



# **KDE Comprehensive Improvement Plan for Districts**

## **Boyd County**

1104 Bob McCullough Drive  
Ashland, KY 41102

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## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

# **Executive Summary**

## **Introduction**

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School System

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

The Boyd County Public School system is located on the banks of the Ohio River in the northeastern corner of Kentucky, in the tri-state area bordering on the states of Ohio and West Virginia. Our district serves the rural/suburban area which lies outside of Ashland, Kentucky, a city of approximately 21,000. Included within our school district is the county seat, Catlettsburg, Kentucky.

Our local business community is largely composed of professions related to the medical field, with King's Daughters and Our Lady of Bellefonte Hospitals being major employers in our area. The education profession is also a top employer, due to several school systems offering job opportunities within Boyd and the surrounding counties. Employment related to industry, such as Marathon Oil and AK Steel, once served as major contributors to our 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 postsecondary education are numerous, with our tri-state 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 Southern Campus of Ohio University all located within a 35 mile range.

The Boyd County Public Schools preschool program is located within three facilities throughout our school system. Our district includes four elementary schools, one middle school, one high school inclusive of a technical center, and an alternative middle/high school education program in collaboration with the Ramey-Estep High School's continuum care program. Ramey-Estep High School is designated as a residential treatment center, serving youth referred for placement by the Juvenile Justice System. BCPS offer a variety of learning experiences and opportunities, including special education services, gifted and talented, AP, dual-credit/dual enrollment, as well as vocational and career classes supporting a variety of Career Pathways. Community members are very supportive and excited about their state of the art high school, which opened in January 2013, as well as new renovations that will be taking place in the near-future at our middle school.

The preparation and experience of our teachers also is important to our success. The average student-to-teacher ratio is 13:1 with teachers reporting an average of 12.9 years teaching experience. Data on the professional qualification of our teaching staff indicates 68.8% of our teaching staff hold a Master's Degree or above. Our school district also supports teachers in attaining National Board Certification. Our goal is to grow the number of Nationally Board Certified teachers at all of our schools over the next few years. Additionally, all classes are taught by staff designated as Highly Qualified, while 97% of teachers are considered Exemplary/Accomplished and have an overall student growth rating of 99% as identified through the Professional Growth and Effectiveness System.

Data reported on our 2014-2015 School Report Card indicates that Boyd County Public School District is currently serving close to 3,200 students, preschool through grade twelve. Ethnicity of our students is 96% white. Approximately 61% of our students are identified as low-income, and five out of the six A1 schools in our districts are Title I schools. In response to the high poverty rates in our area, and to ensure that all children have their physical needs met while meeting challenging state academic standards, Boyd County Public Schools have implemented the Community Eligibility Provision (CEP) during the 2015-2016 school year. This will allow the schools to provide free breakfast and free lunch to every student in the school district.

Furthermore, data reported also reflects a district attendance percentage of 94%, as well as a graduation rate of 95% (5-Year Adjusted Cohort Rate). The school district holds a Proficient Classification as identified by Kentucky's Unbridled Learning Accountability Model. Boyd County High School was identified as a Proficient school as a result of the 2014-2015 state assessment scores. Catlettsburg Elementary and Ponderosa Elementary are both Distinguished schools in our district. In order to meet or exceed state and federal academic accountability expectations, our school district is committed to creating an environment of high expectations, while collaboratively working together to engage students in rigorous learning experiences.

## System's Purpose

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

The development of our vision, mission, and value statements for Boyd County Public Schools occurred during the fall and winter of the 2007-2008 school year. Stakeholders from all interested groups were involved in the discussion and formulation of these statements which serve as a guide for our work. The vision developed by our committee, "The Leader in Learning" is a lofty one, but one we feel affirms not only the purpose of our organization, but also references the essential shift from an emphasis on teaching to an emphasis on learning. Keeping in mind the vision of the Kentucky Board of Education, to ensure that all students reach proficiency and graduate from high school ready for college and careers, we feel our district vision facilitates the preparation of our staff, students and community to meet this goal.

The Mission Statement of Boyd County Public Schools - "Boyd County Public School District employees are committed to create an environment of high expectations, to engage every student in work reflecting a high achievement level and to work collaboratively with students, colleagues, families and our community to ensure student learning. This commitment guides our every decision and establishes our priorities"- was initially adopted to reflect our district commitment to the principles and the structure of the Professional Learning Community model of school improvement. During the discussion of the mission with the Comprehensive District Improvement Planning committee members, information shared revealed that the major components involving the areas of curriculum, instruction and assessment in Kentucky Senate Bill 1 (2009) were designed to be delivered and implemented through the structure of Professional Learning Communities. It was the consensus of this committee that the mission was appropriate and effective for the purpose of improving student achievement.

During the December 3, 2012 Comprehensive District Improvement Committee Planning Meeting a purpose statement was proposed and consensus for approval reached by the group. Our purpose statement is: "Our purpose is to prepare our students to be college/career ready and to make sound life choices. We will educate our students to be productive citizens of their community and the world."

Our emphasis on the learning and continuous improvement that must take place to advance our vision, mission, and purpose was reviewed by our Comprehensive District Improvement Committee on November 16, 2015. Stakeholders, such as district staff, parents, community members, and school SBDM members engaged in conversation about our accomplishments and celebrations. A major focus of the stakeholders was identifying root causes that may be impacting the achievement of students in the Boyd County Public School System. After identifying possible root causes, the group brainstormed further improvement strategies in the areas of college and career readiness, graduation rate, writing proficiency, combined reading/math, reading/math for our non-duplicated gap group, and novice reduction. Everyone came to the consensus that to continue to strive toward the vision of being the "Leader in Learning," we must change our approaches to teaching and learning to reflect increased student engagement, collaboration, problem-solving, higher-order thinking, and technology usage. An increased focus on students "at-risk" for not graduating on time is also vital to student success. Participants agreed that students need advocates at school, who will help them to intentionally plan for their futures and increase not only student engagement, but family engagement as well. In the Boyd County Public School System, all of our stakeholders realize that we must prepare our students socially, emotionally, physically, academically, and globally to ensure success in a fast-paced, ever-changing society.

## Notable Achievements and Areas of Improvement

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

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

Most recently, Boyd County Public School District has been deemed the Best School District by readers of the Ashland Daily Independent. During the Readers' Choice Awards process, the school district was also voted as having the best high school basketball team, along with the best coach, Randy Anderson. The readers chose Eileen Darragh, of Boyd County High School, as best teacher in the area and John Johnson as best band director.

It is also important to note that several members of our teaching staff have achieved National Board Certification, and we continue to support others in reaching this goal. Boyd County High School teacher, Carly Baldwin, is not only one of those teachers to achieve National Board Certification, but has recently been named a finalist for the Presidential Award for Excellence in Mathematics and Science. Furthermore, as a Hope Street Fellow, she helped to organize Kentucky's first regional ECET (Elevating and Celebrating Effective Teaching and Teachers) professional learning event on the campus of Boyd County High School. Another avenue for fostering teacher and student leadership is the school district's continued participation in the Blue Ribbon Schools of Excellence conference. Our teachers attend this national conference in order to present and gain knowledge in best teaching practices, while our students participate in the Student Leadership Institute portion of the conference. Our school district also has great participation from our teacher leaders as a part of our District Leadership Team, which focuses on shared decision-making, as well as growing teacher leaders at all schools across the district.

Our district remains focused on building capacity within our school and district leaders, as well. The continued implementation of our Principal PLC meetings engages school-level and district-level leaders in on-going communication about the progress toward our shared goals and student outcomes. Additionally, we continue to provide opportunities for our leadership to team to partner with AdvancED to conduct rigorous, on-site external reviews of other schools. We feel that this allows our school/district leaders to network with other education professionals and gain knowledge of how our schools can reach their highest potential. Summit Elementary principal, Ben Maynard, is also our most recent principal to participate in executive-level leadership training at the Leadership Institute for School Principals program. Ms. Tamala Martin was recently named Chairperson-Elect for the Kentucky Educational Development Cooperation (KEDC) Professional Development Coordinators' Cadre. Boyd County School District has received several OASIS awards (Outstanding Achievement in School Information Services) from KYSPRA, Kentucky's authority and voice for school public relations, for efforts in communicating important information with our community.

Our individual schools have also been recognized for outstanding accomplishments. Ramey-Estep High School, our alternative high school serving as a residential treatment facility, has been recognized as an Alternative Program of Distinction by the Kentucky Department of Education, in recognition of the work of educators and programs that serve at-risk students. Boyd County Middle School maintains its status as a School to Watch as identified by the Kentucky Middle School Association. Both Catlettsburg Elementary and Ponderosa Elementary have earned the prestigious classification of Distinguished/Progressing schools. Catlettsburg has also been honored as a high performing school, while Ponderosa Elementary has been named a School of Distinction. Summit Elementary has also received two Lighthouse School awards from the Blue Ribbon Schools of Excellence Program, becoming the first school to receive this award twice. Two elementary schools, Catlettsburg and Summit, have achieved model school status from the National Reading Styles Institute. Catlettsburg Elementary and

Cannonsburg Elementary have begun implementing "The Leader in Me" based on the book *The 7 Habits of Highly Effective People*, by Dr. Stephen Covey. Our school district's early childhood education program also has impressive areas to note, such as completing the last two consecutive Head Start reviews with zero areas of non-compliance. They also offer our community a blended program, encompassing both Kentucky Preschool and Head Start, requiring all teachers to be certified in Early Childhood Education and complete Montessori certification. All classroom assistants are also required to obtain and maintain a Child Development Associate Credential, in order to work in our preschool program.

Overall accountability performance remains impressive for our elementary students, with a combined overall score of 70.6 district-wide. According to the District School Report Card, elementary students continue to score above the state in the areas of reading, mathematics, writing, and language mechanics. Middle school students are also outperforming the state when comparing their overall performance in reading, writing, and language mechanics. Our high school students' performance has helped our high school to increase their overall combined score and increase overall scores in Achievement, Gap, Growth, and College-and-Career Readiness as compared to the previous school year. In addition, Boyd County students have been recipients of various national, state, and local honors and awards. Our Lego Robotics teams, band, track, archery, golf, cheerleading, soccer, as well as Academic and STLP teams, just to name a few, have received multiple notable recognitions for their outstanding performance.

Our notoriety spreads beyond our educators and students. The school district's Director of Finance was recently presented with the Goldenrod Outstanding School Business Official award. The award is given annually by the Kentucky Association of School Business Officials (KASBO) to an individual who best represents exemplary practices and standards of school business in a Kentucky public school district. The Fayetteville Arkansas based "Champions for Kids" also awarded their top prize of \$25,000 to Boyd County Public Schools for the most items collected during the "Fill the Cart" campaign. Funds awarded will be used to provide resources for existing programs delivered through the Boyd County FRYSC's. In addition, our school district continues to partner with community stakeholders such as the Federal Correctional Institute, which has donated money for our backpack program and computers to our schools. Other stakeholders, such as KDMC, Our Lady of Bellefonte Hospital, Rotary, and Marathon Oil Refinery are among many of the others who aide in providing time, resources, and monetary donations to support our students' learning needs.

During the 2014-2015 school year, our school district received the Instructional Transformation Grant, along with the designation of a Commonwealth Acceleration Model site, through the Kentucky Department of Education. Grantees have the opportunity to learn more about the Literacy Design Collaborative and Math Design Collaborative strategies for implementing the KY Core Academic Standards (KCAS) and progressing their students to College and Career Readiness. The grant not only assists districts in implementing strategies for successful implementation of the KCAS, but also focuses on growing teacher leaders and building internal capacity through identified leadership pathways. Support systems within the Professional Growth and Effectiveness System are utilized in order to ensure that successful, effective teachers and leaders are in every school building.

Recognition of our notable achievements are referenced in individual school improvement plans and/or within the "News" section of our district webpage. Student and Staff recognitions be found in Regular Board of Education minutes, as well.

The BCPS District is dedicated to the improvement of our schools, staff, and most importantly our students. Our district staff has been entrenched in the implementation process of the "Unbridled Learning" components. Aligning the curriculum with the new KCAS (Kentucky Core Academic Standards), targeting improved student achievement with RTI (Response to Intervention) programs, developing transition classes and initiatives, building teacher and leader capacity through mentoring and professional learning opportunities, and creating a balanced assessment system increasing formative assessment, are major areas of focus for our staff.

Although improvement in mathematics is noted through data disaggregation of K-PREP and on-going state and school-level formative

assessments, district initiatives in closing the gap in mathematics and increasing growth in scores are a focus for improvement. As noted in the accompanying district improvement plan, STAR assessments will provide data for progress monitoring in those areas. Refined intervention strategies and processes, as well as examination and improvement in instructional strategies in mathematics are areas for improvement. In order to further engage students in the learning process, district walk-through data will be used to pinpoint strengths and deficiencies to better target professional learning needs at each school and district-wide. The school district will support teachers by developing a daily mathematics framework that encourages differentiation, increases student engagement, and fosters a deeper learning that develops students' abilities to reason, understand and apply mathematical concepts. Furthermore, committees of teachers have worked together to create and implement district-wide mathematics benchmark assessments, which will narrow our focus on specific skills where students may be lacking or excelling, in order to provide targeted interventions and extensions. Our school district also has plans for teachers to continue working with KDE math consultant, Renee' Yates, to develop embedded formative assessments that will lead to a deeper understanding of mathematical concepts through the Mathematics Design Collaborative.

Data disaggregation has shown that writing instruction will be a targeted area of improvement across the school district. As noted in our CDIP, professional learning opportunities will focus on quality writing instruction in order to help students become proficient writers. Teachers will work with LDC Lead, Kelly Philbeck, to build LDC modules in order to create literacy-rich experiences for students across content areas. District Leadership will provide a focused and common approach to teaching writing. Teachers will be trained in utilizing common district writing graphic organizers and will collaborate to create LDC mini-task banks of best practice reading/writing strategies and activities to apply in the classroom throughout the school year.

We will continue to focus on supporting students in graduating college-and-career ready, with an increased focus on differentiated instruction, career pathway identification, and mentoring both at-risk students and their families.

## **Additional Information**

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

A 2013 team visit from the Southern Association of Colleges and Schools resulted in four areas being designated for improvement. Below are the identified areas, as well as how our district is addressing each of them:

1. Implementation of a continuous improvement process at the system level.

Our school district has worked tirelessly to address these areas of improvement. Maintaining a focus on the continuous improvement process has remained fresh in our minds, as we have combined our weekly Monday District Office meetings and monthly academic-focused Principal PLC meetings into weekly school/district leadership meetings. These weekly PLC meetings have created a cohesive team of leaders, keeping continuous improvement monitoring at the forefront of our conversations. We also keep improvement as a focus through periodic Implementation and Impact Checks. These notes are added to the activities, which we have identified to help meet each of our objectives for improving our school district's overall performance. Stakeholder meetings and dialogue with the school board ensure that all stakeholders are fully engaged in the on-going improvement process.

2. Development of a teacher mentoring program.

BCPS began to develop a district-wide teacher mentoring program during the 2013-2014 school year and this endeavor continues to progress and expand. A system-wide cadre of teacher mentors and a formal process to provide mentoring to teachers is the focus of our mentoring program. The Kentucky Framework for Teaching will provide the basis for assistance offered to non-tenured teachers. Mentors receive the three-hour training required by the state, plus at a minimum, three additional training hours required by the school district. Peer observations and coaching take place throughout the school year, with a follow-up meeting at the end of the school year.

3. Utilization of data to improve instructional practices.

Our school district uses STAR and state assessment data to identify areas of weakness, focus on response to intervention, and aide in professional learning initiatives. During our monthly Principal PLC meetings, we have analyzed district-wide and school-wide data for STAR, state assessments, and Kindergarten Readiness data, in order to create a clear picture of specific deficits impacting our students, as well as to identify areas where students are excelling. District-wide common summative and benchmark mathematics assessments have been valuable formative assessment tools for identifying strengths and weaknesses at each school and district-wide. To further improve instructional practices, all of our district office administrators and principals are provided the KASC Studying Your Scores resources, which allow individual schools to take an in-depth look at their test scores, find ways to improve student success through analysis of specific trend data, and complete a needs assessment to aide in the improvement planning process.

4. Evaluation process of Professional Development for effectiveness in improving student learning and instructional practices.

Evaluation procedures for effectiveness of Professional Development in improving student learning and instructional practices includes analyzing on-going data gathered through the Teacher Professional Growth and Effectiveness System, as well as tracking student achievement and growth using formative assessment data, STAR data, and state assessment data.



# **Boyd County Public Schools 2015-2016 CDIP**

## **Overview**

### **Plan Name**

Boyd County Public Schools 2015-2016 CDIP

### **Plan Description**

2015-2016 Comprehensive District Improvement Plan

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	2015-2016 Proficiency: Increase the averaged combined reading and math assessment scores from 49.5% to 74.8% for elementary students, 45.4% to 72.7% for middle school students, and 35% to 67.5% for high school students by 2019.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$8000
2	2015-2016 CCR: Increase the percentage of students who are college and career ready from 59.4% in 2013-2014 to 79.7% by 2019..	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	2015-2016 Graduation Rate: Increase the average 4-year cohort graduation rate from 94.5% to 98% by 2024.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	2015-2016 Novice Reduction: Decrease the percent of novice in individual student groups and the non-duplicated gap group by 50% over 5 years.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$3500
5	2015-2016 Writing: Increase achievement for all student groups scoring proficient or higher in writing to 70.1% for elementary students, 76.1% for middle school, and 69.5% for high school by 2019..	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	2015-2016 Achievement Gap- Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group to 70.8% for elementary students, 68% for middle school, and 62.4% for high school by 2019.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$80000

**Goal 1: 2015-2016 Proficiency: Increase the averaged combined reading and math assessment scores from 49.5% to 74.8% for elementary students, 45.4% to 72.7% for middle school students, and 35% to 67.5% for high school students by 2019.**

**Measurable Objective 1:**

collaborate to increase the overall reading and math proficiency from 54.6% to 59.6% for elementary students, 50.9% to 56.3% for middle school students, and 41.5% to 48% for high school students by 05/31/2016 as measured by the Unbridled Learning Accountability Model.

**Strategy 1:**

Build Literacy Skills - Teachers will build students' literacy skills and understanding of science, history, literature, and other important academic content through meaningful reading and writing assignments that are aligned to the Kentucky Academic Standards.

Category: Learning Systems

Research Cited: Research for Action (RFA)

Activity - LDC Mini-Task Bank Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers at each school will collaborate to develop a school-wide bank of LDC mini-tasks, which will provide "stand-alone" lessons outside of a module that can help sharpen students' literacy skills. In addition, developing the bank will identify best teaching practices to be utilized at regular, consistent intervals between modules. The intentional embedding of specific mini-tasks will ensure that students continue to receive explicit instruction and support on an on-going basis across content areas and grade levels.  Schools: All Schools	Other - Best Practices in Instruction, Professional Learning, Direct Instruction	01/01/2016	01/01/2017	\$0	No Funding Required	District Office Administrators, School Principals
Activity - LDC Science Module Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will develop at least two LDC modules per grade level district-wide. These modules will build students' literacy skills, along with their understanding of science. Modules will be aligned to Kentucky's new academic standards for science.  Schools: All Schools	Other - Best Practices in Instruction, Professional Learning, Direct Instruction	01/01/2016	01/01/2017	\$1500	Grant Funds	District Office Administrators, School Principals
Activity - Continued LDC Professional Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will continue to receive job-embedded training on writing/teaching LDC modules, as well as training over effective coaching techniques, once they have written and taught their first module. This will be on-going as determined by support needed throughout the school district.  Schools: All Schools	Professional Learning	01/01/2016	01/01/2017	\$1500	Grant Funds	District Office Administrator s, School Principals
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### Strategy 2:

Build Number Sense - Teachers will be engaged in professional learning opportunities that develop their students' math reasoning and problem-solving skills. Utilizing resources provided through the Instructional Transformation Grant, and that of outside trainers, teachers will receive continued training on formative assessment in mathematics. Teachers will implement formative assessment lessons, which will help identify student misconceptions and develop a deeper understanding of mathematical concepts, reasoning, and number sense.

Category: Other - High-quality instructional tools and professional support services

Research Cited: Bill & Melinda Gates Foundation

Activity - Math Design Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In accordance with the Instructional Transformation Grant, teachers will work with KDE math consultants, Renee' Yates and Kelly Stidham, as well as effectiveness coach, Wayne Stevens, to continue training and implementation of formative assessment lessons as part of our school district's MDC work. This continued work will lead to a deeper understanding of teaching mathematical concepts and identifying misconceptions of students in the classrooms.  Schools: All Schools	Other - Best Practices in Instruction, Professional Learning, Direct Instruction	01/01/2016	01/01/2017	\$1500	Grant Funds	District Office Administrator s, School Principals

Activity - Number Talks Professional Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school district will continue to work with Elizabeth Konecni, educational consultant, to complete follow-up training with K-2 teachers on developing "number talks" with students in their classrooms. Additional training will also be offered to math teachers in grades 3-5.  Schools: Ponderosa Elementary School, Cannonsburg Elementary School, Summit Elementary School, Catlettsburg Elementary School	Other - Best Practices in Instruction, Professional Learning, Direct Instruction	01/01/2016	01/01/2017	\$3500	Other	District Office Staff, School Principals

**Goal 2: 2015-2016 CCR: Increase the percentage of students who are college and career ready from 59.4% in 2013-2014 to 79.7% by 2019..**

**Measurable Objective 1:**

collaborate to increase the college and career readiness percentage from 70.4% to 71.58% by 05/31/2016 as measured by the Unbridled Learning Accountability Model.

**Strategy 1:**

College and Career Advising - An increased focus on intentional college and career planning throughout middle school will be outlined through the work of a district-wide team created to design a plan (starting at sixth grade) to increase student awareness of college and career opportunities available after graduating high school.

Category: Career Readiness Pathways

Research Cited: American Counseling Association, US Department of Education

Activity - CCR/ILP Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of identified individuals from the middle school, high school, and district office will work together to create a fluid College-and-Career Readiness Plan that identifies steps to College-and-Career Readiness beginning at sixth grade through grade 12. This plan will include the implementation of the ILP at all levels.  Schools: Boyd County Career and Technical Education Center, Boyd County High School, Boyd County Middle School	Career Preparation/Orientation, Academic Support Program	01/01/2016	01/01/2017	\$0	No Funding Required	District Office Administrator s, School Principals

**Goal 3: 2015-2016 Graduation Rate: Increase the average 4-year cohort graduation rate from 94.5% to 98% by 2024.**

**Measurable Objective 1:**

collaborate to increase the cohort graduation rate from 94.5% to 95.2% by 05/31/2016 as measured by the Unbridled Learning Accountability Model.

**Strategy 1:**

Targeted Intervention - Cognitive and Non-Cognitive Data for students, such as attendance, behavior, academic performance and retention will be provided by the Persistence to Graduation component of Infinite Campus. Other relevant data, such as state assessment results, STAR diagnostic data, kindergarten screener data, teacher referrals, FRYSC data sets, etc. may be additionally utilized to identify students in need of special interventions to increase the likelihood of graduating from high school on-time.

Category: Persistence to Graduation

Research Cited: Hattie: Influences on Achievement

Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Schools will identify students at-risk for not graduating on time through resources such as the Persistence to Graduation Tool, teacher referrals, FRYSC data, state assessment and on-going diagnostic screening data. Students will be placed with an identified mentor (someone other than one of their teachers), who will meet with them on a weekly basis. The mentor will help the student to set academic and/or behavioral goals. The mentor will also be charged with making positive contacts home to the student's family. Data will be collected throughout the school year to track the effectiveness of the mentoring activities.</p>	<p>Academic Support Program</p>	<p>01/01/2016</p>	<p>01/01/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>District Office Administrator s, School Principals, School Counselors</p>
<p>Schools: All Schools</p>						

**Goal 4: 2015-2016 Novice Reduction: Decrease the percent of novice in individual student groups and the non-duplicated gap group by 50% over 5 years.**

**Measurable Objective 1:**

collaborate to to decrease the percent of novice by 10% in individual student groups and the non-duplicated gap group by 05/31/2016 as measured by the annual novice reduction targets.

**Strategy 1:**

Targeted Intervention - School/district leadership will analyze our current intervention system to determine what best practice components we have in place or we need to implement in order to ensure an effective multi-tiered intervention system is in place within the Boyd County Public School System.

Category: Integrated Methods for Learning

Research Cited: John Hattie: Influences on Achievement, National Center on Response to Intervention

Activity - Evaluation of Intervention Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All school/district leaders (with feedback from teaching faculty/staff) will examine the intervention resources available to them at the school and/or district. They will evaluate these resources based on how well they feel the resources will address the needs of the students (based on assessment analysis).</p>	<p>Academic Support Program</p>	<p>01/01/2016</p>	<p>01/01/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>District Office Administrator s, School Principals</p>
<p>Schools: All Schools</p>						

Activity - Development of Intervention Service Cut Scores/Benchmarks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The school/district leadership will collaborate to determine cut scores and benchmark scores for how to place students into intervention service tiers AND established rules for exiting and moving between tiers.</p>	<p>Academic Support Program</p>	<p>01/01/2016</p>	<p>01/01/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>District Office Administrator s, School Principals</p>
<p>Schools: All Schools</p>						

## KDE Comprehensive Improvement Plan for Districts

Boyd County

Activity - Teacher Professional Learning on Differentiation and Closing the Achievement Gap	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In response to state/district assessment data, as well as district-wide TELL survey data, additional professional learning opportunities addressing the need for closing the achievement gap through differentiation will be provided to teachers. The outcome projection is that school staff will understand the need for differentiation and responsive teaching, which will aide in closing the achievement gap and novice reduction.  Schools: All Schools	Professional Learning	01/01/2016	01/01/2017	\$3500	General Fund	District Office Administrators, School Principals

### Strategy 2:

Increase Student Engagement - The school district will analyze available data to pinpoint areas of decreased student engagement. Cognitive and non-cognitive data including, but not limited to, student voice surveys, state assessment data, on-going screening data, district/school walk-through data and the Persistence to Graduation Tool will be utilized to guide professional learning needs for teachers as well as identify areas of school culture that may need to be improved in order to increase student engagement and maximize the impact on learning.

Category: Learning Systems

Research Cited: John Hattie-Visible Learning, International Center for Leadership Education

Activity - Student Engagement Walk-throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As the district student engagement walk-through template is finalized, school-level walk-throughs will be conducted by District Office administrators. District and school-level walk-through data will be shared and discussed with principals in order to provide feedback. This on-going data review and feedback will allow schools to further target areas of need for professional learning and continuous improvement.  Schools: All Schools	Other - Continuous Improvement	01/01/2016	01/01/2017	\$0	No Funding Required	District Office Administrators, School Principals

## Goal 5: 2015-2016 Writing: Increase achievement for all student groups scoring proficient or higher in writing to 70.1% for elementary students, 76.1% for middle school, and 69.5% for high school by 2019..

### Measurable Objective 1:

collaborate to to increase the overall writing from 48.3% to 52.1% for elementary students, 45.6% to 61.7% for middle school, and 46.3% to 51.2% for high school by 05/31/2016 as measured by the K-PREP assessment.

**Strategy 1:**

Developing and Organizing Ideas in Writing - The district will focus on identifying strategies for developing and organizing ideas in writing in order to help increase On-Demand Writing scores.

Category: Learning Systems

Research Cited: KY ODW Rubric, Robert J. Marzano, Charlotte Danielson

Activity - Implementation of Common Writing Graphic Organizers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District and school leadership will continue to support teachers in the district-wide implementation of the common writing graphic organizer that has been created. Teacher leaders may be recruited to train other teachers on how to use the graphic organizer, as well as how to adapt it at each grade level. As teachers create LDC mini-task banks for each grade level, writing graphic organizers will be identified, which can be used across the school year to aide students in organizing and developing ideas for their writing pieces. The implementation of the district-wide graphic organizer and the identification of common writing mini-tasks at each grade level will ensure that teachers and students have a shared vocabulary and are implementing consistent writing strategies district-wide.</p> <p>Schools: All Schools</p>	<p>Other - Best Practices in Instruction, Professional Learning, Direct Instruction</p>	<p>01/01/2016</p>	<p>01/01/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>District Office Administrator s, School Principals</p>

**Goal 6: 2015-2016 Achievement Gap- Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group to 70.8% for elementary students, 68% for middle school, and 62.4% for high school by 2019.**

**Measurable Objective 1:**

collaborate to to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.3% to 53.3% for elementary students, 37.1% to 48.7% for middle school students, and 47.1% to 47.3% for high school students by 05/31/2016 as measured by the Unbridled Learning Accountability Model.

**Strategy 1:**

Data Analysis - The school district will use STAR assessments to gather actionable data, which will be used throughout the school year at the school and district levels. STAR data will allow teachers to progress monitor students by tracking growth, which allows for further individualized instruction to accelerate learning for all students. Further use of the STAR data includes identifying mastery of state standards, predicting outcomes on state assessments, and using the provided instructional resources.

Category: Other - On-going Monitoring

# KDE Comprehensive Improvement Plan for Districts

Boyd County

Research Cited: National Center on Response to Intervention, National Dropout Center Prevention, Research Foundation for STAR Assessments, Assessment Training Institute

Activity - Use of STAR Reports and Instructional Planning Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All students will be screened during the district-wide STAR screening windows throughout the school year. STAR screening reports will be generated at the conclusion of each screening window to identify students below benchmark, needing additional interventions. After each STAR screening window, teachers will group students based on STAR scale scores, using the Instructional Planning Report and State Standards Report to provide targeted instruction for students below benchmark, at benchmark, and above benchmark. Core Progress for Reading and Math will be utilized in order to differentiate instruction to meet the needs of all students.</p> <p>Schools: All Schools</p>	Academic Support Program	01/01/2016	01/01/2017	\$40000	General Fund	District Office Administrators, School Principals
Activity - STAR Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will receive on-going STAR assessment professional learning through PLCs and district professional learning opportunities in order to provide continued support for implementation of the chosen district-wide screening tool.</p> <p>Schools: All Schools</p>	Professional Learning	01/01/2016	01/01/2017	\$0	No Funding Required	District Administrators, School Principals
Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>STAR assessments will be used to identify students needing targeted interventions in reading and mathematics. Teachers will use the screening tool to monitor the impact of identified interventions between screening windows. This will allow teachers to adjust interventions based upon growth data. The district will also monitor students scoring below benchmark at each screening window in order to "name and claim" at-risk students.</p> <p>Schools: All Schools</p>	Academic Support Program	01/01/2016	01/01/2017	\$40000	General Fund	District Office Administrators, School Principals

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Continued LDC Professional Learning Opportunities	Teachers will continue to receive job-embedded training on writing/teaching LDC modules, as well as training over effective coaching techniques, once they have written and taught their first module. This will be on-going as determined by support needed throughout the school district.	Professional Learning	01/01/2016	01/01/2017	\$1500	District Office Administrator s, School Principals
LDC Science Module Development	Science teachers will develop at least two LDC modules per grade level district-wide. These modules will build students' literacy skills, along with their understanding of science. Modules will be aligned to Kentucky's new academic standards for science.	Other - Best Practices in Instruction, Professional Learning, Direct Instruction	01/01/2016	01/01/2017	\$1500	District Office Administrator s, School Principals
Math Design Collaborative	In accordance with the Instructional Transformation Grant, teachers will work with KDE math consultants, Renee' Yates and Kelly Stidham, as well as effectiveness coach, Wayne Stevens, to continue training and implementation of formative assessment lessons as part of our school district's MDC work. This continued work will lead to a deeper understanding of teaching mathematical concepts and identifying misconceptions of students in the classrooms.	Other - Best Practices in Instruction, Professional Learning, Direct Instruction	01/01/2016	01/01/2017	\$1500	District Office Administrator s, School Principals
<b>Total</b>					<b>\$4500</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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# KDE Comprehensive Improvement Plan for Districts

Boyd County

Implementation of Common Writing Graphic Organizers	District and school leadership will continue to support teachers in the district-wide implementation of the common writing graphic organizer that has been created. Teacher leaders may be recruited to train other teachers on how to use the graphic organizer, as well as how to adapt it at each grade level. As teachers create LDC mini-task banks for each grade level, writing graphic organizers will be identified, which can be used across the school year to aide students in organizing and developing ideas for their writing pieces. The implementation of the district-wide graphic organizer and the identification of common writing mini-tasks at each grade level will ensure that teachers and students have a shared vocabulary and are implementing consistent writing strategies district-wide.	Other - Best Practices in Instruction, Professional Learning, Direct Instruction	01/01/2016	01/01/2017	\$0	District Office Administrators, School Principals
Student Engagement Walk-throughs	As the district student engagement walk-through template is finalized, school-level walk-throughs will be conducted by District Office administrators. District and school-level walk-through data will be shared and discussed with principals in order to provide feedback. This on-going data review and feedback will allow schools to further target areas of need for professional learning and continuous improvement.	Other - Continuous Improvement	01/01/2016	01/01/2017	\$0	District Office Administrators, School Principals
CCR/ILP Implementation	A team of identified individuals from the middle school, high school, and district office will work together to create a fluid College-and-Career Readiness Plan that identifies steps to College-and-Career Readiness beginning at sixth grade through grade 12. This plan will include the implementation of the ILP at all levels.	Career Preparation/Orientation, Academic Support Program	01/01/2016	01/01/2017	\$0	District Office Administrators, School Principals
STAR Training	Teachers will receive on-going STAR assessment professional learning through PLCs and district professional learning opportunities in order to provide continued support for implementation of the chosen district-wide screening tool.	Professional Learning	01/01/2016	01/01/2017	\$0	District Administrators, School Principals
Evaluation of Intervention Resources	All school/district leaders (with feedback from teaching faculty/staff) will examine the intervention resources available to them at the school and/or district. They will evaluate these resources based on how well they feel the resources will address the needs of the students (based on assessment analysis).	Academic Support Program	01/01/2016	01/01/2017	\$0	District Office Administrators, School Principals
Mentoring	Schools will identify students at-risk for not graduating on time through resources such as the Persistence to Graduation Tool, teacher referrals, FRYSC data, state assessment and on-going diagnostic screening data. Students will be placed with an identified mentor (someone other than one of their teachers), who will meet with them on a weekly basis. The mentor will help the student to set academic and/or behavioral goals. The mentor will also be charged with making positive contacts home to the student's family. Data will be collected throughout the school year to track the effectiveness of the mentoring activities.	Academic Support Program	01/01/2016	01/01/2017	\$0	District Office Administrators, School Principals, School Counselors

# KDE Comprehensive Improvement Plan for Districts

Boyd County

LDC Mini-Task Bank Development	Teachers at each school will collaborate to develop a school-wide bank of LDC mini-tasks, which will provide "stand-alone" lessons outside of a module that can help sharpen students' literacy skills. In addition, developing the bank will identify best teaching practices to be utilized at regular, consistent intervals between modules. The intentional embedding of specific mini-tasks will ensure that students continue to receive explicit instruction and support on an on-going basis across content areas and grade levels.	Other - Best Practices in Instruction, Professional Learning, Direct Instruction	01/01/2016	01/01/2017	\$0	District Office Administrator s, School Principals
Development of Intervention Service Cut Scores/Benchmarks	The school/district leadership will collaborate to determine cut scores and benchmark scores for how to place students into intervention service tiers AND established rules for exiting and moving between tiers.	Academic Support Program	01/01/2016	01/01/2017	\$0	District Office Administrator s, School Principals
<b>Total</b>					<b>\$0</b>	

## General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Professional Learning on Differentiation and Closing the Achievement Gap	In response to state/district assessment data, as well as district-wide TELL survey data, additional professional learning opportunities addressing the need for closing the achievement gap through differentiation will be provided to teachers. The outcome projection is that school staff will understand the need for differentiation and responsive teaching, which will aide in closing the achievement gap and novice reduction.	Professional Learning	01/01/2016	01/01/2017	\$3500	District Office Administrator s, School Principals
Use of STAR Reports and Instructional Planning Resources	All students will be screened during the district-wide STAR screening windows throughout the school year. STAR screening reports will be generated at the conclusion of each screening window to identify students below benchmark, needing additional interventions. After each STAR screening window, teachers will group students based on STAR scale scores, using the Instructional Planning Report and State Standards Report to provide targeted instruction for students below benchmark, at benchmark, and above benchmark. Core Progress for Reading and Math will be utilized in order to differentiate instruction to meet the needs of all students.	Academic Support Program	01/01/2016	01/01/2017	\$40000	District Office Administrator s, School Principals
Progress Monitoring	STAR assessments will be used to identify students needing targeted interventions in reading and mathematics. Teachers will use the screening tool to monitor the impact of identified interventions between screening windows. This will allow teachers to adjust interventions based upon growth data. The district will also monitor students scoring below benchmark at each screening window in order to "name and claim" at-risk students.	Academic Support Program	01/01/2016	01/01/2017	\$40000	District Office Administrator s, School Principals
<b>Total</b>					<b>\$83500</b>	

**KDE Comprehensive Improvement Plan for Districts**

Boyd County

**Other**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Number Talks Professional Learning Opportunities	The school district will continue to work with Elizabeth Konecni, educational consultant, to complete follow-up training with K-2 teachers on developing "number talks" with students in their classrooms. Additional training will also be offered to math teachers in grades 3-5.	Other - Best Practices in Instruction, Professional Learning, Direct Instruction	01/01/2016	01/01/2017	\$3500	District Office Staff, School Principals
<b>Total</b>					\$3500	

## Activity Summary by School

Below is a breakdown of activity by school.

### All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
LDC Mini-Task Bank Development	Teachers at each school will collaborate to develop a school-wide bank of LDC mini-tasks, which will provide "stand-alone" lessons outside of a module that can help sharpen students' literacy skills. In addition, developing the bank will identify best teaching practices to be utilized at regular, consistent intervals between modules. The intentional embedding of specific mini-tasks will ensure that students continue to receive explicit instruction and support on an on-going basis across content areas and grade levels.	Other - Best Practices in Instruction, Professional Learning, Direct Instruction	01/01/2016	01/01/2017	\$0	District Office Administrator s, School Principals
LDC Science Module Development	Science teachers will develop at least two LDC modules per grade level district-wide. These modules will build students' literacy skills, along with their understanding of science. Modules will be aligned to Kentucky's new academic standards for science.	Other - Best Practices in Instruction, Professional Learning, Direct Instruction	01/01/2016	01/01/2017	\$1500	District Office Administrator s, School Principals
Continued LDC Professional Learning Opportunities	Teachers will continue to receive job-embedded training on writing/teaching LDC modules, as well as training over effective coaching techniques, once they have written and taught their first module. This will be on-going as determined by support needed throughout the school district.	Professional Learning	01/01/2016	01/01/2017	\$1500	District Office Administrator s, School Principals
Math Design Collaborative	In accordance with the Instructional Transformation Grant, teachers will work with KDE math consultants, Renee' Yates and Kelly Stidham, as well as effectiveness coach, Wayne Stevens, to continue training and implementation of formative assessment lessons as part of our school district's MDC work. This continued work will lead to a deeper understanding of teaching mathematical concepts and identifying misconceptions of students in the classrooms.	Other - Best Practices in Instruction, Professional Learning, Direct Instruction	01/01/2016	01/01/2017	\$1500	District Office Administrator s, School Principals

# KDE Comprehensive Improvement Plan for Districts

Boyd County

Mentoring	Schools will identify students at-risk for not graduating on time through resources such as the Persistence to Graduation Tool, teacher referrals, FRYSC data, state assessment and on-going diagnostic screening data. Students will be placed with an identified mentor (someone other than one of their teachers), who will meet with them on a weekly basis. The mentor will help the student to set academic and/or behavioral goals. The mentor will also be charged with making positive contacts home to the student's family. Data will be collected throughout the school year to track the effectiveness of the mentoring activities.	Academic Support Program	01/01/2016	01/01/2017	\$0	District Office Administrators, School Principals, School Counselors
Evaluation of Intervention Resources	All school/district leaders (with feedback from teaching faculty/staff) will examine the intervention resources available to them at the school and/or district. They will evaluate these resources based on how well they feel the resources will address the needs of the students (based on assessment analysis).	Academic Support Program	01/01/2016	01/01/2017	\$0	District Office Administrators, School Principals
Development of Intervention Service Cut Scores/Benchmarks	The school/district leadership will collaborate to determine cut scores and benchmark scores for how to place students into intervention service tiers AND established rules for exiting and moving between tiers.	Academic Support Program	01/01/2016	01/01/2017	\$0	District Office Administrators, School Principals
Teacher Professional Learning on Differentiation and Closing the Achievement Gap	In response to state/district assessment data, as well as district-wide TELL survey data, additional professional learning opportunities addressing the need for closing the achievement gap through differentiation will be provided to teachers. The outcome projection is that school staff will understand the need for differentiation and responsive teaching, which will aide in closing the achievement gap and novice reduction.	Professional Learning	01/01/2016	01/01/2017	\$3500	District Office Administrators, School Principals
Student Engagement Walk-throughs	As the district student engagement walk-through template is finalized, school-level walk-throughs will be conducted by District Office administrators. District and school-level walk-through data will be shared and discussed with principals in order to provide feedback. This on-going data review and feedback will allow schools to further target areas of need for professional learning and continuous improvement.	Other - Continuous Improvement	01/01/2016	01/01/2017	\$0	District Office Administrators, School Principals
Use of STAR Reports and Instructional Planning Resources	All students will be screened during the district-wide STAR screening windows throughout the school year. STAR screening reports will be generated at the conclusion of each screening window to identify students below benchmark, needing additional interventions. After each STAR screening window, teachers will group students based on STAR scale scores, using the Instructional Planning Report and State Standards Report to provide targeted instruction for students below benchmark, at benchmark, and above benchmark. Core Progress for Reading and Math will be utilized in order to differentiate instruction to meet the needs of all students.	Academic Support Program	01/01/2016	01/01/2017	\$40000	District Office Administrators, School Principals

# KDE Comprehensive Improvement Plan for Districts

Boyd County

STAR Training	Teachers will receive on-going STAR assessment professional learning through PLCs and district professional learning opportunities in order to provide continued support for implementation of the chosen district-wide screening tool.	Professional Learning	01/01/2016	01/01/2017	\$0	District Administrator s, School Principals
Progress Monitoring	STAR assessments will be used to identify students needing targeted interventions in reading and mathematics. Teachers will use the screening tool to monitor the impact of identified interventions between screening windows. This will allow teachers to adjust interventions based upon growth data. The district will also monitor students scoring below benchmark at each screening window in order to "name and claim" at-risk students.	Academic Support Program	01/01/2016	01/01/2017	\$40000	District Office Administrator s, School Principals
Implementation of Common Writing Graphic Organizers	District and school leadership will continue to support teachers in the district-wide implementation of the common writing graphic organizer that has been created. Teacher leaders may be recruited to train other teachers on how to use the graphic organizer, as well as how to adapt it at each grade level. As teachers create LDC mini-task banks for each grade level, writing graphic organizers will be identified, which can be used across the school year to aide students in organizing and developing ideas for their writing pieces. The implementation of the district-wide graphic organizer and the identification of common writing mini-tasks at each grade level will ensure that teachers and students have a shared vocabulary and are implementing consistent writing strategies district-wide.	Other - Best Practices in Instruction, Professional Learning, Direct Instruction	01/01/2016	01/01/2017	\$0	District Office Administrator s, School Principals
<b>Total</b>					<b>\$88000</b>	

## Summit Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Number Talks Professional Learning Opportunities	The school district will continue to work with Elizabeth Konecni, educational consultant, to complete follow-up training with K-2 teachers on developing "number talks" with students in their classrooms. Additional training will also be offered to math teachers in grades 3-5.	Other - Best Practices in Instruction, Professional Learning, Direct Instruction	01/01/2016	01/01/2017	\$3500	District Office Staff, School Principals
<b>Total</b>					<b>\$3500</b>	

## Ponderosa Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**KDE Comprehensive Improvement Plan for Districts**

Boyd County

Number Talks Professional Learning Opportunities	The school district will continue to work with Elizabeth Konecni, educational consultant, to complete follow-up training with K-2 teachers on developing "number talks" with students in their classrooms. Additional training will also be offered to math teachers in grades 3-5.	Other - Best Practices in Instruction, Professional Learning, Direct Instruction	01/01/2016	01/01/2017	\$3500	District Office Staff, School Principals
<b>Total</b>					\$3500	

**Catlettsburg Elementary School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Number Talks Professional Learning Opportunities	The school district will continue to work with Elizabeth Konecni, educational consultant, to complete follow-up training with K-2 teachers on developing "number talks" with students in their classrooms. Additional training will also be offered to math teachers in grades 3-5.	Other - Best Practices in Instruction, Professional Learning, Direct Instruction	01/01/2016	01/01/2017	\$3500	District Office Staff, School Principals
<b>Total</b>					\$3500	

**Cannonsburg Elementary School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Number Talks Professional Learning Opportunities	The school district will continue to work with Elizabeth Konecni, educational consultant, to complete follow-up training with K-2 teachers on developing "number talks" with students in their classrooms. Additional training will also be offered to math teachers in grades 3-5.	Other - Best Practices in Instruction, Professional Learning, Direct Instruction	01/01/2016	01/01/2017	\$3500	District Office Staff, School Principals
<b>Total</b>					\$3500	

**Boyd County Middle School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CCR/ILP Implementation	A team of identified individuals from the middle school, high school, and district office will work together to create a fluid College-and-Career Readiness Plan that identifies steps to College-and-Career Readiness beginning at sixth grade through grade 12. This plan will include the implementation of the ILP at all levels.	Career Preparation/Orientation, Academic Support Program	01/01/2016	01/01/2017	\$0	District Office Administrators, School Principals
<b>Total</b>					\$0	

**KDE Comprehensive Improvement Plan for Districts**

Boyd County

**Boyd County High School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CCR/ILP Implementation	A team of identified individuals from the middle school, high school, and district office will work together to create a fluid College-and-Career Readiness Plan that identifies steps to College-and-Career Readiness beginning at sixth grade through grade 12. This plan will include the implementation of the ILP at all levels.	Career Preparation/Orientation, Academic Support Program	01/01/2016	01/01/2017	\$0	District Office Administrator s, School Principals
<b>Total</b>					\$0	

**Boyd County Career and Technical Education Center**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CCR/ILP Implementation	A team of identified individuals from the middle school, high school, and district office will work together to create a fluid College-and-Career Readiness Plan that identifies steps to College-and-Career Readiness beginning at sixth grade through grade 12. This plan will include the implementation of the ILP at all levels.	Career Preparation/Orientation, Academic Support Program	01/01/2016	01/01/2017	\$0	District Office Administrator s, School Principals
<b>Total</b>					\$0	

# **KDE Needs Assessment**

## **Introduction**

The purpose of the School District (system) Needs Assessment is to use data and information to prioritize allocation of resources and activities.

## Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?  
What does the data/information not tell you?**

Multiple forms of data and information were available for review and analyze when preparing our District Improvement Plan. The K-PREP state assessment, CCR (PLAN, EXPLORE, ACT, and other college/career readiness exams) data, Program Review Data, STAR data are sources of information that allow us to closely monitor student achievement. In addition, non-academic data, such as attendance, retention, PGES, equity, and the Kentucky TELL survey provide additional information. Walk-through data provides a picture of our instruction and assessment practices in classrooms throughout the district. Also essential in the planning process is an awareness of budgetary concerns. Information has been provided by our district Finance Department during school board meetings, District Leadership meetings and Principal PLC meetings, so that we may take this information into consideration during continuous improvement planning. These resources provide information concerning the major areas addressed in Kentucky's Unbridled Learning Accountability Model.

Through data analysis, it is apparent that our school district is progressing overall. Ponderosa Elementary continues to hold a Distinguished school classification, additionally being named a School of Distinction as a result of 2014-2015 state assessment results. Catlettsburg Elementary has also earned a Distinguished school classification and is considered to be a High Progressing school. Boyd County High School has recently been named a Proficient school, while our school district remains at Proficient overall. Even though we are seeing gains, some of the gains are not as large as we would like to see, nor are we progressing as quickly as we would like in certain areas.

Analysis of TELL survey data highlights teachers' need for more professional learning opportunities involving differentiation strategies, closing the achievement gap, technology integration and student assessment. This analysis led to many of the strategies and activities that were integrated into our district and school improvement plans. Coupled with the TELL survey data, as we dug deeper into our state assessment data, we found that our students with disabilities were performing well below their peers in most areas. Therefore, we knew that we needed to make it a priority to focus on response to intervention, as well as strategies for differentiation and closing the achievement gap.

District-wide data analysis shows that after leaving elementary school, student proficiency in reading and writing begins to decrease. We will make it a priority to focus on reading and writing by including all teachers in the Literacy Design Collaborative, which is a part of our work as a Commonwealth Acceleration Model Site. Teachers will continue work with a district-wide common writing graphic organizers that can be utilized and built upon at all grade-levels, in order to provide students with consistency as they transition from grade to grade. In addition, teachers will begin to identify reading and writing mini-tasks that they will utilize throughout the school year as a "bank" of best practices for teaching reading and writing. Our school district will increase professional learning opportunities that provide an in-depth look at writing standards and provide teachers with strategies for teaching real-world writing skills.

Data analysis also shows that mathematics is an area of concern. A continued focus on teaching students to think mathematically and become problem-solvers is vital for improving academic achievement and ensuring that students leave our school system college and career ready. Analysis of End-of-Course Algebra data raised concerns in our high school math department, due to the amount of students scoring Novice and Apprentice during the 2013-2014 school year. This prompted work to begin with our school district's assistant superintendent of curriculum and instruction and Morehead State University correspondent, Rebecca Roach. Teachers have collaborated to realign the curriculum and analyze assessment questions to identify rigor and relevance within their day-to-day teaching. All teachers in the district will continue working with Renee' Yates, math consultant, as part of the District Transformation Grant that we received. This work will include being a part of the Math Design Collaborative, which focuses on formative assessment in the mathematics classroom.

When examining our district-wide programs and support, we scored proficient in almost all areas. Areas that can continue to be focused upon include high school writing and arts & humanities at the elementary level. In addition, we are focusing on learning about the Global Competency/World Language Program Review by working with Program Review Leads to analyze the rubric and share evidence collection ideas. We have also seen a need for increased training on the Program Review process. Fall training sessions have been conducted with all Program Review Leads and building principals. In addition, the leads have met with their staff to put procedures into place at each school. Program Review Leads meet at a district level throughout the school year and receive feedback addressing evidence that is uploaded to the district server.

Our data tells us that we are progressing, but not quite at the rate that we would like to see. We have been able to pinpoint areas of strength and weakness, in order to better prepare our students for life, while moving toward a Distinguished school district classification.

## Areas of Strengths

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

Our personnel is a district strength. Several staff members have been recognized nationally and statewide for their professional accomplishments. TELL survey results revealed that ninety-five percent of our district staff report they are encouraged to try new things to improve instruction, while a higher percentage than the state average feel they are provided with the autonomy to make decisions about instructional delivery. Our district has modeled this acceptance of innovation by encouraging teachers to present at local, state, and national conferences. We offer leadership opportunities through our District Leadership Team, content and program review lead opportunities, encouragement to obtain National Board Certification, and identifying career pathways for our teachers to fulfill.

We also acknowledge and celebrate servant leadership in our school district with the monthly award that was inspired by The Fred Factor book. Staff members, from across the school district, nominate individuals based on specific criteria outlined by the book's author. At the monthly board of education meetings, a "Fred," as well as all other nominees, are recognized. Certificates are presented to all nominees, while the "Fred" of the month receives a framed certificate and a copy of the book. Our school district is fully aware that our success is linked to the satisfaction and effectiveness of our staff members. Therefore, we want to continue to encourage every employee to go above and beyond every day in order to turn ordinary moments into extraordinary moments.

In the fall of 2006, our district began a Professional Learning Communities initiative which has proven essential in the implementation of current changes, such as the implementation of Common Core Standards, the roll-out of new science standards, the new additions in program reviews, the application of the professional growth and effectiveness system, and continued collaboration as all of the pieces of Kentucky's Unbridled Learning Accountability Model are put into place. The structure of Professional Learning Communities has enabled us to embrace the emphasis on learning, collaboration, and data-driven instruction. In order to move forward as the Leader in Learning, we continue to grow our PLC concept by ensuring that teachers have protected time to collaborate and providing more time for teachers across the district and across grade-levels to work together, as well. We have extended this concept into our Principal Meetings, which now have a weekly academic focus, instead of only focusing on housekeeping items as we have in the past.

We are very proud that both Catlettsburg Elementary and Cannonsburg Elementary have begun implementation of "The Leader in Me," which is inspired by Stephen Covey's "7 Habits of Highly Effective People." Additionally, Ponderosa Elementary has received the Empowering Effective Educators (E3) Grant, which provides schools with funds to design and implement a teacher leadership structure that addresses the needs of building capacity of staff and recognizing the impact of teacher leaders on continuous improvement of schools. They are using the grant funds to implement a concept they call Innovation Days. As noted previously, we also have two elementary schools currently identified as Distinguished, while our high school and school district are classified as Proficient. Traditionally, our district has celebrated student achievement upon release of the Kentucky assessment results with the "March of the Lion's Pride." All proficient and distinguished students in grades 3-12 have been honored in a community-wide celebration at halftime of a home football game. In addition, individual schools conduct celebrations of their own. We have also celebrated through the purchase of banners and plaques to be displayed at schools when they reach Proficient classification or above.

Our College-and-Career Readiness score has had huge gains over the past couple of years, increasing from 23% during the 2010-2011 school year to over 70% for the 2014-2015 school year. To continue this trend, the district will encourage increasing student participation in Career Preparation Programs and transition, not only for high school and middle school students, but also involving elementary students in SY 2015-2016

our college and/or career initiative through college visits, career days, Operation Preparation, career exploration classes and the Reality Store activity sponsored by the Boyd County Extension Service.

In addition, we have been named a recipient of the District Instructional Transformation Grant. As a grantee, Boyd County Public Schools has been given access to math and literacy consultants, while having the opportunity to learn more about the Literacy Design Collaborative and Math Design Collaborative strategies for implementing the KY Core Academic Standards (KCAS) and progressing students to College and Career Readiness. The grant not only assists our school district in implementing strategies for successful implementation of the KCAS, but also focuses on growing teacher leaders and building internal capacity through identified leadership pathways. Support systems within the Professional Growth and Effectiveness System have been utilized in order to ensure that successful, effective teachers and leaders are in every school building.

We continue to have strong links to our community through an award-winning public relations program, as well as teacher and school websites, Twitter accounts, school newsletters, school and district iPad and iPhone apps, our district calendar, and Honeywell Instant Alert System. Most recently, as referenced in our Executive Summary, we were named the Best School District as a result of the Reader's Choice Awards provided by the Ashland Daily Independent.

It is a priority for our school district to prepare our students to enter a diverse society with the skill-set necessary to succeed. In order to sustain our areas of strength, we realize that we must put time, effort, and finances toward instructional materials, professional learning opportunities, staff/student celebrations, and collaborative efforts that will build and increase teacher leader and administrator capacity.

## Opportunities for Improvement

### What were areas in need of improvement? What plans are you making to improve the areas of need?

Although improvement in mathematics is noted through data disaggregation of K-PREP and on-going state and school-level formative assessments, district initiatives in closing the gap in mathematics and increasing growth in scores are a focus for improvement. As noted in the accompanying district improvement plan, STAR assessments will provide data for progress monitoring in those areas. Refined intervention strategies and processes, as well as examination and improvement in instructional strategies in mathematics are areas for improvement. The school district will support teachers by developing a daily mathematics framework that encourages differentiation, increases student engagement, and fosters a deeper learning that develops students' abilities to reason, understand and apply mathematical concepts. Furthermore, committees of teachers have worked together to create, implement, and refine district-wide mathematics benchmark assessments, which will narrow our focus on specific skills where students may be lacking or excelling, in order to provide targeted interventions and extensions. Our school district also plans for teachers to continue work with KDE math consultant, Renee' Yates, to develop embedded formative assessments that will lead to a deeper understanding of mathematical concepts through the Mathematics Design Collaborative.

In response to findings from data analysis, reading and writing instruction will be a targeted areas of improvement across the school district. Teachers continue to build LDC modules in order to create literacy-rich experiences for students across content areas. Our LDC experiences will be extended by providing teachers, who have written and taught at least one LDC module, the opportunity to become coaches for teachers new to the LDC process. In addition, teachers will work together to identify grade-level "banks" of LDC mini-tasks to be utilized throughout the school year as best teaching practices in reading and writing. To further extend this work into other content areas, teachers will create LDC modules centered around Kentucky's new science standards. District Leadership will continue to focus on developing a common approach to teaching writing across grade levels and content areas through common graphic organizers and writing strategies.

In order to close the achievement gap, our school district also has plans to increase teacher's knowledge and implementation of response to intervention and differentiated teaching strategies. Our strategies and activities will involve revisions to our District RTI Plan, as well as increased conversations with building leaders about benchmark expectations for moving between Tiers. We would like to offer our teachers additional training in co-teaching, differentiation techniques, and strategies for closing the achievement gap due to identification of these needs through state assessment data analysis and teacher input from TELL survey feedback.

A 2013 team visit from the Southern Association of Colleges and Schools resulted in four areas being designated for improvement.

Below are the identified areas, as well as how our district is addressing each of them:

1. Implementation of a continuous improvement process at the system level.

Our school district has worked tirelessly to address these areas of improvement. Maintaining a focus on the continuous improvement process has remained fresh in our minds, as we have implemented weekly academic-focused Principal PLC meetings. We also keep improvement as a focus through periodic Implementation and Impact Checks. These notes are added to the activities, which we have identified to help meet each of our objectives for improving our school district's overall performance. Stakeholder meetings and on-going dialogue with the school board ensure that all stakeholders are fully engaged in the on-going improvement process.

## 2. Development of a teacher mentoring program.

BCPS began to develop a district-wide teacher mentoring program during the 2013-2014 school year and this endeavor continues to progress and expand. A system-wide cadre of teacher mentors and a formal process to provide mentoring to teachers is the focus of our mentoring program. The Kentucky Framework for Teaching will provide the basis for assistance offered to non-tenured teachers. Mentors receive the three-hour training required by the state, plus at a minimum, three additional training hours required by the school district. Peer observations and coaching take place throughout the school year, with a follow-up meeting at the end of the school year.

## 3. Utilization of data to improve instructional practices.

Our school district utilizes STAR and state assessment data to identify areas of weakness, focus on response to intervention, and aide in professional learning initiatives. During our weekly Principal PLC meetings (and one-on-one meetings with principals), we have analyzed district-wide and school-wide STAR data, state assessment data, Kindergarten Readiness data, as well as additional academic and non-academic data sets in order to create a clear picture of specific deficits impacting our students and areas where students are excelling. District-wide common summative and benchmark mathematics assessments have been valuable formative assessment tools for identifying strengths and weaknesses at each school and district-wide. To further improve instructional practices, all of our district office administrators and principals utilize the Studying Your Scores resources provided by KASC, which allows individual schools to take an in-depth look at their test scores through specific content graphs/trend data and complete a needs assessment to aide in the improvement planning process.

## 4. Evaluation process of Professional Development for effectiveness in improving student learning and instructional practices.

Evaluation procedures for effectiveness of Professional Development in improving student learning and instructional practices includes analyzing on-going data gathered through the Teacher Professional Growth and Effectiveness System, as well as tracking student achievement and growth using formative assessment data, STAR data, and state assessment data.

## Oversight and Monitoring

### Describe your processes and interventions for monitoring continuous improvement.

As a district, we continue to focus our work on the four critical questions of a PLC.

Those questions include:

- 1.What is it we expect our students to learn?
- 2.How will we know when they have learned it?
- 3.How will we respond when some students do not learn?
- 4.How will we respond when some students already know it?

The school and district leadership teams monitor the implementation of these critical questions in each building through the walk-through process and observations of PLC meetings. Principal PLC meetings will highlight an academic focus or initiative. District-wide goals and objectives for improvement will be revisited at these meetings, in order to guarantee a constant focus on continuous improvement throughout the school year. Principals will have on-going opportunities to discuss best practices and share what is working in their buildings. This process brings an element of accountability, as well as a forum in which principals can learn from one another.

Collection and analysis of frequent data points in the classroom is essential for monitoring continuous improvement. Frequent analysis STAR assessment data, common assessments in CIITS, and frequent formative and summative classroom assessments will be encouraged. Resources have been provided for such monitoring.

STAR data will be reviewed for evidence of growth for individual students. Research-based intervention strategies will be examined for effectiveness as evidenced by student growth rates. Principals, and their building staff, will be expected to have specific plans for students not showing growth over the course of the school year. Intervention strategies, and blocks of time during the day, will be used to meet the individual needs of students not making adequate progress.

Implementation and Impact Checks will be required at least twice a year within ASSIST. Progress notes are expected to be entered for all improvement activities identified within district and school improvement plans.

This process was developed to monitor the continuous improvement process.

## **Conclusion**

### **Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?**

An initial review of the areas designated for improvement will be conducted during District Leadership and Principal PLC meetings. District personnel identified as responsible staff for implementation will review the timeline for completion of their various activities. As stated previously, these areas for improvement will be a focus of discussion, not just at one meeting, but during all Leadership and Principal PLC meetings. At the weekly meetings, areas noted for improvement in our CDIP and the schools' individual CSIPs, will be topics of on-going conversation. District-wide administrators will hold one another accountable for meeting the yearly objectives that were identified during our planning process. Weekly discussions and shared responsibility will keep us focused on continuous improvement and keep our planned activities and strategies a priority at all times.

To further increase accountability, progress notes will be entered into the ASSIST program and reviewed during the Implementation and Impact Checks in March and June. These data points will allow for reflection on the progress of meeting goals, allowing leaders to discuss next steps for continued improvement.

# **Compliance and Accountability - Districts**

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

## Planning and Accountability Requirements

The district ensures that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. **Equitable distribution: poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.**

**Goal 1:**

2015-2016 Proficiency: Increase the averaged combined reading and math assessment scores from 49.5% to 74.8% for elementary students, 45.4% to 72.7% for middle school students, and 35% to 67.5% for high school students by 2019.

**Measurable Objective 1:**

collaborate to increase the overall reading and math proficiency from 54.6% to 59.6% for elementary students, 50.9% to 56.3% for middle school students, and 41.5% to 48% for high school students by 05/31/2016 as measured by the Unbridled Learning Accountability Model.

**Strategy1:**

Build Number Sense - Teachers will be engaged in professional learning opportunities that develop their students' math reasoning and problem-solving skills. Utilizing resources provided through the Instructional Transformation Grant, and that of outside trainers, teachers will receive continued training on formative assessment in mathematics. Teachers will implement formative assessment lessons, which will help identify student misconceptions and develop a deeper understanding of mathematical concepts, reasoning, and number sense.

Category: Other - High-quality instructional tools and professional support services

Research Cited: Bill & Melinda Gates Foundation

Activity - Number Talks Professional Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school district will continue to work with Elizabeth Konecni, educational consultant, to complete follow-up training with K-2 teachers on developing "number talks" with students in their classrooms. Additional training will also be offered to math teachers in grades 3-5.	Professional Learning Other - Best Practices in Instruction Direct Instruction	01/01/2016	01/01/2017	\$3500 - Other	District Office Staff, School Principals

Activity - Math Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In accordance with the Instructional Transformation Grant, teachers will work with KDE math consultants, Renee' Yates and Kelly Stidham, as well as effectiveness coach, Wayne Stevens, to continue training and implementation of formative assessment lessons as part of our school district's MDC work. This continued work will lead to a deeper understanding of teaching mathematical concepts and identifying misconceptions of students in the classrooms.	Professional Learning Direct Instruction Other - Best Practices in Instruction	01/01/2016	01/01/2017	\$1500 - Grant Funds	District Office Administrators, School Principals

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## Strategy2:

Build Literacy Skills - Teachers will build students' literacy skills and understanding of science, history, literature, and other important academic content through meaningful reading and writing assignments that are aligned to the Kentucky Academic Standards.

Category: Learning Systems

Research Cited: Research for Action (RFA)

Activity - Continued LDC Professional Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to receive job-embedded training on writing/teaching LDC modules, as well as training over effective coaching techniques, once they have written and taught their first module. This will be on-going as determined by support needed throughout the school district.	Professional Learning	01/01/2016	01/01/2017	\$1500 - Grant Funds	District Office Administrators, School Principals

Activity - LDC Mini-Task Bank Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers at each school will collaborate to develop a school-wide bank of LDC mini-tasks, which will provide "stand-alone" lessons outside of a module that can help sharpen students' literacy skills. In addition, developing the bank will identify best teaching practices to be utilized at regular, consistent intervals between modules. The intentional embedding of specific mini-tasks will ensure that students continue to receive explicit instruction and support on an on-going basis across content areas and grade levels.	Direct Instruction Professional Learning Other - Best Practices in Instruction	01/01/2016	01/01/2017	\$0 - No Funding Required	District Office Administrators, School Principals

Activity - LDC Science Module Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will develop at least two LDC modules per grade level district-wide. These modules will build students' literacy skills, along with their understanding of science. Modules will be aligned to Kentucky's new academic standards for science.	Direct Instruction Other - Best Practices in Instruction Professional Learning	01/01/2016	01/01/2017	\$1500 - Grant Funds	District Office Administrators, School Principals

## Goal 2:

2015-2016 CCR: Increase the percentage of students who are college and career ready from 59.4% in 2013-2014 to 79.7% by 2019..

### Measurable Objective 1:

collaborate to increase the college and career readiness percentage from 70.4% to 71.58% by 05/31/2016 as measured by the Unbridled Learning Accountability Model.

## Strategy1:

College and Career Advising - An increased focus on intentional college and career planning throughout middle school will be outlined

# KDE Comprehensive Improvement Plan for Districts

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through the work of a district-wide team created to design a plan (starting at sixth grade) to increase student awareness of college and career opportunities available after graduating high school.

Category: Career Readiness Pathways

Research Cited: American Counseling Association, US Department of Education

Activity - CCR/ILP Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team of identified individuals from the middle school, high school, and district office will work together to create a fluid College-and-Career Readiness Plan that identifies steps to College-and-Career Readiness beginning at sixth grade through grade 12. This plan will include the implementation of the ILP at all levels.	Academic Support Program Career Preparation/Orientation	01/01/2016	01/01/2017	\$0 - No Funding Required	District Office Administrators, School Principals

### Goal 3:

2015-2016 Graduation Rate: Increase the average 4-year cohort graduation rate from 94.5% to 98% by 2024.

### Measurable Objective 1:

collaborate to increase the cohort graduation rate from 94.5% to 95.2% by 05/31/2016 as measured by the Unbridled Learning Accountability Model.

### Strategy1:

Targeted Intervention - Cognitive and Non-Cognitive Data for students, such as attendance, behavior, academic performance and retention will be provided by the Persistence to Graduation component of Infinite Campus. Other relevant data, such as state assessment results, STAR diagnostic data, kindergarten screener data, teacher referrals, FRYSC data sets, etc. may be additionally utilized to identify students in need of special interventions to increase the likelihood of graduating from high school on-time.

Category: Persistence to Graduation

Research Cited: Hattie: Influences on Achievement

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools will identify students at-risk for not graduating on time through resources such as the Persistence to Graduation Tool, teacher referrals, FRYSC data, state assessment and on-going diagnostic screening data. Students will be placed with an identified mentor (someone other than one of their teachers), who will meet with them on a weekly basis. The mentor will help the student to set academic and/or behavioral goals. The mentor will also be charged with making positive contacts home to the student's family. Data will be collected throughout the school year to track the effectiveness of the mentoring activities.	Academic Support Program	01/01/2016	01/01/2017	\$0 - No Funding Required	District Office Administrators, School Principals, School Counselors

### Goal 4:

2015-2016 Novice Reduction: Decrease the percent of novice in individual student groups and the non-duplicated gap group by 50% over 5

years.

**Measurable Objective 1:**

collaborate to to decrease the percent of novice by 10% in individual student groups and the non-duplicated gap group by 05/31/2016 as measured by the annual novice reduction targets.

**Strategy1:**

Increase Student Engagement - The school district will analyze available data to pinpoint areas of decreased student engagement. Cognitive and non-cognitive data including, but not limited to, student voice surveys, state assessment data, on-going screening data, district/school walk-through data and the Persistence to Graduation Tool will be utilized to guide professional learning needs for teachers as well as identify areas of school culture that may need to be improved in order to increase student engagement and maximize the impact on learning.

Category: Learning Systems

Research Cited: John Hattie-Visible Learning, International Center for Leadership Education

Activity - Student Engagement Walk-throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As the district student engagement walk-through template is finalized, school-level walk-throughs will be conducted by District Office administrators. District and school-level walk-through data will be shared and discussed with principals in order to provide feedback. This on-going data review and feedback will allow schools to further target areas of need for professional learning and continuous improvement.	Other - Continuous Improvement	01/01/2016	01/01/2017	\$0 - No Funding Required	District Office Administrators, School Principals

**Strategy2:**

Targeted Intervention - School/district leadership will analyze our current intervention system to determine what best practice components we have in place or we need to implement in order to ensure an effective multi-tiered intervention system is in place within the Boyd County Public School System.

Category: Integrated Methods for Learning

Research Cited: John Hattie: Influences on Achievement, National Center on Response to Intervention

Activity - Evaluation of Intervention Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All school/district leaders (with feedback from teaching faculty/staff) will examine the intervention resources available to them at the school and/or district. They will evaluate these resources based on how well they feel the resources will address the needs of the students (based on assessment analysis).	Academic Support Program	01/01/2016	01/01/2017	\$0 - No Funding Required	District Office Administrators, School Principals

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Activity - Development of Intervention Service Cut Scores/Benchmarks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school/district leadership will collaborate to determine cut scores and benchmark scores for how to place students into intervention service tiers AND established rules for exiting and moving between tiers.	Academic Support Program	01/01/2016	01/01/2017	\$0 - No Funding Required	District Office Administrators, School Principals

Activity - Teacher Professional Learning on Differentiation and Closing the Achievement Gap	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In response to state/district assessment data, as well as district-wide TELL survey data, additional professional learning opportunities addressing the need for closing the achievement gap through differentiation will be provided to teachers. The outcome projection is that school staff will understand the need for differentiation and responsive teaching, which will aide in closing the achievement gap and novice reduction.	Professional Learning	01/01/2016	01/01/2017	\$3500 - General Fund	District Office Administrators, School Principals

## Goal 5:

2015-2016 Writing: Increase achievement for all student groups scoring proficient or higher in writing to 70.1% for elementary students, 76.1% for middle school, and 69.5% for high school by 2019..

## Measurable Objective 1:

collaborate to to increase the overall writing from 48.3% to 52.1% for elementary students, 45.6% to 61.7% for middle school, and 46.3% to 51.2% for high school by 05/31/2016 as measured by the K-PREP assessment.

## Strategy1:

Developing and Organizing Ideas in Writing - The district will focus on identifying strategies for developing and organizing ideas in writing in order to help increase On-Demand Writing scores.

Category: Learning Systems

Research Cited: KY ODW Rubric, Robert J. Marzano, Charlotte Danielson

# KDE Comprehensive Improvement Plan for Districts

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Activity - Implementation of Common Writing Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school leadership will continue to support teachers in the district-wide implementation of the common writing graphic organizer that has been created. Teacher leaders may be recruited to train other teachers on how to use the graphic organizer, as well as how to adapt it at each grade level. As teachers create LDC mini-task banks for each grade level, writing graphic organizers will be identified, which can be used across the school year to aide students in organizing and developing ideas for their writing pieces. The implementation of the district-wide graphic organizer and the identification of common writing mini-tasks at each grade level will ensure that teachers and students have a shared vocabulary and are implementing consistent writing strategies district-wide.	Other - Best Practices in Instruction Professional Learning Direct Instruction	01/01/2016	01/01/2017	\$0 - No Funding Required	District Office Administrators, School Principals

## Goal 6:

2015-2016 Achievement Gap- Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group to 70.8% for elementary students, 68% for middle school, and 62.4% for high school by 2019.

## Measurable Objective 1:

collaborate to to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.3% to 53.3% for elementary students, 37.1% to 48.7% for middle school students, and 47.1% to 47.3% for high school students by 05/31/2016 as measured by the Unbridled Learning Accountability Model.

## Strategy1:

Data Analysis - The school district will use STAR assessments to gather actionable data, which will be used throughout the school year at the school and district levels. STAR data will allow teachers to progress monitor students by tracking growth, which allows for further individualized instruction to accelerate learning for all students. Further use of the STAR data includes identifying mastery of state standards, predicting outcomes on state assessments, and using the provided instructional resources.

Category: Other - On-going Monitoring

Research Cited: National Center on Response to Intervention, National Dropout Center Prevention, Research Foundation for STAR Assessments, Assessment Training Institute

Activity - Use of STAR Reports and Instructional Planning Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be screened during the district-wide STAR screening windows throughout the school year. STAR screening reports will be generated at the conclusion of each screening window to identify students below benchmark, needing additional interventions. After each STAR screening window, teachers will group students based on STAR scale scores, using the Instructional Planning Report and State Standards Report to provide targeted instruction for students below benchmark, at benchmark, and above benchmark. Core Progress for Reading and Math will be utilized in order to differentiate instruction to meet the needs of all students.	Academic Support Program	01/01/2016	01/01/2017	\$40000 - General Fund	District Office Administrators, School Principals

# KDE Comprehensive Improvement Plan for Districts

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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR assessments will be used to identify students needing targeted interventions in reading and mathematics. Teachers will use the screening tool to monitor the impact of identified interventions between screening windows. This will allow teachers to adjust interventions based upon growth data. The district will also monitor students scoring below benchmark at each screening window in order to "name and claim" at-risk students.	Academic Support Program	01/01/2016	01/01/2017	\$40000 - General Fund	District Office Administrators, School Principals

Activity - STAR Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive on-going STAR assessment professional learning through PLCs and district professional learning opportunities in order to provide continued support for implementation of the chosen district-wide screening tool.	Professional Learning	01/01/2016	01/01/2017	\$0 - No Funding Required	District Administrators, School Principals

**Narrative:**

Please see Equitable Access Diagnostic.

**The district has identified specific strategies to address areas for improvement identified in the TELL KY survey results.**

**Goal 1:**

2015-2016 Novice Reduction: Decrease the percent of novice in individual student groups and the non-duplicated gap group by 50% over 5 years.

**Measurable Objective 1:**

collaborate to to decrease the percent of novice by 10% in individual student groups and the non-duplicated gap group by 05/31/2016 as measured by the annual novice reduction targets.

**Strategy1:**

Targeted Intervention - School/district leadership will analyze our current intervention system to determine what best practice components we have in place or we need to implement in order to ensure an effective multi-tiered intervention system is in place within the Boyd County Public School System.

Category: Integrated Methods for Learning

Research Cited: John Hattie: Influences on Achievement, National Center on Response to Intervention

# KDE Comprehensive Improvement Plan for Districts

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Activity - Teacher Professional Learning on Differentiation and Closing the Achievement Gap	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In response to state/district assessment data, as well as district-wide TELL survey data, additional professional learning opportunities addressing the need for closing the achievement gap through differentiation will be provided to teachers. The outcome projection is that school staff will understand the need for differentiation and responsive teaching, which will aide in closing the achievement gap and novice reduction.	Professional Learning	01/01/2016	01/01/2017	\$3500 - General Fund	District Office Administrators, School Principals

Activity - Evaluation of Intervention Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All school/district leaders (with feedback from teaching faculty/staff) will examine the intervention resources available to them at the school and/or district. They will evaluate these resources based on how well they feel the resources will address the needs of the students (based on assessment analysis).	Academic Support Program	01/01/2016	01/01/2017	\$0 - No Funding Required	District Office Administrators, School Principals

Activity - Development of Intervention Service Cut Scores/Benchmarks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school/district leadership will collaborate to determine cut scores and benchmark scores for how to place students into intervention service tiers AND established rules for exiting and moving between tiers.	Academic Support Program	01/01/2016	01/01/2017	\$0 - No Funding Required	District Office Administrators, School Principals

## Goal 2:

2015-2016 Achievement Gap- Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group to 70.8% for elementary students, 68% for middle school, and 62.4% for high school by 2019.

### Measurable Objective 1:

collaborate to to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.3% to 53.3% for elementary students, 37.1% to 48.7% for middle school students, and 47.1% to 47.3% for high school students by 05/31/2016 as measured by the Unbridled Learning Accountability Model.

### Strategy1:

Data Analysis - The school district will use STAR assessments to gather actionable data, which will be used throughout the school year at the school and district levels. STAR data will allow teachers to progress monitor students by tracking growth, which allows for further individualized instruction to accelerate learning for all students. Further use of the STAR data includes identifying mastery of state standards, predicting outcomes on state assessments, and using the provided instructional resources.

Category: Other - On-going Monitoring

Research Cited: National Center on Response to Intervention, National Dropout Center Prevention, Research Foundation for STAR Assessments, Assessment Training Institute

# KDE Comprehensive Improvement Plan for Districts

Boyd County

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR assessments will be used to identify students needing targeted interventions in reading and mathematics. Teachers will use the screening tool to monitor the impact of identified interventions between screening windows. This will allow teachers to adjust interventions based upon growth data. The district will also monitor students scoring below benchmark at each screening window in order to "name and claim" at-risk students.	Academic Support Program	01/01/2016	01/01/2017	\$40000 - General Fund	District Office Administrators, School Principals

Activity - Use of STAR Reports and Instructional Planning Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be screened during the district-wide STAR screening windows throughout the school year. STAR screening reports will be generated at the conclusion of each screening window to identify students below benchmark, needing additional interventions. After each STAR screening window, teachers will group students based on STAR scale scores, using the Instructional Planning Report and State Standards Report to provide targeted instruction for students below benchmark, at benchmark, and above benchmark. Core Progress for Reading and Math will be utilized in order to differentiate instruction to meet the needs of all students.	Academic Support Program	01/01/2016	01/01/2017	\$40000 - General Fund	District Office Administrators, School Principals

Activity - STAR Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive on-going STAR assessment professional learning through PLCs and district professional learning opportunities in order to provide continued support for implementation of the chosen district-wide screening tool.	Professional Learning	01/01/2016	01/01/2017	\$0 - No Funding Required	District Administrators, School Principals

## Narrative:

As noted in other areas of our CDIP, principals are required to create a Working Conditions Goal in response to their individual school's TELL Survey results. Furthermore, during leadership work sessions, principals and district office administrators analyzed TELL Survey data. The results were utilized in school and district improvement planning. For example, teacher professional learning needs that were identified through the TELL Survey were incorporated into the district and school comprehensive improvement plans.

## **KDE Assurances - District**

## **Introduction**

KDE Assurances for Districts

**District Assurances**

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes	Schools complete and discuss The Missing Piece with their SBDM members. Schools also use TELL data, the Parent-Friendly Checklist, Title I survey, and other parent engagement survey data to identify strengths, weaknesses, and next-steps.	

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes	<a href="http://www.boyd.kyschools.us">www.boyd.kyschools.us</a>	

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below.	N/A		

Label	Assurance	Response	Comment	Attachment
6.	Our district provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes		

# KDE Comprehensive Improvement Plan for Districts

Boyd County

Label	Assurance	Response	Comment	Attachment
8.	Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Our district ensures that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Our district ensures class-size reduction needs are determined by analysis of data compiled through such processes as achievement test results, needs assessments, and class size data reviews.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Our district ensures that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained.	Yes		

# KDE Comprehensive Improvement Plan for Districts

Boyd County

Label	Assurance	Response	Comment	Attachment
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	Our district ensures proper maintenance of records according to federal program guidelines.	Yes		

Label	Assurance	Response	Comment	Attachment
19.	Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds.	Yes		

Label	Assurance	Response	Comment	Attachment
20.	Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes		

Label	Assurance	Response	Comment	Attachment
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes		

# KDE Comprehensive Improvement Plan for Districts

Boyd County

Label	Assurance	Response	Comment	Attachment
23.	Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget.	Yes		

Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that set-aside funds for neglected institutions in the district are expended on identified student needs.	Yes		

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	Yes		

Label	Assurance	Response	Comment	Attachment
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	Yes		

Label	Assurance	Response	Comment	Attachment
28.	Our district ensures that if it receives more than \$500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools.	Yes		

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes		

Label	Assurance	Response	Comment	Attachment
30.	Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.	Yes		

# KDE Comprehensive Improvement Plan for Districts

Boyd County

Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes		

Label	Assurance	Response	Comment	Attachment
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.	Yes		

Label	Assurance	Response	Comment	Attachment
34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	N/A		

Label	Assurance	Response	Comment	Attachment
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes		

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	N/A		

# KDE Comprehensive Improvement Plan for Districts

Boyd County

Label	Assurance	Response	Comment	Attachment
38.	The district certifies it has submitted the required District School Safety Report in ASSIST to verify compliance with SB/HB345 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes		

# **Equitable Access Diagnostic**

## **Introduction**

### Description

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

## Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the district?	Yes	Data presented in the School Report Card within the Equity tab has been reviewed, along with PGES, TELL, and state/local assessment data.	

**What are the barriers?**

One identified barrier is that many bordering districts/states have a higher salary scale than our school district. Our school board is actively working to provide raises in pay over the next few years in order to recruit/retain teachers and provide an increased incentive for educators to stay within our school district.

**List the data sources used to identify the barriers.**

- School Report Card Equity Tab
- District Salary Schedules/Pay Scale Comparisons
- PGES
- TELL
- State/Local Assessment Data

**What are the root causes of those identified barriers?**

Tax base has been directly affected by a recessed local economy. The loss of hundreds of jobs within our community has caused families, companies and corporations to downsize or relocate.

As teacher salaries have been increased through mandated raises by the state, surrounding districts that already had a higher starting pay continued to pay higher salaries to their teachers. This is part of the reason the gap in pay has remained or increased over the years.

**What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers and leaders in the district?**

According to the School Report Card, 97% of our teachers and leaders are considered exemplary or accomplished. The student growth rate is at 99%. Both are above the state average.

## Equitable Access Strategies

**Placement: Describe district policies or procedures that address the assignment of students to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers.**

The school district has a policy outlining Equal Education Opportunities for all students. This policy also addresses the responsibility to provide equitable access to curriculum to all students. Furthermore, each school is required to adopt policies regarding the development of curriculum, as well as the assignment of students to classes and programs within the school. Requirements through district and school improvement planning also focus on addressing deficiencies and eliminating achievement gaps. In addition, policies such as class size, ability grouping, gifted/talented, parent involvement, Title I and so on address equitable access strategies within our school district.

**Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?**

PGES data is analyzed to identify teachers in need of additional support. Teachers scoring below accomplished are to be assigned a mentor within their school building. PLC support is also provided on an on-going basis. However, data shows that 97% of our teachers and leaders are considered exemplary or accomplished, and the student growth rate is 99% district-wide.

Additionally, each school has their own policy for making equitable student assignment decisions. Principals not only look at PGES data when placing students, but they also utilize data such as state/local assessments, screening data, behavioral data, and teacher/parent input.

**Recruitment and Retention: How does the district analyze student level data to design targeted recruitment of effective and diverse teachers and leaders?**

District screening data, along with state assessment data (academic and non-academic), is analyzed at the district and school-level to target areas of strength and deficiencies. Areas that are noted for improvement are those that we focus on when recruiting accomplished/exemplary teachers to fill those positions.

**Recruitment and Retention: How does the district recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exception Children and Youth?**

The school district posts job openings on the Kentucky Educator Placement System, at each school location, and on the district webpage. The district also has strong collegiate connections. Student teaching placements, college student observation opportunities, and jobs such as AmeriCorps allow the district to network with future teachers and recruit them in the early stages of their careers. As part of our public relations strategies, surrounding colleges provide us with the avenue of attending career fairs specifically for recruitment of teachers. In addition, we provide incentives such as targeted professional learning opportunities both in-and-out-of-district, leadership opportunities such

as the District Leadership Team membership and presenting at state/national conferences, mentoring opportunities, job-embedded professional learning, etc.

**Recruitment and Retention: How does the district recruit effective teachers and leaders to its high poverty, high minority, lowest achieving schools or schools with higher populations of Limited English Proficient or Exceptional Children and Youth?**

The school district posts job openings on the Kentucky Educator Placement System, at each school location, and on the district webpage. The district also has strong collegiate connections. Student teaching, observation opportunities, and jobs such as AmeriCorps allow the district to network with future teachers and recruit them in the early stages of their careers. As part of our public relations strategies, surrounding colleges provide us with the avenue of attending career fairs specifically for recruitment of teachers. In addition, we provide incentives such as targeted professional learning opportunities both in-and-out-of-district, leadership opportunities such as the District Leadership Team membership and presenting at state/national conferences, mentoring opportunities, job-embedded professional learning, etc.

**Recruitment and Retention: How does the district retain effective teachers retained in high poverty, high minority, low achieving schools or schools with higher populations of Limited English Proficient and Exceptional Children and Youth? Identify any incentives.**

Incentives Include:

Attending/Presenting at local/state/national conferences

Mentoring Opportunities (through K-TIP, District Mentoring Program, and PGES)

District Committee Memberships (opportunities to network with other teachers across the district on items such as curriculum and assessment development)

District Leadership Team Membership Opportunities

Targeted Professional Learning Opportunities

Job-embedded Professional Learning Opportunities

Teacher Leadership Opportunities

Stipends for Extra-Duty Pay

PLC

K-TIP

Content-Leader Opportunities

SBDM Opportunities

**Professional Learning: Identify district supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.**

District Mentoring Program (for inexperienced, out-of-field, or ineffective teachers/staff rated below accomplished per PGES)

K-TIP

Peer Observations and Feedback through PGES

Job-Embedded Professional Learning

PLC support

**Professional Learning: Utilizing PGES data, how are the professional learning needs of teacher with an effectiveness rating below accomplished being addressed?**

Teachers may be provided a mentor through the District Mentoring Program. Individual teacher needs will also be addressed through Professional Growth Plans. Additional support is provided through PLC teams and job-embedded professional learning opportunities.

**Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?**

Each building principal has created a Working Conditions goal resulting from TELL data. TELL data is also analyzed throughout the school and district improvement planning processes. Principals and district leaders have collaborated to analyze the section of the TELL survey addressing professional learning needs in order to identify strategies and activities that will increase capacity of the educators currently teaching in our school district and recruit/retain educators, as well.

## Questions

**Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.**

Combined Reading/Math

Non-duplicated Gap Group Reading/Math

Writing

College-and-Career Readiness

Graduation Rate

Novice Reduction