helping create the handbooks for the Numeracy Counts Math Academies. Boyd County has several teachers and administrators participating in the first cohort.

Multi-Tiered Systems of Support (MTSS)

The district has refined its MTSS processes by updating teaming structures, creating districtwide digital resources, and adding documentation tools in Infinite Campus for consistent student tracking. Data from STAR screeners and other measures guide differentiation within Tier I instruction and targeted supports at Tiers II and III. The updated MTSS framework ensures that students receive timely academic, social-emotional, and behavioral interventions to help them thrive.

Summary

The Boyd County Public School System is dedicated to ensuring that every student graduates transition-ready. To achieve this, the district remains focused on:

- Differentiated instruction and higher-order thinking opportunities
- Increasing student engagement
- Strengthening disciplinary literacy across all content areas
- Using data to drive instruction and interventions
- Supporting Professional Learning Community protocols
- Advancing structured literacy practices
- Developing problem-solvers in reading, writing, mathematics, science, and social studies

Through intentional support, high-quality instructional resources, and a collective commitment to growth, Boyd County Public Schools is preparing students to be leaders in learning, now and in their future endeavors.



2025-2026 Phase Two: The Needs Assessment for Districts_10292025_08:11

2025-2026 Phase Two: The Needs Assessment for Districts

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2025-2026 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 to determine the priorities of this year's needs assessment. Include the following information in your response:

- names of district leadership teams and stakeholder groups (i.e., faculty, staff, representatives of school councils, Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved
- a timeline of the process
- the specific data sources reviewed and analyzed
- how and where the meetings were documented.

In August, individual student data is disaggregated to make instructional decisions for the upcoming school year. School level data is also shared with principals and 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, District Leadership Teams, 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. Activities are monitored throughout the school year through instructional team meetings, COLT/PSC

Meetings, MTSS Meetings, board meetings, various leadership team meetings, and individual principal meetings. 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. During the community meeting, updates are given regarding the previous CDIP and current activities. 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. Board members are invited to be part of the planning meetings, review the plan and have the opportunity to ask questions/provide input during a winter board meeting, and are provided with progress monitoring notes.

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 will your results inform this year's plan?

Please see CDIP with progress 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

- Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.
- Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

Reading and math remain focus areas for improvement. Trend data has shown that 50% or less of our students are projected to score proficient or above in reading or math. Until at least 80% or more of our students are projected to score proficient or distinguished in these areas, they will remain focus areas for the district.

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the district using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

- Kentucky Summative Assessments
- Benchmark assessments
- Formative assessments

- Graduation rate
- Progress in achieving English language proficiency
- Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
- Fifty-four percent (54%) 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.

The data below is based on the baseline STAR data for the 2025-2026 school year.

Early Literacy (K-1)

- In 2024-25, the percent of students at or above the 40th percentile increased from 58.5% at baseline to 74.8% by spring, showing improvement across screening windows.
- First grade students (63.5%) performed higher than kindergarten students (56.1%) in the 2025-26 baseline screening.
- Among elementary schools, Ponderosa Elementary showed the highest percentage at 67.6% of students at/above the 40th percentile.

Reading (Grades 2 and up)

- District-wide, 51.6% of students are projected to score proficient or above on the state reading test in 2025-26, down from 55.4% in spring 2024-25.

4th grade students show the highest projected proficiency at 59.4%, while high school grades (9-12) range from 41.4% to 57.2%.

Among schools, Ponderosa Elementary has the highest projected proficiency rate at 61.4%, while Boyd County Central School shows 13% projected proficiency with a notably small student count of 23 students.

- District-wide, 66.7% of students are projected to show success in 2025-26 without interventions, showing stability from 65.4% in the baseline of 2024-25.
- Grade level performance ranges widely, with 10th grade (76.8%) and 4th grade (73.1%) showing the highest percentage at/above the 40th percentile, while 6th grade (59.8%) shows the lowest.

Math

- District-wide, 44.1% of students are projected to score at or above proficiency on the state math test in 2025-26, compared to 46.3% in Spring 2024-25.
- 5th grade (56.7%) and 2nd grade (54.7%) show the highest projected proficiency rates, while 12th grade (31.5%) and 8th grade (35.2%) show the lowest.
- Ponderosa Elementary has the highest projected proficiency rate at 63.9%, significantly above the district average of 44.1%.
- District-wide, 61.7% of students are at or above the 40th percentile in math.
- 1st grade has the lowest rate at 52.1% at or above the 40th percentile in math. Upper elementary grades (4th and 5th) perform relatively well with rates above 67% in the 40th percentile or above, which means less of those students should need intervention supports in the upcoming school year.
- From the 2024-25 school year to 2025-26 baseline, the percent of students at/above the 40th percentile increased from 58.9% to 61.7%, representing an improvement of 2.8 percentage points.
 - According to the 2024.2025 BCPS "District and School Report Cards," for elementary level: 33% of students scored "Proficient" in Reading, 15% "Distinguished." In Math: 37% Proficient, 11% Distinguished. boyd.kyschools.us+1
 - Middle school: 28% Proficient Reading / 14% Distinguished; 30% Proficient Math / 6% Distinguished. boyd.kyschools.us
 - High school: 36% Proficient Reading / 13% Distinguished; 32% Proficient Math / 7% Distinguished.

Social Studies & Science:

In reviewing social studies data over the past five years, it has not shown evidence of recovering at the rate that reading and math has at the district or state level. The same can be said for science.

Graduation Rate & Postsecondary Readiness:

Over the past 3-5 years, the district has consistently maintained or increased graduation rate, which is above or on par with state averages. While Boyd County shows a strong graduation rate, the data for postsecondary readiness suggests more variability in multi-year trend data.

School climate and safety survey results have shown overall favorable responses from students across the school district.

5. Describe in narrative form the current climate and culture conditions of the district using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:

- Educator and school staff retention rates
- High-quality professional learning opportunities
- Chronic absenteeism
- School climate
- Behavior
- Staff and student access to mental healthcare
- Family and community involvement

Example of Current Climate and Culture Narratives:

- Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at their school.
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

School climate and safety survey results have shown overall favorable responses from students across the school district. Additionally, the preschool program shows strong family engagement.

In the 2023-24 school year, BCPS enrolled 3,197 students, which was a 3.3% decline from the previous year. Of those students, roughly 93.2% were white, with the remainder being other racial/ethnic groups. Gender breakdown: ~50.8% male, ~49.2% female.

- The district is small to mid-size ($\approx$ 3,200 students) with a demographically homogeneous population ($\approx$ 93% White). That brings both strengths (potentially easier community alignment, shared norms) and challenges (less racial/ethnic diversity, potential equity gaps).
- Academic performance (as measured by proficiency rates in reading and math) does not meet expectations — indicating structural challenges in teaching, support, or resources that may influence morale, engagement, and staff stress.
- BCPS maintains strong early childhood family engagement and community-partnership practices (at least in preschool), indicating a culture that values collaboration, parental involvement, and supports outside the classroom — a foundation that could extend into K-12 with more resources.
- The district is meeting compliance and oversight expectations (report cards, CDIP, KDE monitoring) which suggests a culture of accountability and willingness to engage in continuous improvement.
- Longitudinal attendance rates align with chronic-absence concerns.

Strengths

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

Example:

- We have active partnerships with twelve community organizations and businesses.
- Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.

Our elementary schools have adopted HQIRs for both reading and math. Our middle school has adopted HQIRs for reading, math, and science.

While we do not have enough intervention teachers, we were able to keep two district level interventionists to help provide support at our elementary level, and the high school funds their own interventions teachers as well. Intervention blocks are built in at all four elementary schools. Because homeroom teachers are required to provide much of the interventions, the district provides Freckle ELA and Math and Lalilo as online support for differentiation and interventions. Nearpod lessons, the KCM website/Math Fact Fluency games, and UFLI lessons are additional supports that are available to classroom teachers at the elementary level.

The district has partnered with KDE to begin our Portrait of a Learner worker in order to identify the qualities/skills that we want our students to possess when they graduate from high school. This will support our goal of providing relevant, engaging lessons to students that intentionally get students excited about school, ready for their postsecondary aspirations, and embed the social and job skills that the stakeholders in our community value.

Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

Examples:

- We will coordinate efforts with our community partners to meet the behavior needs of more students.
- We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.
 - We have developed a districtwide PLC Protocol. We will require that the PLC Protocol be implemented at all schools during the 2025-2026 school year.
 - We have district and school leaders participating in the KCM and Pimser Math Academies. We will apply what is learned to collaborate with our S.O.A.R. Team to create a districtwide "Math Pact" that will establish a coherent and

consistent learner-centered and equitable approach to mathematics instruction through clear districtwide agreements.

- The KyELLN Team members will continue to utilize the knowledge gained from the meetings to strengthen our early literacy program and increase the effectiveness of the implementation of our HQIR.
- The district will continue to utilize the Early Literacy Vision to guide the work of Early Literacy in Boyd County.
- The district will coordinate with Kentucky's Continuous Improvement Coaches to gain support on instructional practices, deeply understanding Kentucky's Academic Standards, and implementing co-teaching effectively.
- The district will coordinate with our community stakeholders to create a Portrait of a Learner.
- The district will coordinate with the MTSS Coordinator to provide strong tiered instruction across the district, have data-driven meetings, and ensure students are receiving timely, targeted interventions.
- The district will coordinate with our HQIR vendors to provide resource-specific training and support.
- The district will coordinate with appropriate staff to begin creating benchmark assessments as part of our local accountability efforts.
- The district will utilize the ELEOT walk-through tool to monitor classroom environments at the middle and high school levels to gain insight into areas that may need support or targeted professional learning.
- The district will utilize the KDE Instructional Practice Guide and Illustrative Math Reflection Tool to conduct classroom observations, provide school-wide/district-wide feedback on classroom instructional practices, and identify professional learning needs to support standards-aligned practices.
- The district will support the Boyd County High School's Principal Advisory Council to gain insights regarding school climate, culture, and instructional practices.
- Classrooms that have implemented the districtwide writing framework for the writing process have shown a decrease in novice and increase in students scoring proficient/distinguished when implemented with fidelity. We will continue to support teachers in effective writing instruction.

COMMENTS

Evaluate the Teaching and Learning Environment

- 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

8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

Vertical curriculum work will focus on math through the S.O.A.R. Team.

8b. KCWP 2: Design and Deliver Instruction

Instructional programs include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

Consistent processes are not in place to ensure students have a clear understanding of learning intentions and can demonstrate mastery of success criteria.

Consistent use of the most appropriate high-yield instructional strategies that are congruent with the intended learning is not observed across classrooms in the district.

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ No

☐ Yes

COMMENTS

N/A

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ **Yes**

COMMENTS

Consistent systems are not in place to ensure that students are actively involved in know their own data and making decisions about their own data.

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ **No**

☐ Yes

COMMENTS

N/A

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ **No**

☐ Yes

COMMENTS

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CDIP Progress Monitoring Notes		.



2025-2026 Phase Two: District Assurances_10072025_15:48

2025-2026 Phase Two: District Assurances

Boyd County
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United States of America

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2025-2026 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). 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 2025-2026 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

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: District Safety Report_11172025_15:39

2025-2026 Phase Two: District Safety Report

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2025-2026 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.

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.

Pursuant to KRS 156.095, by November 1 of each year, a minimum of one (1) hour of training on how to respond to an active shooter situation shall be required for all school district employees with job duties requiring direct contact with students. The training shall be provided either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training.

Additionally, in accordance with KRS 156.095, all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district shall complete comprehensive evidence-informed training within ninety (90) days of being hired and then every two (2) years after on child abuse and neglect prevention, recognition, and reporting that encompass child physical, sexual, and emotional abuse and neglect.

Finally, in accordance with KRS 156.095, every public school shall prominently display the statewide child abuse hotline number administered by the Cabinet for Health and Family Services, the National Human Trafficking Reporting Hotline number administered by the United States Department for Health and Human Services, and the Safe Haven Baby Boxes Crisis Line

number administered by the Safe Haven Baby Boxes national organization or any equivalent successor entity.

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.

School Council Policies (SBDM) 02.4241

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 KRS 158.162(3)(d) requires, 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.

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 best 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 nurse, 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 2025 and again at the start of the school year in late August.

9. Did each principal for each school 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, August 26, 2025.

10. Does the school maintain a portable automated external defibrillator in a public, readily accessible, well-marked location in every school building and, as funds become available, at school-sanctioned athletic practices and competitions and meets the requirements of 158.162(2)(e) subsections 1 through 4?

If the answer is "no", please explain in the comment box.

Yes.

11. Has the cardiac emergency response plan for each school been rehearsed by simulation prior to the beginning of each athletic season by all licensed athletic trainers, school nurses, and athletic directors; and interscholastic coaches and volunteer coaches of each athletic team active during that athletic season in accordance with KRS 158.162(2)(e)?

If the answer is "no", please explain in the comment box.

Yes.

12. 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.

13. 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.

14. 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.

15. Prior to the beginning of each athletic season, did the principal conduct the emergency response plan rehearsal by simulation and the venue-specific emergency action plan rehearsal by simulation as required by KRS 158.162(5)2 and is documentation maintained on file in the school office?

If the answer is "no", please explain in the comment box.

Yes.

16. Do all schools in the district have the National Human Trafficking Reporting Hotline, Kentucky Child Abuse and Neglect Hotline, and the Safe Haven Baby Boxes Crisis Line displayed prominently as required by KRS 156.095? Downloadable posters are available on KDE's Human Trafficking Website. [KDE's Human Trafficking Website](#)

Yes.



2025-2026 Phase Two: District Trauma-Informed Approach Plan_11172025_15:41

2025-2026 Phase Two: District Trauma-Informed Approach Plan

Boyd County
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2025-2026 Phase two: District Trauma-Informed Approach Plan

Operational Definitions

While there are a number of different definitions and measures for what it means to be a trauma-informed school, the Kentucky Department of Education's will use the term trauma-informed as the goal for schools and recognize being trauma-informed as encompassing aspects of trauma awareness, trauma sensitivity and trauma responsiveness.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to address the required statutory components outlined above. There can be multiple strategies for each component.

Data used to document/monitor implementation: Appropriate data that shows how well the district is addressing the required component of the plan as well as progress monitoring. The measures may be quantitative or qualitative but are observable in some way. Examples may include student survey data, pre-/post- questionnaires to assess enhanced trauma awareness, school climate assessment results, discipline data, etc. For progress monitoring, the district should use a process to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

Resources and partners used: Local, state, or federal funds/grants used to support (or needed to support) the implementation. In addition, districts and schools may partner with community agencies and local experts to help address key components of the trauma-informed plan.

Timeline: This identified the timeframe in which the strategy or practice will be implemented. The timeline should take into account whether it is flexible enough to accommodate changes and should be reviewed and updated regularly.

Roles or committee(s) responsible: The individual or group identified to implement the specific strategy/practice to address the requirement component. This could include some or all members of a trauma-informed team, as outlined in [KRS 158.4416](#). Additionally, it could include members of the School Safety and Threat Assessment Teams ([KRS 158.4412](#)) or other existing multi-disciplinary teams within the district.

Using the Trauma-Informed Approach Plan Template

Boyd County

The template is designed to ensure all statutory components are addressed in the district plan by identifying appropriate strategies/practices, data, resources, timelines, and responsible individuals or groups to effectively implement the plan.

o Click Yes and upload your completed template in the attachment area directly below.

● Yes

COMMENTS

ATTACHMENTS

Attachment Name

 Boyd County 25-26 TIC District Action Plan

Boyd County

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Boyd County 25-26 TIC District Action Plan		.



2025-2026 Phase Three: The Superintendent Gap Assurance_12292025_15:42

2025-2026 Phase Three: The Superintendent Gap Assurance

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2025-2026 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.**