



# **Comprehensive District Improvement Plan**

## **Boyd County**

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Ashland, KY 41102

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## Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

# **Phase I - Equitable Access to Effective Educators District Diagnostic**

## Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive District Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

**Equitable Access to Effective Educators - District**

Label	Assurance	Response	Comment	Attachment
District Equity Data (1)	Complete the District Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the District Equity Data.		Equity Worksheet

**Provide a brief analysis the of district data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.**

Boyd County Public Schools has several K-TIP teachers, along with several new teachers to the school district this school year. Many of those K-TIP teachers are housed at Boyd County High School, Catlettsburg Elementary and Boyd County Middle School. We also have principals/assistant principals with 0-3 years of experience at Boyd County High School, Boyd County Middle School, and Summit Elementary. Turnover has been due to retirement, family relocations, and higher paying jobs in some cases. Knowing that we have a large number of teachers/principals with three years or less experience, we collaborate with schools to plan support systems, such as utilizing our effectiveness coach, putting literacy and math specialists in place at each school, conducting Principal PLCs and Learning Walks, providing teacher mentors, etc.

District Attendance is also a target area for the school year. Our new DPP will be working with the schools and their SBDM members to brainstorm ways to increase student attendance. Strategies and activities have also been reflected in our CDIP.

We also continue to focus on Novice Reduction and decreasing the achievement gap between our students, especially with our special education population.

**After the data analysis is complete, the district will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.**

The teacher turnover in our district is due to several contributing factors. Over the past few years, the job market in Ashland has decreased. Therefore, many of our teachers have been forced to relocate, due to a spouse's loss of a job or transfer. In addition, our district strives to provide opportunities for our staff to be promoted into higher positions. Due to these opportunities, this has also caused some turnover in the area of teachers and principals. We do also have some districts bordering us, which offer teachers higher pay. This has been a factor in

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some cases. However, our superintendent and board are actively seeking ways to increase teacher pay and provide incentives for recruitment and retention. For example, we offer stipends for several teacher leadership roles, such as Literacy/Math Specialists, Parent Involvement Coordinators, District Leadership Team, etc.

In our district, there are several factors that impact student attendance and the gap between regular and special education students. Our area has seen a growing drug epidemic, more parents in jail, and more grandparents raising their grandchildren. Some of these household dynamics play a role in the struggles that we see within our students. Furthermore, we have seen a rise in students enrolling in school with special needs and emotional/behavioral concerns at an earlier age. The district is actively working to identify specific needs earlier, so that individualized plans can be put into place to support these students.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the District Equity Goals tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the District Equity Goals Data.		Equity Goals

**Strategies and Activities** Equitable access to effective educators must be reflected in the Comprehensive District Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the district in meeting the goals set in the previous section. If there are strategies and activities within one of the five major goals of the CDIP, which adequately addresses equitable access, the district may select the appropriate goal, objective, strategies and activities.

OR

The district may create a new goal to address equitable access to effective educators. Once a new goal has been created, the district will need to include appropriate objectives, strategies and activities.

The district may choose to provide an optional narrative response to include any additional information, but this is not required.

**Goal 1:**

2016-2017 Novice Reduction: Decrease the percent of novice in reading and math for the individual student groups and the non-duplicated gap group by 50% over five years.

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## Measurable Objective 1:

collaborate to decrease the percent of novice in reading and mathematics for individual student groups and the non-duplicated gap group by 10% as compared to the previous school year by 05/19/2017 as measured by K-PREP and ACT QualityCore End-of-Course exams.

### Strategy1:

Build Literacy Skills - Educators will be equipped to effectively teach reading, writing, speaking, and listening in any subject area and across disciplines through training and coaching techniques.

Category: Continuous Improvement

Research Cited:

Activity - LDC Training and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to receive job-embedded training opportunities on how to effectively incorporate and connect literacy strategies across content areas and disciplines. Teachers will be supported in using the Literacy Design Collaborative as an instructional design system, which offers an exceptional collection of practical and proven tools, templates, and instructional procedures to promote deep and authentic learning. Face-to-face trainings, along with coaching opportunities, will be provided to new teachers, as well as teachers who have previously been trained and continue to need support with deeper implementation.	Professional Learning	08/10/2016	05/19/2017	\$3750 - Grant Funds	District Office Instructional Supervisors, District/School Literacy Specialists

### Strategy2:

Implementation of Math Standards/Differentiated Instruction/Assessment Literacy - Administrators and teachers will receive support for implementing KCAS, improving instructional practices/effectiveness, and increasing assessment literacy. Teachers will use an instructional framework that includes teacher collaboration in designing instruction, analyzing student work, and adjusting instructional practices based upon data and lessons learned about students and their needs.

Category: Continuous Improvement

Research Cited:

Activity - MDC Training and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Educators will be trained in the implementation of Formative Assessment Lessons through the Math Design Collaborative (MDC). Each new trainee will be paired with a Math Specialist to coach them as they implement FALS (Formative Assessment Lessons), as well as lessons from resources such as Illustrative Math, 3 Act Math, etc. Educators previously trained may also collaborate with Math Specialists to continue to deepen their implementation of strategies learned through MDC training.	Professional Learning Direct Instruction	08/10/2016	05/19/2017	\$3750 - Grant Funds	District Office Instructional Supervisors, District/School Math Specialists

### Strategy3:

Observing Teaching and Learning - Administrators will collaborate through a Principals' PLC to observe teaching and learning in each school across the district.

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Category: Continuous Improvement

Research Cited:

Activity - Lion Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lion Learning Walks are modeled after Instructional Rounds in Education. Learning Walks at each school location are intended to help education leaders and practitioners develop a shared understanding of what high-quality instruction looks like and what schools and the district need to do to support it. The purpose of Learning Walks is to gather evidence of teaching and learning that might not be revealed through classroom walkthroughs. Specifically, Learning Walks are focused on the teacher and student interactions, strategies, and practices that result in the desired teaching and learning. Learning Walks will involve classroom visits, identifying positive feedback from each classroom, debriefings about identified "look-fors," and collaborating to increase effectiveness of Professional Learning Communities at each school.	Professional Learning	11/16/2016	05/19/2017	\$0 - No Funding Required	District Office Instructional Supervisors, Principals

## Goal 2:

2016-2017 CCR: Increase the percentage of students who are college-and-career ready from the baseline of 70.4% to 76.3% by 2017.

### Measurable Objective 1:

collaborate to increase the percentage of students graduating high school as college-and-career ready from 69.1% to 76.3% by 05/19/2017 as measured by an increase of students meeting college and/or career readiness benchmarks.

### Strategy1:

Engaging Students in Rigorous Standards - The school district will collaborate to expand access to and support success in rigorous college-level work in high school, particularly among student populations traditionally underrepresented in these courses.

Category: Continuous Improvement

Research Cited:

Activity - NGSS Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be supported in implementing the Next Generation Science Standards. Teacher leaders will attend introductory training sessions regarding the new science assessment and applying the new science standards in the classroom, in order to plan and implement highly effective, three-dimensional lessons. Training sessions include the Pimser Science Academy and training at KEDC regarding the new science assessment. Teachers/students will participate in the spring 2017 state assessment pilot (grades 4, 7, & 11) and all grade-levels will complete at least one through-course task by March 2017.	Professional Learning Direct Instruction	08/09/2016	05/19/2017	\$7693 - Title I Part A \$1993 - District Funding	District Office Instructional Supervisors, School Principals, Teachers

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Activity - AdvanceKentucky	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Boyd County Public Schools joined Advance Kentucky for Cohort 9 (focus on ELA, Math, Science). Through this partnership, middle and high school teachers will receive intense training during the Fall Forum and Summer Institutes. Boyd County High School will offer open enrollment for AP courses and incentives for teachers/students when students earn a qualifying score on AP exams. Teachers will collaborate at least four times a year to meet in vertical teams to plan for preparing students for the rigors of AP courses. BCHS will ensure that study sessions are conducted for each eligible AP course three times a year. AdvanceKentucky contracts directly with consultants to conduct these sessions.	Academic Support Program Professional Learning Direct Instruction	07/01/2016	05/19/2017	\$0 - Grant Funds	District Office Instructional Supervisors, BCHS Principal/Assistant Principal, BCMS Principal/Assistant Principal, AP/Pre-AP Teachers

**Goal 3:**

2016-2017 Writing Proficiency: Increase writing achievement from 40.1% to 70.1% for elementary students, 52.1% to 76.1% for middle school students, and 39% to 69.5% for high school students by the 2018-2019 school year.

**Measurable Objective 1:**

collaborate to increase the percentage of students scoring proficient or higher in writing from 39.2% to 58.1% for elementary students, 48.2% to 66.5% for middle school students, and 38.1% to 57.3% for high school students by 05/19/2017 as measured by K-PREP.

**Strategy1:**

Implementation of KCAS - Through the Instructional Transformation Grant, the school district has been provided access to an effectiveness coach for the duration of the grant. With support of our effectiveness coach, Boyd County Public Schools will evaluate alignment and implementation of district curriculum, instruction and assessments with the KCAS.

Category: Continuous Improvement

Research Cited:

Activity - Districtwide Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy Specialists, along with input from stakeholders, will develop a districtwide writing plan for implementation during the 2017-2018 school year. The writing plan will encompass grades K-12 and will include product expectations across content areas and disciplines.	Policy and Process	11/02/2016	08/09/2017	\$880 - Grant Funds	District Office Instructional Supervisors, District/School Literacy Specialists

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Activity - ELA Curriculum Scope and Sequence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy Specialists, along with input from stakeholders, will create a districtwide K-12 curriculum scope and sequence aligned to the Kentucky Common Academic Standards. The scope and sequence will be implemented during the 2017-2018 school year.	Policy and Process	11/15/2016	08/09/2017	\$880 - Grant Funds	District Office Instructional Supervisors, District/School Literacy Specialists

## Goal 4:

2016-2017 Graduation Rate: Increase the high school graduation rate from the baseline of 94.5% to 96.6% by 2020.

### Measurable Objective 1:

collaborate to increase the high school graduation rate from 92.6% to 95.6% by 05/19/2017 as measured by the four year adjusted cohort graduation rate.

### Strategy1:

Increased Student Attendance - The DPP and each school council will work together to identify activities that will decrease chronic absenteeism and increase daily attendance.

Category: Persistence to Graduation

Research Cited:

Activity - Council Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The DPP will visit each school council to discuss how increased attendance impacts the finances of the district. The DPP will share examples of exactly how higher attendance equals dollars. The DPP will also work with each council to generate ideas that can be implemented at the school and district levels to increase overall student attendance.	Policy and Process	01/01/2017	05/19/2017	\$0 - No Funding Required	DPP, School Administrators

## Goal 5:

2016-2017 Achievement Gap: Increase the combined reading and math proficiency ratings for students in the non-duplicated gap group from 41.6% to 70.8% for elementary, 35.9% to 68% for middle school, and 24.7% to 62.4% for high school students by 2019.

### Measurable Objective 1:

collaborate to increase the combined reading and math proficiency ratings for students in the non-duplicated gap group from 51% to 59.1% for elementary, 41.1% to 55.1% for middle, and 41% to 47.3% for high school students by 05/19/2017 as measured by K-PREP and ACT QualityCore End-of-Course exams.

### Strategy1:

Student Engagement Strategies - The district will seek out professional learning opportunities for teachers and administrators regarding student engagement strategies.

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Category: Professional Learning & Support

Research Cited:

Activity - Kagan Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the summer of 2017, teachers and administrators will be trained in student engagement strategies through Kagan. Literacy and Math Specialists will be given first priority to participate in order to apply the strategies acquired to their current position.	Other - Student Engagement Strategies	05/23/2017	08/07/2017	\$2000 - Grant Funds \$7000 - Title I Part A	District Office Instructional Supervisors, Professional Development Coordinator, Title I Coordinator

## Goal 6:

2016-2017 Proficiency: Increase the average combined reading and math proficiency scores from the baseline of 49.5% to 74.8% for elementary, 45.4% to 72.7% for middle, and 35% to 67.5% for high school students by the 2018-2019 school year.

## Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency scores from 57.9% to 64.7% for elementary, 50.4% to 61.8% for middle, and 47% to 54.5% for high school students by 05/19/2017 as measured by K-PREP and ACT QualityCore End-of-Course exams.

## Strategy1:

Implementation of KCAS/Differentiated Instruction/Assessment Literacy - Teacher leaders act as coaches/team teachers to provide support in the implementation of Kentucky's Common Academic Standards, differentiated instruction, assessment literacy, and implementing PLC protocol at each school in the district.

Category: Professional Learning & Support

Research Cited:

Activity - Literacy/Math Specialists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy and Math Specialists have been identified at each school. These individuals will provide support in the implementation of the Kentucky Academic Standards, while collaborating with teachers as they implement high quality literacy and math instruction through avenues such as LDC and MDC. Literacy/Math Specialists will lead LDC/MDC training for new teachers, follow-up by meeting in PLCs, team teaching, providing feedback, etc. as on-going support. These individuals will also lead ELA and Math curriculum work across the district.	Direct Instruction Professional Learning	08/09/2016	05/19/2017	\$35000 - Grant Funds	District Instructional Supervisors, School Principals

## Strategy2:

Curriculum Alignment - Districtwide curriculum documents and benchmark assessments will be created or reviewed annually.

Category: Professional Learning & Support

Research Cited:

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Activity - Math and ELA Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and Literacy Specialists will lead work in reviewing and/or creating curriculum documents for math and English Language Arts. By the end of the 2016-2017 school year, the district will have an updated districtwide writing plan, ELA and Math curriculum documents, and aligned assessments that will be implemented during the 2017-2018 school year. Feedback will be taken from all stakeholders before the updates are approved and presented to the Boyd County School Board members.	Direct Instruction Policy and Process	11/02/2016	05/19/2017	\$5530 - Grant Funds	District Office Instructional Supervisors, Math/Literacy Specialists

# **Phase I - GAP Target Assurance**

## **Introduction**

Pursuant to KRS 158.649 (9) The superintendent shall report to the commissioner of education if a school fails to meet its targets to reduce the gap in student achievement for any student group for two (2) consecutive years. The schools improvement plan shall be subject to review and approval by the Kentucky Department of Education and the school shall submit an annual status report. The Department of Education may provide assistance to schools as it deems necessary to assist the school in meeting its goals.

Gap Target Assurance

Label	Assurance	Response	Comment	Attachment
	As superintendent of the district, I hereby certify that:	The following school(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below	The following schools did not meet their Non-Duplicated Gap Delivery Target for two consecutive years: Boyd County High School- Social Studies and Writing Boyd County Middle School- Reading, Math, Social Studies, and Writing Cannonsburg Elementary- Reading, Social Studies, and Writing Catlettsburg Elementary- Social Studies Summit Elementary- Reading, Math, Social Studies, and Writing	

# **Phase I - 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 analysis when preparing our District Improvement Plan. The K-PREP state assessment, CCR (ACT, COMPASS, KYOTE, Workkeys, ASVAB, and other college/career readiness exams) data, Program Review Data, and 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 data 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. Catlettsburg Elementary, Summit Elementary, and Boyd County Middle School hold a Proficient classification, 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, specific content area PD, 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 works as a Commonwealth Acceleration Model Site. Literacy Specialists will collaborate with teachers to model and provide literacy strategies that can easily be integrated into any classroom. In addition, literacy specialists will collaborate to realign the reading/writing curriculum and create a districtwide writing plan, while beginning to identify reading and writing mini-tasks within Core Tools that teachers will utilize throughout the school year as a "bank" of best practices for teaching reading and writing. Our school district will increase professionals 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 math 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. 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 math classroom. Math Specialists have been put into place to further support teachers in the classroom.

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When examining our district-wide programs and support, we scored proficient in almost all areas. Areas that will need continued focus include strengthening assessments in writing and strengthening the language program at the elementary level. 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, new evidence folders have been created in Google Drive in order to make collaboration more efficient. Program Review Leads meet at a district level throughout the school year and receive feedback addressing evidence that is uploaded.

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 after high school graduation, 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?**

Celebrations:

- Teachers have been provided professional learning opportunities to increase number sense and formative assessment practices through Math Design Collaborative and Number Talks PD
- Literacy Design Collaborative equips educators to effectively teach reading, writing, speaking, and listening skills in any content area
- Literacy and math specialists have been identified at each school and the district level
- New teachers continue to be trained in MDC and LDC, while being supported by math and literacy specialists as they implement the processes they learn
- Boyd County joined AdvanceKentucky for Cohort 9
- Teachers and administrators trained in Cognitive Coaching strategies, which assist individuals in supporting/enhancing teachers' cognitive processes
- STAR testing & reports utilized for progress monitoring and proficiency predictions
- District-wide free breakfast and lunch continues to be provided through the Community Eligibility Option
- Servant Leadership continues to be highlighted through the Fred of the Month Award
- Gifted and Talented program emphasis on STEM opportunities
- Teacher and student training on Google drive/Google classroom allows increased collaboration between teachers and students
- Boyd County Middle School renovations creating a safer, more attractive and better designed environment for teaching and learning
- District-wide K-5 science curriculum map created
- CCR Week continued to grow through increased participation from community members during the CCR Fair, eighth grade transition activities, student mentoring, college visits, and Essentials for Employment Contest
- Districtwide Learning Walks have begun with participation from district and school level administrators
- District Leadership Team continues to be an avenue for districtwide teacher voice and leadership opportunities

## **Opportunities for Improvement**

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

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 works as a Commonwealth Acceleration Model Site. Literacy Specialists will collaborate with teachers to model and provide literacy strategies that can easily be integrated into any classroom. In addition, literacy specialists will collaborate to realign the reading/writing curriculum and create a districtwide writing plan, while beginning to identify reading and writing mini-tasks within Core Tools that teachers will utilize throughout the school year as a "bank" of best practices for teaching reading and writing. Our school district will increase professionals 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 math 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. 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 math classroom. Math Specialists have been put into place to further support teachers in the classroom.

When examining our district-wide programs and support, we scored proficient in almost all areas. Areas that will need continued focus include strengthening assessments in writing and strengthening the language program at the elementary level. 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, new evidence folders have been created in Google Drive in order to make collaboration more efficient. Program Review Leads meet at a district level throughout the school year and receive feedback addressing evidence that is uploaded.

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 after high school graduation, while moving toward a Distinguished school district classification.

For more information, see strategies and activities embedded into our CDIP.

## **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 of STAR assessment data and 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 Principal PLC meetings, areas noted for improvement in our CDIP and the schools individual CSIP's 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. Shared responsibility will keep us focused on continuous improvement and keep our planned activities and strategies as 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.

# **2016-2017 CDIP Final Version**

## Overview

### Plan Name

2016-2017 CDIP Final Version

### Plan Description

16-17

## 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	2016-2017 Novice Reduction: Decrease the percent of novice in reading and math for the individual student groups and the non-duplicated gap group by 50% over five years.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$7500
2	2016-2017 CCR: Increase the percentage of students who are college-and-career ready from the baseline of 70.4% to 76.3% by 2017.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$9686
3	2016-2017 Writing Proficiency: Increase writing achievement from 40.1% to 70.1% for elementary students, 52.1% to 76.1% for middle school students, and 39% to 69.5% for high school students by the 2018-2019 school year.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$1760
4	2016-2017 Graduation Rate: Increase the high school graduation rate from the baseline of 94.5% to 96.6% by 2020.	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$0
5	2016-2017 Achievement Gap: Increase the combined reading and math proficiency ratings for students in the non-duplicated gap group from 41.6% to 70.8% for elementary, 35.9% to 68% for middle school, and 24.7% to 62.4% for high school students by 2019.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$9000
6	2016-2017 Proficiency: Increase the average combined reading and math proficiency scores from the baseline of 49.5% to 74.8% for elementary, 45.4% to 72.7% for middle, and 35% to 67.5% for high school students by the 2018-2019 school year.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$40530
7	2016-2017 Program Review: Increase proficiency for all students in each of the identified Program Review areas.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0

## Goal 1: 2016-2017 Novice Reduction: Decrease the percent of novice in reading and math for the individual student groups and the non-duplicated gap group by 50% over five years.

### Measurable Objective 1:

collaborate to decrease the percent of novice in reading and mathematics for individual student groups and the non-duplicated gap group by 10% as compared to the previous school year by 05/19/2017 as measured by K-PREP and ACT QualityCore End-of-Course exams.

### Strategy 1:

Build Literacy Skills - Educators will be equipped to effectively teach reading, writing, speaking, and listening in any subject area and across disciplines through training and coaching techniques.

Category: Continuous Improvement

Activity - LDC Training and Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will continue to receive job-embedded training opportunities on how to effectively incorporate and connect literacy strategies across content areas and disciplines. Teachers will be supported in using the Literacy Design Collaborative as an instructional design system, which offers an exceptional collection of practical and proven tools, templates, and instructional procedures to promote deep and authentic learning. Face-to-face trainings, along with coaching opportunities, will be provided to new teachers, as well as teachers who have previously been trained and continue to need support with deeper implementation.</p> <p>Schools: Ponderosa Elementary School, Boyd County Career and Technical Education Center, Ramey-Estep High School, Boyd County High School, Cannonsburg Elementary School, Boyd County Middle School, Summit Elementary School, Catlettsburg Elementary School</p>	Professional Learning	08/10/2016	05/19/2017	\$3750	Grant Funds	District Office Instructional Supervisors, District/School Literacy Specialists

### Strategy 2:

Implementation of Math Standards/Differentiated Instruction/Assessment Literacy - Administrators and teachers will receive support for implementing KCAS, improving instructional practices/effectiveness, and increasing assessment literacy. Teachers will use an instructional framework that includes teacher collaboration in designing instruction, analyzing student work, and adjusting instructional practices based upon data and lessons learned about students and their needs.

Category: Continuous Improvement

Activity - MDC Training and Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive District Improvement Plan

Boyd County

<p>Educators will be trained in the implementation of Formative Assessment Lessons through the Math Design Collaborative (MDC). Each new trainee will be paired with a Math Specialist to coach them as they implement FALS (Formative Assessment Lessons), as well as lessons from resources such as Illustrative Math, 3 Act Math, etc. Educators previously trained may also collaborate with Math Specialists to continue to deepen their implementation of strategies learned through MDC training.</p> <p>Schools: Ponderosa Elementary School, Boyd County Career and Technical Education Center, Ramey-Estep High School, Boyd County High School, Cannonsburg Elementary School, Boyd County Middle School, Summit Elementary School, Catlettsburg Elementary School</p>	<p>Direct Instruction, Professional Learning</p>	<p>08/10/2016</p>	<p>05/19/2017</p>	<p>\$3750</p>	<p>Grant Funds</p>	<p>District Office Instructional Supervisors, District/School Math Specialists</p>
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### Strategy 3:

Observing Teaching and Learning - Administrators will collaborate through a Principals' PLC to observe teaching and learning in each school across the district.

Category: Continuous Improvement

Activity - Lion Learning Walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Lion Learning Walks are modeled after Instructional Rounds in Education. Learning Walks at each school location are intended to help education leaders and practitioners develop a shared understanding of what high-quality instruction looks like and what schools and the district need to do to support it. The purpose of Learning Walks is to gather evidence of teaching and learning that might not be revealed through classroom walkthroughs. Specifically, Learning Walks are focused on the teacher and student interactions, strategies, and practices that result in the desired teaching and learning. Learning Walks will involve classroom visits, identifying positive feedback from each classroom, debriefings about identified "look-fors," and collaborating to increase effectiveness of Professional Learning Communities at each school.</p> <p>Schools: Ponderosa Elementary School, Boyd County Career and Technical Education Center, Ramey-Estep High School, Boyd County High School, Cannonsburg Elementary School, Boyd County Middle School, Summit Elementary School, Catlettsburg Elementary School</p>	<p>Professional Learning</p>	<p>11/16/2016</p>	<p>05/19/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>District Office Instructional Supervisors, Principals</p>

## Goal 2: 2016-2017 CCR: Increase the percentage of students who are college-and-career ready from the baseline of 70.4% to 76.3% by 2017.

### Measurable Objective 1:

collaborate to increase the percentage of students graduating high school as college-and-career ready from 69.1% to 76.3% by 05/19/2017 as measured by an increase of students meeting college and/or career readiness benchmarks.

# Comprehensive District Improvement Plan

Boyd County

## Strategy 1:

Engaging Students in Rigorous Standards - The school district will collaborate to expand access to and support success in rigorous college-level work in high school, particularly among student populations traditionally underrepresented in these courses.

Category: Continuous Improvement

Activity - AdvanceKentucky	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Boyd County Public Schools joined Advance Kentucky for Cohort 9 (focus on ELA, Math, Science). Through this partnership, middle and high school teachers will receive intense training during the Fall Forum and Summer Institutes. Boyd County High School will offer open enrollment for AP courses and incentives for teachers/students when students earn a qualifying score on AP exams. Teachers will collaborate at least four times a year to meet in vertical teams to plan for preparing students for the rigors of AP courses. BCHS will ensure that study sessions are conducted for each eligible AP course three times a year. AdvanceKentucky contracts directly with consultants to conduct these sessions.	Direct Instruction, Professional Learning, Academic Support Program	07/01/2016	05/19/2017	\$0	Grant Funds	District Office Instructional Supervisors, BCHS Principal/Assistant Principal, BCMS Principal/Assistant Principal, AP/Pre-AP Teachers
Schools: Boyd County High School, Boyd County Middle School						

Activity - NGSS Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be supported in implementing the Next Generation Science Standards. Teacher leaders will attend introductory training sessions regarding the new science assessment and applying the new science standards in the classroom, in order to plan and implement highly effective, three-dimensional lessons. Training sessions include the Pimser Science Academy and training at KEDC regarding the new science assessment. Teachers/students will participate in the spring 2017 state assessment pilot (grades 4, 7, & 11) and all grade-levels will complete at least one through-course task by March 2017.	Direct Instruction, Professional Learning	08/09/2016	05/19/2017	\$9686	Title I Part A, District Funding	District Office Instructional Supervisors, School Principals, Teachers
Schools: Ponderosa Elementary School, Boyd County Career and Technical Education Center, Ramey-Estep High School, Boyd County High School, Cannonsburg Elementary School, Boyd County Middle School, Summit Elementary School, Catlettsburg Elementary School						

## Strategy 2:

Increasing Work Ready Students - Administrators/Teachers/Counselors will support students in enhancing soft skills/student employability and achieving Work-Ready Certification.

Category: Other - Career Readiness

Activity - Work-Ready Certification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive District Improvement Plan

Boyd County

<p>Boyd County High School staff will collaborate to increase the number of students earning a Work Ready Seal upon graduation. Work toward this item includes increasing attendance, integrating soft skills/employability training into the curriculum more naturally, increased usage of ILPs, etc.</p> <p>Schools: Boyd County Career and Technical Education Center, Boyd County High School</p>	<p>Academic Support Program</p>	<p>01/01/2017</p>	<p>05/19/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>District Office Instructional Supervisors, BCHS Principal/Assistant Principal/BAC/Counselors</p>
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### Goal 3: 2016-2017 Writing Proficiency: Increase writing achievement from 40.1% to 70.1% for elementary students, 52.1% to 76.1% for middle school students, and 39% to 69.5% for high school students by the 2018-2019 school year.

#### Measurable Objective 1:

collaborate to increase the percentage of students scoring proficient or higher in writing from 39.2% to 58.1% for elementary students, 48.2% to 66.5% for middle school students, and 38.1% to 57.3% for high school students by 05/19/2017 as measured by K-PREP.

#### Strategy 1:

Implementation of KCAS - Through the Instructional Transformation Grant, the school district has been provided access to an effectiveness coach for the duration of the grant. With support of our effectiveness coach, Boyd County Public Schools will evaluate alignment and implementation of district curriculum, instruction and assessments with the KCAS.

Category: Continuous Improvement

Activity - Districtwide Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Literacy Specialists, along with input from stakeholders, will develop a districtwide writing plan for implementation during the 2017-2018 school year. The writing plan will encompass grades K-12 and will include product expectations across content areas and disciplines.</p> <p>Schools: Ponderosa Elementary School, Boyd County Career and Technical Education Center, Boyd County High School, Cannonsburg Elementary School, Boyd County Middle School, Summit Elementary School, Catlettsburg Elementary School</p>	<p>Policy and Process</p>	<p>11/02/2016</p>	<p>08/09/2017</p>	<p>\$880</p>	<p>Grant Funds</p>	<p>District Office Instructional Supervisors, District/School Literacy Specialists</p>
Activity - ELA Curriculum Scope and Sequence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## Comprehensive District Improvement Plan

Boyd County

<p>Literacy Specialists, along with input from stakeholders, will create a districtwide K-12 curriculum scope and sequence aligned to the Kentucky Common Academic Standards. The scope and sequence will be implemented during the 2017-2018 school year.</p>	<p>Policy and Process</p>	<p>11/15/2016</p>	<p>08/09/2017</p>	<p>\$880</p>	<p>Grant Funds</p>	<p>District Office Instructional Supervisors, District/School Literacy Specialists</p>
<p>Schools: Ponderosa Elementary School, Boyd County Career and Technical Education Center, Boyd County High School, Cannonsburg Elementary School, Boyd County Middle School, Summit Elementary School, Catlettsburg Elementary School</p>						

### Goal 4: 2016-2017 Graduation Rate: Increase the high school graduation rate from the baseline of 94.5% to 96.6% by 2020.

#### Measurable Objective 1:

collaborate to increase the high school graduation rate from 92.6% to 95.6% by 05/19/2017 as measured by the four year adjusted cohort graduation rate.

#### Strategy 1:

Drop-Out Prevention - Boyd County High School administrators will use the Persistence to Graduation Tool and Early Warning Dashboard (within Infinite Campus) to target students most at-risk of dropping out of school.

Category: Persistence to Graduation

Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Boyd County High School administrators will collaborate to provide mentors to students at-risk of dropping out of high school. Mentors will meet with students to encourage them and set goals for improving in areas such as attendance, behavior, and grades.</p>	<p>Academic Support Program</p>	<p>01/01/2017</p>	<p>05/19/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Boyd County High School Administration /Counselors</p>
<p>Schools: Boyd County Career and Technical Education Center, Boyd County High School</p>						

#### Strategy 2:

Increased Student Attendance - The DPP and each school council will work together to identify activities that will decrease chronic absenteeism and increase daily attendance.

Category: Persistence to Graduation

Activity - Council Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive District Improvement Plan

Boyd County

<p>The DPP will visit each school council to discuss how increased attendance impacts the finances of the district. The DPP will share examples of exactly how higher attendance equals dollars. The DPP will also work with each council to generate ideas that can be implemented at the school and district levels to increase overall student attendance.</p> <p>Schools: Ponderosa Elementary School, Boyd County Career and Technical Education Center, Boyd County High School, Cannonsburg Elementary School, Boyd County Middle School, Summit Elementary School, Catlettsburg Elementary School</p>	Policy and Process	01/01/2017	05/19/2017	\$0	No Funding Required	DPP, School Administrators
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### Strategy 3:

Increased Graduation Rate - The school district will target students, who have dropped out of school up to two years ago, by offering them an online opportunity to finish earning credits and earn a high school diploma.

Category: Persistence to Graduation

Activity - Online Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District Office administrators, BCHS administrators, and the School Board will collaborate to explore the possibility of creating an online virtual academy for students who dropped out of high school up to two years ago. During the current school year, stakeholders will identify parameters that would need to be set to implement a program of this nature. If consensus can be made, the academy would be piloted during the 2017-2018 school year. Full implementation would be considered for the 2018-2019 school year. Funding will be identified as guidelines for the program are set.</p> <p>Schools: Boyd County Career and Technical Education Center, Boyd County High School</p>	Academic Support Program	01/01/2017	05/19/2017	\$0	No Funding Required	Superintendent, DPP, BCHS administrators/counselors

### Strategy 4:

Increased Academic Achievement - The DPP will support and monitor the Boyd County High School's implementation of the No Pass/No Drive law.

Category: Persistence to Graduation

Activity - No Pass/No Drive	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Comprehensive District Improvement Plan**

Boyd County

<p>The DPP will collaborate with the high school at each mid-term and nine weeks to identify students at-risk for having their permit or license revoked due to poor academic achievement. The DPP, BCHS staff, and parents will work together to identify interventions/supports for students who may be impacted.</p> <p>The law states that schools will use academic and attendance data from the previous semester of the school year to determine whether 16 and 17-year-old students are compliant with the law. If deemed non-compliant, the student's current driver's license or learner's permit is revoked. A revoked learner's permit or driver's license can be reinstated electronically on the web portal if the student is compliant with the terms of the law for an entire semester, or completes the credits in summer school.</p> <p>Schools: Boyd County Career and Technical Education Center, Boyd County High School</p>	<p>Policy and Process, Parent Involvement, Tutoring, Academic Support Program</p>	<p>01/01/2017</p>	<p>05/19/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>DPP, BCHS administrators /teachers/counselors</p>
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**Goal 5: 2016-2017 Achievement Gap: Increase the combined reading and math proficiency ratings for students in the non-duplicated gap group from 41.6% to 70.8% for elementary, 35.9% to 68% for middle school, and 24.7% to 62.4% for high school students by 2019.**

**Measurable Objective 1:**

collaborate to increase the combined reading and math proficiency ratings for students in the non-duplicated gap group from 51% to 59.1% for elementary, 41.1% to 55.1% for middle, and 41% to 47.3% for high school students by 05/19/2017 as measured by K-PREP and ACT QualityCore End-of-Course exams.

**Strategy 1:**

Student Engagement Strategies - The district will seek out professional learning opportunities for teachers and administrators regarding student engagement strategies.

Category: Professional Learning & Support

Activity - Kagan Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>During the summer of 2017, teachers and administrators will be trained in student engagement strategies through Kagan. Literacy and Math Specialists will be given first priority to participate in order to apply the strategies acquired to their current position.</p> <p>Schools: Ponderosa Elementary School, Boyd County Career and Technical Education Center, Boyd County High School, Cannonsburg Elementary School, Boyd County Middle School, Summit Elementary School, Catlettsburg Elementary School</p>	<p>Other - Student Engagement Strategies</p>	<p>05/23/2017</p>	<p>08/07/2017</p>	<p>\$9000</p>	<p>Grant Funds, Title I Part A</p>	<p>District Office Instructional Supervisors, Professional Development Coordinator, Title I Coordinator</p>

**Goal 6: 2016-2017 Proficiency: Increase the average combined reading and math proficiency scores from the baseline of 49.5% to 74.8% for elementary, 45.4% to 72.7% for middle, and 35% to 67.5% for high school students by the 2018-2019 school year.**

**Measurable Objective 1:**

collaborate to increase the average combined reading and math proficiency scores from 57.9% to 64.7% for elementary, 50.4% to 61.8% for middle, and 47% to 54.5% for high school students by 05/19/2017 as measured by K-PREP and ACT QualityCore End-of-Course exams.

**Strategy 1:**

Curriculum Alignment - Districtwide curriculum documents and benchmark assessments will be created or reviewed annually.

Category: Professional Learning & Support

Activity - Math and ELA Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Math and Literacy Specialists will lead work in reviewing and/or creating curriculum documents for math and English Language Arts. By the end of the 2016-2017 school year, the district will have an updated districtwide writing plan, ELA and Math curriculum documents, and aligned assessments that will be implemented during the 2017-2018 school year. Feedback will be taken from all stakeholders before the updates are approved and presented to the Boyd County School Board members.</p> <p>Schools: Ponderosa Elementary School, Boyd County Career and Technical Education Center, Boyd County High School, Cannonsburg Elementary School, Boyd County Middle School, Summit Elementary School, Catlettsburg Elementary School</p>	Direct Instruction, Policy and Process	11/02/2016	05/19/2017	\$5530	Grant Funds	District Office Instructional Supervisors, Math/Literacy Specialists

**Strategy 2:**

Implementation of KCAS/Differentiated Instruction/Assessment Literacy - Teacher leaders act as coaches/team teachers to provide support in the implementation of Kentucky's Common Academic Standards, differentiated instruction, assessment literacy, and implementing PLC protocol at each school in the district.

Category: Professional Learning & Support

Activity - Literacy/Math Specialists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Comprehensive District Improvement Plan**

Boyd County

<p>Literacy and Math Specialists have been identified at each school. These individuals will provide support in the implementation of the Kentucky Academic Standards, while collaborating with teachers as they implement high quality literacy and math instruction through avenues such as LDC and MDC. Literacy/Math Specialists will lead LDC/MDC training for new teachers, follow-up by meeting in PLCs, team teaching, providing feedback, etc. as on-going support. These individuals will also lead ELA and Math curriculum work across the district.</p>	<p>Direct Instruction, Professional Learning</p>	<p>08/09/2016</p>	<p>05/19/2017</p>	<p>\$35000</p>	<p>Grant Funds</p>	<p>District Instructional Supervisors, School Principals</p>
<p>Schools: Ponderosa Elementary School, Boyd County Career and Technical Education Center, Ramey-Estep High School, Boyd County High School, Cannonsburg Elementary School, Boyd County Middle School, Summit Elementary School, Catlettsburg Elementary School</p>						

**Goal 7: 2016-2017 Program Review: Increase proficiency for all students in each of the identified Program Review areas.**

**Measurable Objective 1:**

collaborate to increase the proficiency rating of all identified Program Review areas by 06/01/2017 as measured by each Program Review rubric.

**Strategy 1:**

Evidence Collection - The district will provide a collaborative space for teachers, principals, and Program Review Leads to add evidence in each of the identified Program Review areas.

Category: Management Systems

Activity - Google Drive	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The District Technology Resource Coordinator will work with Program Review Leads and teachers in order to provide training on collaborating through Google Drive. All evidence will be housed in Google Drive, in order to make collaboration and feedback between district office, Program Review Leads, and teachers a smoother process.</p>	<p>Professional Learning, Technology</p>	<p>01/01/2017</p>	<p>06/01/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>CIO/District Technology Resource Coordinator, District Office Instructional Supervisors</p>
<p>Schools: Ponderosa Elementary School, Boyd County Career and Technical Education Center, Boyd County High School, Cannonsburg Elementary School, Boyd County Middle School, Summit Elementary School, Catlettsburg Elementary School</p>						

Activity - Publications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive District Improvement Plan

Boyd County

<p>The district will collaborate with schools to seek out ways to highlight programs provided to students (such as visual and performing arts, practical living/career studies, writing, global competency/world language, and primary programs). Natural evidence collection, including brochures, picture galleries/news on school webpages, and social media updates will be focused upon in order to share strengths of the programs provided at each school.</p> <p>Schools: Ponderosa Elementary School, Boyd County Career and Technical Education Center, Boyd County High School, Cannonsburg Elementary School, Boyd County Middle School, Summit Elementary School, Catlettsburg Elementary School</p>	<p>Community Engagement, Other - Public Relations, Parent Involvement</p>	<p>01/01/2017</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>District Office Instructional Supervisors, Program Review Leads, School Principals</p>
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### Strategy 2:

Continuous Improvement of Programs - District feedback will be given to schools regarding evidence collection and teacher/student/parent/administrator communication regarding programs identified through the Program Review process.

Category: Continuous Improvement

Activity - District "Mock" Program Review Audits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District Office will conduct "mock" Program Review Audits at least twice a year (following the model of the KDE Audits). "Mock" Audits will consist of teacher/student/parent/administrator interviews and discussion about evidence collection. Questions for the interviews will be based on each Program Review rubric. During the 2016-2017 school year, "mock" audits will be conducted in Visual and Performing Arts and Practical Living/Career Studies. Feedback will be given to each school in order to assist in reflection on strengths and growth areas.</p> <p>Schools: Ponderosa Elementary School, Boyd County Career and Technical Education Center, Boyd County High School, Cannonsburg Elementary School, Boyd County Middle School, Summit Elementary School, Catlettsburg Elementary School</p>	<p>Policy and Process</p>	<p>01/01/2017</p>	<p>06/01/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>District Office Instructional Supervisors</p>

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
NGSS Implementation	Teachers will be supported in implementing the Next Generation Science Standards. Teacher leaders will attend introductory training sessions regarding the new science assessment and applying the new science standards in the classroom, in order to plan and implement highly effective, three-dimensional lessons. Training sessions include the Pimser Science Academy and training at KEDC regarding the new science assessment. Teachers/students will participate in the spring 2017 state assessment pilot (grades 4, 7, & 11) and all grade-levels will complete at least one through-course task by March 2017.	Direct Instruction, Professional Learning	08/09/2016	05/19/2017	\$1993	District Office Instructional Supervisors, School Principals, Teachers
<b>Total</b>					\$1993	

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
NGSS Implementation	Teachers will be supported in implementing the Next Generation Science Standards. Teacher leaders will attend introductory training sessions regarding the new science assessment and applying the new science standards in the classroom, in order to plan and implement highly effective, three-dimensional lessons. Training sessions include the Pimser Science Academy and training at KEDC regarding the new science assessment. Teachers/students will participate in the spring 2017 state assessment pilot (grades 4, 7, & 11) and all grade-levels will complete at least one through-course task by March 2017.	Direct Instruction, Professional Learning	08/09/2016	05/19/2017	\$7693	District Office Instructional Supervisors, School Principals, Teachers
Kagan Training	During the summer of 2017, teachers and administrators will be trained in student engagement strategies through Kagan. Literacy and Math Specialists will be given first priority to participate in order to apply the strategies acquired to their current position.	Other - Student Engagement Strategies	05/23/2017	08/07/2017	\$7000	District Office Instructional Supervisors, Professional Development Coordinator, Title I Coordinator
<b>Total</b>					\$14693	

# Comprehensive District Improvement Plan

Boyd County

## Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Districtwide Writing Plan	Literacy Specialists, along with input from stakeholders, will develop a districtwide writing plan for implementation during the 2017-2018 school year. The writing plan will encompass grades K-12 and will include product expectations across content areas and disciplines.	Policy and Process	11/02/2016	08/09/2017	\$880	District Office Instructional Supervisors, District/School Literacy Specialists
ELA Curriculum Scope and Sequence	Literacy Specialists, along with input from stakeholders, will create a districtwide K-12 curriculum scope and sequence aligned to the Kentucky Common Academic Standards. The scope and sequence will be implemented during the 2017-2018 school year.	Policy and Process	11/15/2016	08/09/2017	\$880	District Office Instructional Supervisors, District/School Literacy Specialists
MDC Training and Implementation	Educators will be trained in the implementation of Formative Assessment Lessons through the Math Design Collaborative (MDC). Each new trainee will be paired with a Math Specialist to coach them as they implement FALS (Formative Assessment Lessons), as well as lessons from resources such as Illustrative Math, 3 Act Math, etc. Educators previously trained may also collaborate with Math Specialists to continue to deepen their implementation of strategies learned through MDC training.	Direct Instruction, Professional Learning	08/10/2016	05/19/2017	\$3750	District Office Instructional Supervisors, District/School Math Specialists
AdvanceKentucky	Boyd County Public Schools joined Advance Kentucky for Cohort 9 (focus on ELA, Math, Science). Through this partnership, middle and high school teachers will receive intense training during the Fall Forum and Summer Institutes. Boyd County High School will offer open enrollment for AP courses and incentives for teachers/students when students earn a qualifying score on AP exams. Teachers will collaborate at least four times a year to meet in vertical teams to plan for preparing students for the rigors of AP courses. BCHS will ensure that study sessions are conducted for each eligible AP course three times a year. AdvanceKentucky contracts directly with consultants to conduct these sessions.	Direct Instruction, Professional Learning, Academic Support Program	07/01/2016	05/19/2017	\$0	District Office Instructional Supervisors, BCHS Principal/Assistant Principal, BCMS Principal/Assistant Principal, AP/Pre-AP Teachers
Math and ELA Curriculum Alignment	Math and Literacy Specialists will lead work in reviewing and/or creating curriculum documents for math and English Language Arts. By the end of the 2016-2017 school year, the district will have an updated districtwide writing plan, ELA and Math curriculum documents, and aligned assessments that will be implemented during the 2017-2018 school year. Feedback will be taken from all stakeholders before the updates are approved and presented to the Boyd County School Board members.	Direct Instruction, Policy and Process	11/02/2016	05/19/2017	\$5530	District Office Instructional Supervisors, Math/Literacy Specialists

## Comprehensive District Improvement Plan

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Literacy/Math Specialists	Literacy and Math Specialists have been identified at each school. These individuals will provide support in the implementation of the Kentucky Academic Standards, while collaborating with teachers as they implement high quality literacy and math instruction through avenues such as LDC and MDC. Literacy/Math Specialists will lead LDC/MDC training for new teachers, follow-up by meeting in PLCs, team teaching, providing feedback, etc. as on-going support. These individuals will also lead ELA and Math curriculum work across the district.	Direct Instruction, Professional Learning	08/09/2016	05/19/2017	\$35000	District Instructional Supervisors, School Principals
Kagan Training	During the summer of 2017, teachers and administrators will be trained in student engagement strategies through Kagan. Literacy and Math Specialists will be given first priority to participate in order to apply the strategies acquired to their current position.	Other - Student Engagement Strategies	05/23/2017	08/07/2017	\$2000	District Office Instructional Supervisors, Professional Development Coordinator, Title I Coordinator
LDC Training and Implementation	Teachers will continue to receive job-embedded training opportunities on how to effectively incorporate and connect literacy strategies across content areas and disciplines. Teachers will be supported in using the Literacy Design Collaborative as an instructional design system, which offers an exceptional collection of practical and proven tools, templates, and instructional procedures to promote deep and authentic learning. Face-to-face trainings, along with coaching opportunities, will be provided to new teachers, as well as teachers who have previously been trained and continue to need support with deeper implementation.	Professional Learning	08/10/2016	05/19/2017	\$3750	District Office Instructional Supervisors, District/School Literacy Specialists
<b>Total</b>					<b>\$51790</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Google Drive	The District Technology Resource Coordinator will work with Program Review Leads and teachers in order to provide training on collaborating through Google Drive. All evidence will be housed in Google Drive, in order to make collaboration and feedback between district office, Program Review Leads, and teachers a smoother process.	Professional Learning, Technology	01/01/2017	06/01/2017	\$0	CIO/District Technology Resource Coordinator, District Office Instructional Supervisors

# Comprehensive District Improvement Plan

Boyd County

<p>District "Mock" Program Review Audits</p>	<p>District Office will conduct "mock" Program Review Audits at least twice a year (following the model of the KDE Audits). "Mock" Audits will consist of teacher/student/parent/administrator interviews and discussion about evidence collection. Questions for the interviews will be based on each Program Review rubric. During the 2016-2017 school year, "mock" audits will be conducted in Visual and Performing Arts and Practical Living/Career Studies. Feedback will be given to each school in order to assist in reflection on strengths and growth areas.</p>	<p>Policy and Process</p>	<p>01/01/2017</p>	<p>06/01/2017</p>	<p>\$0</p>	<p>District Office Instructional Supervisors</p>
<p>Lion Learning Walks</p>	<p>Lion Learning Walks are modeled after Instructional Rounds in Education. Learning Walks at each school location are intended to help education leaders and practitioners develop a shared understanding of what high-quality instruction looks like and what schools and the district need to do to support it. The purpose of Learning Walks is to gather evidence of teaching and learning that might not be revealed through classroom walkthroughs. Specifically, Learning Walks are focused on the teacher and student interactions, strategies, and practices that result in the desired teaching and learning. Learning Walks will involve classroom visits, identifying positive feedback from each classroom, debriefings about identified "look-fors," and collaborating to increase effectiveness of Professional Learning Communities at each school.</p>	<p>Professional Learning</p>	<p>11/16/2016</p>	<p>05/19/2017</p>	<p>\$0</p>	<p>District Office Instructional Supervisors, Principals</p>
<p>Online Academy</p>	<p>District Office administrators, BCHS administrators, and the School Board will collaborate to explore the possibility of creating an online virtual academy for students who dropped out of high school up to two years ago. During the current school year, stakeholders will identify parameters that would need to be set to implement a program of this nature. If consensus can be made, the academy would be piloted during the 2017-2018 school year. Full implementation would be considered for the 2018-2019 school year. Funding will be identified as guidelines for the program are set.</p>	<p>Academic Support Program</p>	<p>01/01/2017</p>	<p>05/19/2017</p>	<p>\$0</p>	<p>Superintendent, DPP, BCHS administrators /counselors</p>
<p>Mentoring</p>	<p>Boyd County High School administrators will collaborate to provide mentors to students at-risk of dropping out of high school. Mentors will meet with students to encourage them and set goals for improving in areas such as attendance, behavior, and grades.</p>	<p>Academic Support Program</p>	<p>01/01/2017</p>	<p>05/19/2017</p>	<p>\$0</p>	<p>Boyd County High School Administration /Counselors</p>

# Comprehensive District Improvement Plan

Boyd County

No Pass/No Drive	<p>The DPP will collaborate with the high school at each mid-term and nine weeks to identify students at-risk for having their permit or license revoked due to poor academic achievement. The DPP, BCHS staff, and parents will work together to identify interventions/supports for students who may be impacted.</p> <p>The law states that schools will use academic and attendance data from the previous semester of the school year to determine whether 16 and 17-year-old students are compliant with the law. If deemed non-compliant, the student's current driver's license or learner's permit is revoked. A revoked learner's permit or driver's license can be reinstated electronically on the web portal if the student is compliant with the terms of the law for an entire semester, or completes the credits in summer school.</p>	Policy and Process, Parent Involvement, Tutoring, Academic Support Program	01/01/2017	05/19/2017	\$0	DPP, BCHS administrators /teachers/counselors
Publications	<p>The district will collaborate with schools to seek out ways to highlight programs provided to students (such as visual and performing arts, practical living/career studies, writing, global competency/world language, and primary programs). Natural evidence collection, including brochures, picture galleries/news on school webpages, and social media updates will be focused upon in order to share strengths of the programs provided at each school.</p>	Community Engagement, Other - Public Relations, Parent Involvement	01/01/2017	06/15/2017	\$0	District Office Instructional Supervisors, Program Review Leads, School Principals
Work-Ready Certification	<p>Boyd County High School staff will collaborate to increase the number of students earning a Work Ready Seal upon graduation. Work toward this item includes increasing attendance, integrating soft skills/employability training into the curriculum more naturally, increased usage of ILPs, etc.</p>	Academic Support Program	01/01/2017	05/19/2017	\$0	District Office Instructional Supervisors, BCHS Principal/Assistant Principal/BAC/Counselors
Council Visits	<p>The DPP will visit each school council to discuss how increased attendance impacts the finances of the district. The DPP will share examples of exactly how higher attendance equals dollars. The DPP will also work with each council to generate ideas that can be implemented at the school and district levels to increase overall student attendance.</p>	Policy and Process	01/01/2017	05/19/2017	\$0	DPP, School Administrators
<b>Total</b>					<b>\$0</b>	

## Activity Summary by School

Below is a breakdown of activity by school.

### Summit Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Districtwide Writing Plan	Literacy Specialists, along with input from stakeholders, will develop a districtwide writing plan for implementation during the 2017-2018 school year. The writing plan will encompass grades K-12 and will include product expectations across content areas and disciplines.	Policy and Process	11/02/2016	08/09/2017	\$880	District Office Instructional Supervisors, District/School Literacy Specialists
ELA Curriculum Scope and Sequence	Literacy Specialists, along with input from stakeholders, will create a districtwide K-12 curriculum scope and sequence aligned to the Kentucky Common Academic Standards. The scope and sequence will be implemented during the 2017-2018 school year.	Policy and Process	11/15/2016	08/09/2017	\$880	District Office Instructional Supervisors, District/School Literacy Specialists
LDC Training and Implementation	Teachers will continue to receive job-embedded training opportunities on how to effectively incorporate and connect literacy strategies across content areas and disciplines. Teachers will be supported in using the Literacy Design Collaborative as an instructional design system, which offers an exceptional collection of practical and proven tools, templates, and instructional procedures to promote deep and authentic learning. Face-to-face trainings, along with coaching opportunities, will be provided to new teachers, as well as teachers who have previously been trained and continue to need support with deeper implementation.	Professional Learning	08/10/2016	05/19/2017	\$3750	District Office Instructional Supervisors, District/School Literacy Specialists
MDC Training and Implementation	Educators will be trained in the implementation of Formative Assessment Lessons through the Math Design Collaborative (MDC). Each new trainee will be paired with a Math Specialist to coach them as they implement FALS (Formative Assessment Lessons), as well as lessons from resources such as Illustrative Math, 3 Act Math, etc. Educators previously trained may also collaborate with Math Specialists to continue to deepen their implementation of strategies learned through MDC training.	Direct Instruction, Professional Learning	08/10/2016	05/19/2017	\$3750	District Office Instructional Supervisors, District/School Math Specialists

# Comprehensive District Improvement Plan

Boyd County

Lion Learning Walks	Lion Learning Walks are modeled after Instructional Rounds in Education. Learning Walks at each school location are intended to help education leaders and practitioners develop a shared understanding of what high-quality instruction looks like and what schools and the district need to do to support it. The purpose of Learning Walks is to gather evidence of teaching and learning that might not be revealed through classroom walkthroughs. Specifically, Learning Walks are focused on the teacher and student interactions, strategies, and practices that result in the desired teaching and learning. Learning Walks will involve classroom visits, identifying positive feedback from each classroom, debriefings about identified "look-fors," and collaborating to increase effectiveness of Professional Learning Communities at each school.	Professional Learning	11/16/2016	05/19/2017	\$0	District Office Instructional Supervisors, Principals
Council Visits	The DPP will visit each school council to discuss how increased attendance impacts the finances of the district. The DPP will share examples of exactly how higher attendance equals dollars. The DPP will also work with each council to generate ideas that can be implemented at the school and district levels to increase overall student attendance.	Policy and Process	01/01/2017	05/19/2017	\$0	DPP, School Administrators
Math and ELA Curriculum Alignment	Math and Literacy Specialists will lead work in reviewing and/or creating curriculum documents for math and English Language Arts. By the end of the 2016-2017 school year, the district will have an updated districtwide writing plan, ELA and Math curriculum documents, and aligned assessments that will be implemented during the 2017-2018 school year. Feedback will be taken from all stakeholders before the updates are approved and presented to the Boyd County School Board members.	Direct Instruction, Policy and Process	11/02/2016	05/19/2017	\$5530	District Office Instructional Supervisors, Math/Literacy Specialists
Literacy/Math Specialists	Literacy and Math Specialists have been identified at each school. These individuals will provide support in the implementation of the Kentucky Academic Standards, while collaborating with teachers as they implement high quality literacy and math instruction through avenues such as LDC and MDC. Literacy/Math Specialists will lead LDC/MDC training for new teachers, follow-up by meeting in PLCs, team teaching, providing feedback, etc. as on-going support. These individuals will also lead ELA and Math curriculum work across the district.	Direct Instruction, Professional Learning	08/09/2016	05/19/2017	\$35000	District Instructional Supervisors, School Principals
Kagan Training	During the summer of 2017, teachers and administrators will be trained in student engagement strategies through Kagan. Literacy and Math Specialists will be given first priority to participate in order to apply the strategies acquired to their current position.	Other - Student Engagement Strategies	05/23/2017	08/07/2017	\$9000	District Office Instructional Supervisors, Professional Development Coordinator, Title I Coordinator

## Comprehensive District Improvement Plan

Boyd County

Google Drive	The District Technology Resource Coordinator will work with Program Review Leads and teachers in order to provide training on collaborating through Google Drive. All evidence will be housed in Google Drive, in order to make collaboration and feedback between district office, Program Review Leads, and teachers a smoother process.	Professional Learning, Technology	01/01/2017	06/01/2017	\$0	CIO/District Technology Resource Coordinator, District Office Instructional Supervisors
District "Mock" Program Review Audits	District Office will conduct "mock" Program Review Audits at least twice a year (following the model of the KDE Audits). "Mock" Audits will consist of teacher/student/parent/administrator interviews and discussion about evidence collection. Questions for the interviews will be based on each Program Review rubric. During the 2016-2017 school year, "mock" audits will be conducted in Visual and Performing Arts and Practical Living/Career Studies. Feedback will be given to each school in order to assist in reflection on strengths and growth areas.	Policy and Process	01/01/2017	06/01/2017	\$0	District Office Instructional Supervisors
Publications	The district will collaborate with schools to seek out ways to highlight programs provided to students (such as visual and performing arts, practical living/career studies, writing, global competency/world language, and primary programs). Natural evidence collection, including brochures, picture galleries/news on school webpages, and social media updates will be focused upon in order to share strengths of the programs provided at each school.	Community Engagement, Other - Public Relations, Parent Involvement	01/01/2017	06/15/2017	\$0	District Office Instructional Supervisors, Program Review Leads, School Principals
NGSS Implementation	Teachers will be supported in implementing the Next Generation Science Standards. Teacher leaders will attend introductory training sessions regarding the new science assessment and applying the new science standards in the classroom, in order to plan and implement highly effective, three-dimensional lessons. Training sessions include the Pimser Science Academy and training at KEDC regarding the new science assessment. Teachers/students will participate in the spring 2017 state assessment pilot (grades 4, 7, & 11) and all grade-levels will complete at least one through-course task by March 2017.	Direct Instruction, Professional Learning	08/09/2016	05/19/2017	\$9686	District Office Instructional Supervisors, School Principals, Teachers
<b>Total</b>					<b>\$68476</b>	

### Ramey-Estep High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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# Comprehensive District Improvement Plan

Boyd County

LDC Training and Implementation	Teachers will continue to receive job-embedded training opportunities on how to effectively incorporate and connect literacy strategies across content areas and disciplines. Teachers will be supported in using the Literacy Design Collaborative as an instructional design system, which offers an exceptional collection of practical and proven tools, templates, and instructional procedures to promote deep and authentic learning. Face-to-face trainings, along with coaching opportunities, will be provided to new teachers, as well as teachers who have previously been trained and continue to need support with deeper implementation.	Professional Learning	08/10/2016	05/19/2017	\$3750	District Office Instructional Supervisors, District/School Literacy Specialists
MDC Training and Implementation	Educators will be trained in the implementation of Formative Assessment Lessons through the Math Design Collaborative (MDC). Each new trainee will be paired with a Math Specialist to coach them as they implement FALS (Formative Assessment Lessons), as well as lessons from resources such as Illustrative Math, 3 Act Math, etc. Educators previously trained may also collaborate with Math Specialists to continue to deepen their implementation of strategies learned through MDC training.	Direct Instruction, Professional Learning	08/10/2016	05/19/2017	\$3750	District Office Instructional Supervisors, District/School Math Specialists
Lion Learning Walks	Lion Learning Walks are modeled after Instructional Rounds in Education. Learning Walks at each school location are intended to help education leaders and practitioners develop a shared understanding of what high-quality instruction looks like and what schools and the district need to do to support it. The purpose of Learning Walks is to gather evidence of teaching and learning that might not be revealed through classroom walkthroughs. Specifically, Learning Walks are focused on the teacher and student interactions, strategies, and practices that result in the desired teaching and learning. Learning Walks will involve classroom visits, identifying positive feedback from each classroom, debriefings about identified "look-fors," and collaborating to increase effectiveness of Professional Learning Communities at each school.	Professional Learning	11/16/2016	05/19/2017	\$0	District Office Instructional Supervisors, Principals
Literacy/Math Specialists	Literacy and Math Specialists have been identified at each school. These individuals will provide support in the implementation of the Kentucky Academic Standards, while collaborating with teachers as they implement high quality literacy and math instruction through avenues such as LDC and MDC. Literacy/Math Specialists will lead LDC/MDC training for new teachers, follow-up by meeting in PLCs, team teaching, providing feedback, etc. as on-going support. These individuals will also lead ELA and Math curriculum work across the district.	Direct Instruction, Professional Learning	08/09/2016	05/19/2017	\$35000	District Instructional Supervisors, School Principals

## Comprehensive District Improvement Plan

Boyd County

NGSS Implementation	Teachers will be supported in implementing the Next Generation Science Standards. Teacher leaders will attend introductory training sessions regarding the new science assessment and applying the new science standards in the classroom, in order to plan and implement highly effective, three-dimensional lessons. Training sessions include the Pimser Science Academy and training at KEDC regarding the new science assessment. Teachers/students will participate in the spring 2017 state assessment pilot (grades 4, 7, & 11) and all grade-levels will complete at least one through-course task by March 2017.	Direct Instruction, Professional Learning	08/09/2016	05/19/2017	\$9686	District Office Instructional Supervisors, School Principals, Teachers
<b>Total</b>					<b>\$52186</b>	

### Ponderosa Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Districtwide Writing Plan	Literacy Specialists, along with input from stakeholders, will develop a districtwide writing plan for implementation during the 2017-2018 school year. The writing plan will encompass grades K-12 and will include product expectations across content areas and disciplines.	Policy and Process	11/02/2016	08/09/2017	\$880	District Office Instructional Supervisors, District/School Literacy Specialists
ELA Curriculum Scope and Sequence	Literacy Specialists, along with input from stakeholders, will create a districtwide K-12 curriculum scope and sequence aligned to the Kentucky Common Academic Standards. The scope and sequence will be implemented during the 2017-2018 school year.	Policy and Process	11/15/2016	08/09/2017	\$880	District Office Instructional Supervisors, District/School Literacy Specialists
LDC Training and Implementation	Teachers will continue to receive job-embedded training opportunities on how to effectively incorporate and connect literacy strategies across content areas and disciplines. Teachers will be supported in using the Literacy Design Collaborative as an instructional design system, which offers an exceptional collection of practical and proven tools, templates, and instructional procedures to promote deep and authentic learning. Face-to-face trainings, along with coaching opportunities, will be provided to new teachers, as well as teachers who have previously been trained and continue to need support with deeper implementation.	Professional Learning	08/10/2016	05/19/2017	\$3750	District Office Instructional Supervisors, District/School Literacy Specialists

# Comprehensive District Improvement Plan

Boyd County

MDC Training and Implementation	Educators will be trained in the implementation of Formative Assessment Lessons through the Math Design Collaborative (MDC). Each new trainee will be paired with a Math Specialist to coach them as they implement FALS (Formative Assessment Lessons), as well as lessons from resources such as Illustrative Math, 3 Act Math, etc. Educators previously trained may also collaborate with Math Specialists to continue to deepen their implementation of strategies learned through MDC training.	Direct Instruction, Professional Learning	08/10/2016	05/19/2017	\$3750	District Office Instructional Supervisors, District/School Math Specialists
Lion Learning Walks	Lion Learning Walks are modeled after Instructional Rounds in Education. Learning Walks at each school location are intended to help education leaders and practitioners develop a shared understanding of what high-quality instruction looks like and what schools and the district need to do to support it. The purpose of Learning Walks is to gather evidence of teaching and learning that might not be revealed through classroom walkthroughs. Specifically, Learning Walks are focused on the teacher and student interactions, strategies, and practices that result in the desired teaching and learning. Learning Walks will involve classroom visits, identifying positive feedback from each classroom, debriefings about identified "look-fors," and collaborating to increase effectiveness of Professional Learning Communities at each school.	Professional Learning	11/16/2016	05/19/2017	\$0	District Office Instructional Supervisors, Principals
Council Visits	The DPP will visit each school council to discuss how increased attendance impacts the finances of the district. The DPP will share examples of exactly how higher attendance equals dollars. The DPP will also work with each council to generate ideas that can be implemented at the school and district levels to increase overall student attendance.	Policy and Process	01/01/2017	05/19/2017	\$0	DPP, School Administrators
Math and ELA Curriculum Alignment	Math and Literacy Specialists will lead work in reviewing and/or creating curriculum documents for math and English Language Arts. By the end of the 2016-2017 school year, the district will have an updated districtwide writing plan, ELA and Math curriculum documents, and aligned assessments that will be implemented during the 2017-2018 school year. Feedback will be taken from all stakeholders before the updates are approved and presented to the Boyd County School Board members.	Direct Instruction, Policy and Process	11/02/2016	05/19/2017	\$5530	District Office Instructional Supervisors, Math/Literacy Specialists
Literacy/Math Specialists	Literacy and Math Specialists have been identified at each school. These individuals will provide support in the implementation of the Kentucky Academic Standards, while collaborating with teachers as they implement high quality literacy and math instruction through avenues such as LDC and MDC. Literacy/Math Specialists will lead LDC/MDC training for new teachers, follow-up by meeting in PLCs, team teaching, providing feedback, etc. as on-going support. These individuals will also lead ELA and Math curriculum work across the district.	Direct Instruction, Professional Learning	08/09/2016	05/19/2017	\$35000	District Instructional Supervisors, School Principals

# Comprehensive District Improvement Plan

Boyd County

Kagan Training	During the summer of 2017, teachers and administrators will be trained in student engagement strategies through Kagan. Literacy and Math Specialists will be given first priority to participate in order to apply the strategies acquired to their current position.	Other - Student Engagement Strategies	05/23/2017	08/07/2017	\$9000	District Office Instructional Supervisors, Professional Development Coordinator, Title I Coordinator
Google Drive	The District Technology Resource Coordinator will work with Program Review Leads and teachers in order to provide training on collaborating through Google Drive. All evidence will be housed in Google Drive, in order to make collaboration and feedback between district office, Program Review Leads, and teachers a smoother process.	Professional Learning, Technology	01/01/2017	06/01/2017	\$0	CIO/District Technology Resource Coordinator, District Office Instructional Supervisors
District "Mock" Program Review Audits	District Office will conduct "mock" Program Review Audits at least twice a year (following the model of the KDE Audits). "Mock" Audits will consist of teacher/student/parent/administrator interviews and discussion about evidence collection. Questions for the interviews will be based on each Program Review rubric. During the 2016-2017 school year, "mock" audits will be conducted in Visual and Performing Arts and Practical Living/Career Studies. Feedback will be given to each school in order to assist in reflection on strengths and growth areas.	Policy and Process	01/01/2017	06/01/2017	\$0	District Office Instructional Supervisors
Publications	The district will collaborate with schools to seek out ways to highlight programs provided to students (such as visual and performing arts, practical living/career studies, writing, global competency/world language, and primary programs). Natural evidence collection, including brochures, picture galleries/news on school webpages, and social media updates will be focused upon in order to share strengths of the programs provided at each school.	Community Engagement, Other - Public Relations, Parent Involvement	01/01/2017	06/15/2017	\$0	District Office Instructional Supervisors, Program Review Leads, School Principals
NGSS Implementation	Teachers will be supported in implementing the Next Generation Science Standards. Teacher leaders will attend introductory training sessions regarding the new science assessment and applying the new science standards in the classroom, in order to plan and implement highly effective, three-dimensional lessons. Training sessions include the Pimser Science Academy and training at KEDC regarding the new science assessment. Teachers/students will participate in the spring 2017 state assessment pilot (grades 4, 7, & 11) and all grade-levels will complete at least one through-course task by March 2017.	Direct Instruction, Professional Learning	08/09/2016	05/19/2017	\$9686	District Office Instructional Supervisors, School Principals, Teachers
<b>Total</b>					<b>\$68476</b>	

## Catlettsburg Elementary School

# Comprehensive District Improvement Plan

Boyd County

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Districtwide Writing Plan	Literacy Specialists, along with input from stakeholders, will develop a districtwide writing plan for implementation during the 2017-2018 school year. The writing plan will encompass grades K-12 and will include product expectations across content areas and disciplines.	Policy and Process	11/02/2016	08/09/2017	\$880	District Office Instructional Supervisors, District/School Literacy Specialists
ELA Curriculum Scope and Sequence	Literacy Specialists, along with input from stakeholders, will create a districtwide K-12 curriculum scope and sequence aligned to the Kentucky Common Academic Standards. The scope and sequence will be implemented during the 2017-2018 school year.	Policy and Process	11/15/2016	08/09/2017	\$880	District Office Instructional Supervisors, District/School Literacy Specialists
LDC Training and Implementation	Teachers will continue to receive job-embedded training opportunities on how to effectively incorporate and connect literacy strategies across content areas and disciplines. Teachers will be supported in using the Literacy Design Collaborative as an instructional design system, which offers an exceptional collection of practical and proven tools, templates, and instructional procedures to promote deep and authentic learning. Face-to-face trainings, along with coaching opportunities, will be provided to new teachers, as well as teachers who have previously been trained and continue to need support with deeper implementation.	Professional Learning	08/10/2016	05/19/2017	\$3750	District Office Instructional Supervisors, District/School Literacy Specialists
MDC Training and Implementation	Educators will be trained in the implementation of Formative Assessment Lessons through the Math Design Collaborative (MDC). Each new trainee will be paired with a Math Specialist to coach them as they implement FALS (Formative Assessment Lessons), as well as lessons from resources such as Illustrative Math, 3 Act Math, etc. Educators previously trained may also collaborate with Math Specialists to continue to deepen their implementation of strategies learned through MDC training.	Direct Instruction, Professional Learning	08/10/2016	05/19/2017	\$3750	District Office Instructional Supervisors, District/School Math Specialists
Lion Learning Walks	Lion Learning Walks are modeled after Instructional Rounds in Education. Learning Walks at each school location are intended to help education leaders and practitioners develop a shared understanding of what high-quality instruction looks like and what schools and the district need to do to support it. The purpose of Learning Walks is to gather evidence of teaching and learning that might not be revealed through classroom walkthroughs. Specifically, Learning Walks are focused on the teacher and student interactions, strategies, and practices that result in the desired teaching and learning. Learning Walks will involve classroom visits, identifying positive feedback from each classroom, debriefings about identified "look-fors," and collaborating to increase effectiveness of Professional Learning Communities at each school.	Professional Learning	11/16/2016	05/19/2017	\$0	District Office Instructional Supervisors, Principals

# Comprehensive District Improvement Plan

Boyd County

Council Visits	The DPP will visit each school council to discuss how increased attendance impacts the finances of the district. The DPP will share examples of exactly how higher attendance equals dollars. The DPP will also work with each council to generate ideas that can be implemented at the school and district levels to increase overall student attendance.	Policy and Process	01/01/2017	05/19/2017	\$0	DPP, School Administrators
Math and ELA Curriculum Alignment	Math and Literacy Specialists will lead work in reviewing and/or creating curriculum documents for math and English Language Arts. By the end of the 2016-2017 school year, the district will have an updated districtwide writing plan, ELA and Math curriculum documents, and aligned assessments that will be implemented during the 2017-2018 school year. Feedback will be taken from all stakeholders before the updates are approved and presented to the Boyd County School Board members.	Direct Instruction, Policy and Process	11/02/2016	05/19/2017	\$5530	District Office Instructional Supervisors, Math/Literacy Specialists
Literacy/Math Specialists	Literacy and Math Specialists have been identified at each school. These individuals will provide support in the implementation of the Kentucky Academic Standards, while collaborating with teachers as they implement high quality literacy and math instruction through avenues such as LDC and MDC. Literacy/Math Specialists will lead LDC/MDC training for new teachers, follow-up by meeting in PLCs, team teaching, providing feedback, etc. as on-going support. These individuals will also lead ELA and Math curriculum work across the district.	Direct Instruction, Professional Learning	08/09/2016	05/19/2017	\$35000	District Instructional Supervisors, School Principals
Kagan Training	During the summer of 2017, teachers and administrators will be trained in student engagement strategies through Kagan. Literacy and Math Specialists will be given first priority to participate in order to apply the strategies acquired to their current position.	Other - Student Engagement Strategies	05/23/2017	08/07/2017	\$9000	District Office Instructional Supervisors, Professional Development Coordinator, Title I Coordinator
Google Drive	The District Technology Resource Coordinator will work with Program Review Leads and teachers in order to provide training on collaborating through Google Drive. All evidence will be housed in Google Drive, in order to make collaboration and feedback between district office, Program Review Leads, and teachers a smoother process.	Professional Learning, Technology	01/01/2017	06/01/2017	\$0	CIO/District Technology Resource Coordinator, District Office Instructional Supervisors

# Comprehensive District Improvement Plan

Boyd County

District "Mock" Program Review Audits	District Office will conduct "mock" Program Review Audits at least twice a year (following the model of the KDE Audits). "Mock" Audits will consist of teacher/student/parent/administrator interviews and discussion about evidence collection. Questions for the interviews will be based on each Program Review rubric. During the 2016-2017 school year, "mock" audits will be conducted in Visual and Performing Arts and Practical Living/Career Studies. Feedback will be given to each school in order to assist in reflection on strengths and growth areas.	Policy and Process	01/01/2017	06/01/2017	\$0	District Office Instructional Supervisors
Publications	The district will collaborate with schools to seek out ways to highlight programs provided to students (such as visual and performing arts, practical living/career studies, writing, global competency/world language, and primary programs). Natural evidence collection, including brochures, picture galleries/news on school webpages, and social media updates will be focused upon in order to share strengths of the programs provided at each school.	Community Engagement, Other - Public Relations, Parent Involvement	01/01/2017	06/15/2017	\$0	District Office Instructional Supervisors, Program Review Leads, School Principals
NGSS Implementation	Teachers will be supported in implementing the Next Generation Science Standards. Teacher leaders will attend introductory training sessions regarding the new science assessment and applying the new science standards in the classroom, in order to plan and implement highly effective, three-dimensional lessons. Training sessions include the Pimser Science Academy and training at KEDC regarding the new science assessment. Teachers/students will participate in the spring 2017 state assessment pilot (grades 4, 7, & 11) and all grade-levels will complete at least one through-course task by March 2017.	Direct Instruction, Professional Learning	08/09/2016	05/19/2017	\$9686	District Office Instructional Supervisors, School Principals, Teachers
<b>Total</b>					<b>\$68476</b>	

## Cannonsburg Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Districtwide Writing Plan	Literacy Specialists, along with input from stakeholders, will develop a districtwide writing plan for implementation during the 2017-2018 school year. The writing plan will encompass grades K-12 and will include product expectations across content areas and disciplines.	Policy and Process	11/02/2016	08/09/2017	\$880	District Office Instructional Supervisors, District/School Literacy Specialists
ELA Curriculum Scope and Sequence	Literacy Specialists, along with input from stakeholders, will create a districtwide K-12 curriculum scope and sequence aligned to the Kentucky Common Academic Standards. The scope and sequence will be implemented during the 2017-2018 school year.	Policy and Process	11/15/2016	08/09/2017	\$880	District Office Instructional Supervisors, District/School Literacy Specialists

# Comprehensive District Improvement Plan

Boyd County

LDC Training and Implementation	Teachers will continue to receive job-embedded training opportunities on how to effectively incorporate and connect literacy strategies across content areas and disciplines. Teachers will be supported in using the Literacy Design Collaborative as an instructional design system, which offers an exceptional collection of practical and proven tools, templates, and instructional procedures to promote deep and authentic learning. Face-to-face trainings, along with coaching opportunities, will be provided to new teachers, as well as teachers who have previously been trained and continue to need support with deeper implementation.	Professional Learning	08/10/2016	05/19/2017	\$3750	District Office Instructional Supervisors, District/School Literacy Specialists
MDC Training and Implementation	Educators will be trained in the implementation of Formative Assessment Lessons through the Math Design Collaborative (MDC). Each new trainee will be paired with a Math Specialist to coach them as they implement FALS (Formative Assessment Lessons), as well as lessons from resources such as Illustrative Math, 3 Act Math, etc. Educators previously trained may also collaborate with Math Specialists to continue to deepen their implementation of strategies learned through MDC training.	Direct Instruction, Professional Learning	08/10/2016	05/19/2017	\$3750	District Office Instructional Supervisors, District/School Math Specialists
Lion Learning Walks	Lion Learning Walks are modeled after Instructional Rounds in Education. Learning Walks at each school location are intended to help education leaders and practitioners develop a shared understanding of what high-quality instruction looks like and what schools and the district need to do to support it. The purpose of Learning Walks is to gather evidence of teaching and learning that might not be revealed through classroom walkthroughs. Specifically, Learning Walks are focused on the teacher and student interactions, strategies, and practices that result in the desired teaching and learning. Learning Walks will involve classroom visits, identifying positive feedback from each classroom, debriefings about identified "look-fors," and collaborating to increase effectiveness of Professional Learning Communities at each school.	Professional Learning	11/16/2016	05/19/2017	\$0	District Office Instructional Supervisors, Principals
Council Visits	The DPP will visit each school council to discuss how increased attendance impacts the finances of the district. The DPP will share examples of exactly how higher attendance equals dollars. The DPP will also work with each council to generate ideas that can be implemented at the school and district levels to increase overall student attendance.	Policy and Process	01/01/2017	05/19/2017	\$0	DPP, School Administrators

# Comprehensive District Improvement Plan

Boyd County

Math and ELA Curriculum Alignment	Math and Literacy Specialists will lead work in reviewing and/or creating curriculum documents for math and English Language Arts. By the end of the 2016-2017 school year, the district will have an updated districtwide writing plan, ELA and Math curriculum documents, and aligned assessments that will be implemented during the 2017-2018 school year. Feedback will be taken from all stakeholders before the updates are approved and presented to the Boyd County School Board members.	Direct Instruction, Policy and Process	11/02/2016	05/19/2017	\$5530	District Office Instructional Supervisors, Math/Literacy Specialists
Literacy/Math Specialists	Literacy and Math Specialists have been identified at each school. These individuals will provide support in the implementation of the Kentucky Academic Standards, while collaborating with teachers as they implement high quality literacy and math instruction through avenues such as LDC and MDC. Literacy/Math Specialists will lead LDC/MDC training for new teachers, follow-up by meeting in PLCs, team teaching, providing feedback, etc. as on-going support. These individuals will also lead ELA and Math curriculum work across the district.	Direct Instruction, Professional Learning	08/09/2016	05/19/2017	\$35000	District Instructional Supervisors, School Principals
Kagan Training	During the summer of 2017, teachers and administrators will be trained in student engagement strategies through Kagan. Literacy and Math Specialists will be given first priority to participate in order to apply the strategies acquired to their current position.	Other - Student Engagement Strategies	05/23/2017	08/07/2017	\$9000	District Office Instructional Supervisors, Professional Development Coordinator, Title I Coordinator
Google Drive	The District Technology Resource Coordinator will work with Program Review Leads and teachers in order to provide training on collaborating through Google Drive. All evidence will be housed in Google Drive, in order to make collaboration and feedback between district office, Program Review Leads, and teachers a smoother process.	Professional Learning, Technology	01/01/2017	06/01/2017	\$0	CIO/District Technology Resource Coordinator, District Office Instructional Supervisors
District "Mock" Program Review Audits	District Office will conduct "mock" Program Review Audits at least twice a year (following the model of the KDE Audits). "Mock" Audits will consist of teacher/student/parent/administrator interviews and discussion about evidence collection. Questions for the interviews will be based on each Program Review rubric. During the 2016-2017 school year, "mock" audits will be conducted in Visual and Performing Arts and Practical Living/Career Studies. Feedback will be given to each school in order to assist in reflection on strengths and growth areas.	Policy and Process	01/01/2017	06/01/2017	\$0	District Office Instructional Supervisors

## Comprehensive District Improvement Plan

Boyd County

Publications	The district will collaborate with schools to seek out ways to highlight programs provided to students (such as visual and performing arts, practical living/career studies, writing, global competency/world language, and primary programs). Natural evidence collection, including brochures, picture galleries/news on school webpages, and social media updates will be focused upon in order to share strengths of the programs provided at each school.	Community Engagement, Other - Public Relations, Parent Involvement	01/01/2017	06/15/2017	\$0	District Office Instructional Supervisors, Program Review Leads, School Principals
NGSS Implementation	Teachers will be supported in implementing the Next Generation Science Standards. Teacher leaders will attend introductory training sessions regarding the new science assessment and applying the new science standards in the classroom, in order to plan and implement highly effective, three-dimensional lessons. Training sessions include the Pimser Science Academy and training at KEDC regarding the new science assessment. Teachers/students will participate in the spring 2017 state assessment pilot (grades 4, 7, & 11) and all grade-levels will complete at least one through-course task by March 2017.	Direct Instruction, Professional Learning	08/09/2016	05/19/2017	\$9686	District Office Instructional Supervisors, School Principals, Teachers
<b>Total</b>					<b>\$68476</b>	

### Boyd County Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Districtwide Writing Plan	Literacy Specialists, along with input from stakeholders, will develop a districtwide writing plan for implementation during the 2017-2018 school year. The writing plan will encompass grades K-12 and will include product expectations across content areas and disciplines.	Policy and Process	11/02/2016	08/09/2017	\$880	District Office Instructional Supervisors, District/School Literacy Specialists
ELA Curriculum Scope and Sequence	Literacy Specialists, along with input from stakeholders, will create a districtwide K-12 curriculum scope and sequence aligned to the Kentucky Common Academic Standards. The scope and sequence will be implemented during the 2017-2018 school year.	Policy and Process	11/15/2016	08/09/2017	\$880	District Office Instructional Supervisors, District/School Literacy Specialists
LDC Training and Implementation	Teachers will continue to receive job-embedded training opportunities on how to effectively incorporate and connect literacy strategies across content areas and disciplines. Teachers will be supported in using the Literacy Design Collaborative as an instructional design system, which offers an exceptional collection of practical and proven tools, templates, and instructional procedures to promote deep and authentic learning. Face-to-face trainings, along with coaching opportunities, will be provided to new teachers, as well as teachers who have previously been trained and continue to need support with deeper implementation.	Professional Learning	08/10/2016	05/19/2017	\$3750	District Office Instructional Supervisors, District/School Literacy Specialists

# Comprehensive District Improvement Plan

Boyd County

MDC Training and Implementation	Educators will be trained in the implementation of Formative Assessment Lessons through the Math Design Collaborative (MDC). Each new trainee will be paired with a Math Specialist to coach them as they implement FALS (Formative Assessment Lessons), as well as lessons from resources such as Illustrative Math, 3 Act Math, etc. Educators previously trained may also collaborate with Math Specialists to continue to deepen their implementation of strategies learned through MDC training.	Direct Instruction, Professional Learning	08/10/2016	05/19/2017	\$3750	District Office Instructional Supervisors, District/School Math Specialists
Lion Learning Walks	Lion Learning Walks are modeled after Instructional Rounds in Education. Learning Walks at each school location are intended to help education leaders and practitioners develop a shared understanding of what high-quality instruction looks like and what schools and the district need to do to support it. The purpose of Learning Walks is to gather evidence of teaching and learning that might not be revealed through classroom walkthroughs. Specifically, Learning Walks are focused on the teacher and student interactions, strategies, and practices that result in the desired teaching and learning. Learning Walks will involve classroom visits, identifying positive feedback from each classroom, debriefings about identified "look-fors," and collaborating to increase effectiveness of Professional Learning Communities at each school.	Professional Learning	11/16/2016	05/19/2017	\$0	District Office Instructional Supervisors, Principals
AdvanceKentucky	Boyd County Public Schools joined Advance Kentucky for Cohort 9 (focus on ELA, Math, Science). Through this partnership, middle and high school teachers will receive intense training during the Fall Forum and Summer Institutes. Boyd County High School will offer open enrollment for AP courses and incentives for teachers/students when students earn a qualifying score on AP exams. Teachers will collaborate at least four times a year to meet in vertical teams to plan for preparing students for the rigors of AP courses. BCHS will ensure that study sessions are conducted for each eligible AP course three times a year. AdvanceKentucky contracts directly with consultants to conduct these sessions.	Direct Instruction, Professional Learning, Academic Support Program	07/01/2016	05/19/2017	\$0	District Office Instructional Supervisors, BCHS Principal/Assistant Principal, BCMS Principal/Assistant Principal, AP/Pre-AP Teachers
Council Visits	The DPP will visit each school council to discuss how increased attendance impacts the finances of the district. The DPP will share examples of exactly how higher attendance equals dollars. The DPP will also work with each council to generate ideas that can be implemented at the school and district levels to increase overall student attendance.	Policy and Process	01/01/2017	05/19/2017	\$0	DPP, School Administrators

# Comprehensive District Improvement Plan

Boyd County

Math and ELA Curriculum Alignment	Math and Literacy Specialists will lead work in reviewing and/or creating curriculum documents for math and English Language Arts. By the end of the 2016-2017 school year, the district will have an updated districtwide writing plan, ELA and Math curriculum documents, and aligned assessments that will be implemented during the 2017-2018 school year. Feedback will be taken from all stakeholders before the updates are approved and presented to the Boyd County School Board members.	Direct Instruction, Policy and Process	11/02/2016	05/19/2017	\$5530	District Office Instructional Supervisors, Math/Literacy Specialists
Literacy/Math Specialists	Literacy and Math Specialists have been identified at each school. These individuals will provide support in the implementation of the Kentucky Academic Standards, while collaborating with teachers as they implement high quality literacy and math instruction through avenues such as LDC and MDC. Literacy/Math Specialists will lead LDC/MDC training for new teachers, follow-up by meeting in PLCs, team teaching, providing feedback, etc. as on-going support. These individuals will also lead ELA and Math curriculum work across the district.	Direct Instruction, Professional Learning	08/09/2016	05/19/2017	\$35000	District Instructional Supervisors, School Principals
Kagan Training	During the summer of 2017, teachers and administrators will be trained in student engagement strategies through Kagan. Literacy and Math Specialists will be given first priority to participate in order to apply the strategies acquired to their current position.	Other - Student Engagement Strategies	05/23/2017	08/07/2017	\$9000	District Office Instructional Supervisors, Professional Development Coordinator, Title I Coordinator
Google Drive	The District Technology Resource Coordinator will work with Program Review Leads and teachers in order to provide training on collaborating through Google Drive. All evidence will be housed in Google Drive, in order to make collaboration and feedback between district office, Program Review Leads, and teachers a smoother process.	Professional Learning, Technology	01/01/2017	06/01/2017	\$0	CIO/District Technology Resource Coordinator, District Office Instructional Supervisors
District "Mock" Program Review Audits	District Office will conduct "mock" Program Review Audits at least twice a year (following the model of the KDE Audits). "Mock" Audits will consist of teacher/student/parent/administrator interviews and discussion about evidence collection. Questions for the interviews will be based on each Program Review rubric. During the 2016-2017 school year, "mock" audits will be conducted in Visual and Performing Arts and Practical Living/Career Studies. Feedback will be given to each school in order to assist in reflection on strengths and growth areas.	Policy and Process	01/01/2017	06/01/2017	\$0	District Office Instructional Supervisors

## Comprehensive District Improvement Plan

Boyd County

Publications	The district will collaborate with schools to seek out ways to highlight programs provided to students (such as visual and performing arts, practical living/career studies, writing, global competency/world language, and primary programs). Natural evidence collection, including brochures, picture galleries/news on school webpages, and social media updates will be focused upon in order to share strengths of the programs provided at each school.	Community Engagement, Other - Public Relations, Parent Involvement	01/01/2017	06/15/2017	\$0	District Office Instructional Supervisors, Program Review Leads, School Principals
NGSS Implementation	Teachers will be supported in implementing the Next Generation Science Standards. Teacher leaders will attend introductory training sessions regarding the new science assessment and applying the new science standards in the classroom, in order to plan and implement highly effective, three-dimensional lessons. Training sessions include the Pimser Science Academy and training at KEDC regarding the new science assessment. Teachers/students will participate in the spring 2017 state assessment pilot (grades 4, 7, & 11) and all grade-levels will complete at least one through-course task by March 2017.	Direct Instruction, Professional Learning	08/09/2016	05/19/2017	\$9686	District Office Instructional Supervisors, School Principals, Teachers
<b>Total</b>					<b>\$68476</b>	

### Boyd County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Districtwide Writing Plan	Literacy Specialists, along with input from stakeholders, will develop a districtwide writing plan for implementation during the 2017-2018 school year. The writing plan will encompass grades K-12 and will include product expectations across content areas and disciplines.	Policy and Process	11/02/2016	08/09/2017	\$880	District Office Instructional Supervisors, District/School Literacy Specialists
ELA Curriculum Scope and Sequence	Literacy Specialists, along with input from stakeholders, will create a districtwide K-12 curriculum scope and sequence aligned to the Kentucky Common Academic Standards. The scope and sequence will be implemented during the 2017-2018 school year.	Policy and Process	11/15/2016	08/09/2017	\$880	District Office Instructional Supervisors, District/School Literacy Specialists
LDC Training and Implementation	Teachers will continue to receive job-embedded training opportunities on how to effectively incorporate and connect literacy strategies across content areas and disciplines. Teachers will be supported in using the Literacy Design Collaborative as an instructional design system, which offers an exceptional collection of practical and proven tools, templates, and instructional procedures to promote deep and authentic learning. Face-to-face trainings, along with coaching opportunities, will be provided to new teachers, as well as teachers who have previously been trained and continue to need support with deeper implementation.	Professional Learning	08/10/2016	05/19/2017	\$3750	District Office Instructional Supervisors, District/School Literacy Specialists

# Comprehensive District Improvement Plan

Boyd County

MDC Training and Implementation	Educators will be trained in the implementation of Formative Assessment Lessons through the Math Design Collaborative (MDC). Each new trainee will be paired with a Math Specialist to coach them as they implement FALS (Formative Assessment Lessons), as well as lessons from resources such as Illustrative Math, 3 Act Math, etc. Educators previously trained may also collaborate with Math Specialists to continue to deepen their implementation of strategies learned through MDC training.	Direct Instruction, Professional Learning	08/10/2016	05/19/2017	\$3750	District Office Instructional Supervisors, District/School Math Specialists
Lion Learning Walks	Lion Learning Walks are modeled after Instructional Rounds in Education. Learning Walks at each school location are intended to help education leaders and practitioners develop a shared understanding of what high-quality instruction looks like and what schools and the district need to do to support it. The purpose of Learning Walks is to gather evidence of teaching and learning that might not be revealed through classroom walkthroughs. Specifically, Learning Walks are focused on the teacher and student interactions, strategies, and practices that result in the desired teaching and learning. Learning Walks will involve classroom visits, identifying positive feedback from each classroom, debriefings about identified "look-fors," and collaborating to increase effectiveness of Professional Learning Communities at each school.	Professional Learning	11/16/2016	05/19/2017	\$0	District Office Instructional Supervisors, Principals
AdvanceKentucky	Boyd County Public Schools joined Advance Kentucky for Cohort 9 (focus on ELA, Math, Science). Through this partnership, middle and high school teachers will receive intense training during the Fall Forum and Summer Institutes. Boyd County High School will offer open enrollment for AP courses and incentives for teachers/students when students earn a qualifying score on AP exams. Teachers will collaborate at least four times a year to meet in vertical teams to plan for preparing students for the rigors of AP courses. BCHS will ensure that study sessions are conducted for each eligible AP course three times a year. AdvanceKentucky contracts directly with consultants to conduct these sessions.	Direct Instruction, Professional Learning, Academic Support Program	07/01/2016	05/19/2017	\$0	District Office Instructional Supervisors, BCHS Principal/Assistant Principal, BCMS Principal/Assistant Principal, AP/Pre-AP Teachers
Work-Ready Certification	Boyd County High School staff will collaborate to increase the number of students earning a Work Ready Seal upon graduation. Work toward this item includes increasing attendance, integrating soft skills/employability training into the curriculum more naturally, increased usage of ILPs, etc.	Academic Support Program	01/01/2017	05/19/2017	\$0	District Office Instructional Supervisors, BCHS Principal/Assistant Principal/BAC/Counselors
Mentoring	Boyd County High School administrators will collaborate to provide mentors to students at-risk of dropping out of high school. Mentors will meet with students to encourage them and set goals for improving in areas such as attendance, behavior, and grades.	Academic Support Program	01/01/2017	05/19/2017	\$0	Boyd County High School Administration/Counselors

# Comprehensive District Improvement Plan

Boyd County

Council Visits	The DPP will visit each school council to discuss how increased attendance impacts the finances of the district. The DPP will share examples of exactly how higher attendance equals dollars. The DPP will also work with each council to generate ideas that can be implemented at the school and district levels to increase overall student attendance.	Policy and Process	01/01/2017	05/19/2017	\$0	DPP, School Administrators
Online Academy	District Office administrators, BCHS administrators, and the School Board will collaborate to explore the possibility of creating an online virtual academy for students who dropped out of high school up to two years ago. During the current school year, stakeholders will identify parameters that would need to be set to implement a program of this nature. If consensus can be made, the academy would be piloted during the 2017-2018 school year. Full implementation would be considered for the 2018-2019 school year. Funding will be identified as guidelines for the program are set.	Academic Support Program	01/01/2017	05/19/2017	\$0	Superintendent, DPP, BCHS administrators/counselors
No Pass/No Drive	<p>The DPP will collaborate with the high school at each mid-term and nine weeks to identify students at-risk for having their permit or license revoked due to poor academic achievement. The DPP, BCHS staff, and parents will work together to identify interventions/supports for students who may be impacted.</p> <p>The law states that schools will use academic and attendance data from the previous semester of the school year to determine whether 16 and 17-year-old students are compliant with the law. If deemed non-compliant, the student's current driver's license or learner's permit is revoked. A revoked learner's permit or driver's license can be reinstated electronically on the web portal if the student is compliant with the terms of the law for an entire semester, or completes the credits in summer school.</p>	Policy and Process, Parent Involvement, Tutoring, Academic Support Program	01/01/2017	05/19/2017	\$0	DPP, BCHS administrators/teachers/counselors
Math and ELA Curriculum Alignment	Math and Literacy Specialists will lead work in reviewing and/or creating curriculum documents for math and English Language Arts. By the end of the 2016-2017 school year, the district will have an updated districtwide writing plan, ELA and Math curriculum documents, and aligned assessments that will be implemented during the 2017-2018 school year. Feedback will be taken from all stakeholders before the updates are approved and presented to the Boyd County School Board members.	Direct Instruction, Policy and Process	11/02/2016	05/19/2017	\$5530	District Office Instructional Supervisors, Math/Literacy Specialists

# Comprehensive District Improvement Plan

Boyd County

Literacy/Math Specialists	Literacy and Math Specialists have been identified at each school. These individuals will provide support in the implementation of the Kentucky Academic Standards, while collaborating with teachers as they implement high quality literacy and math instruction through avenues such as LDC and MDC. Literacy/Math Specialists will lead LDC/MDC training for new teachers, follow-up by meeting in PLCs, team teaching, providing feedback, etc. as on-going support. These individuals will also lead ELA and Math curriculum work across the district.	Direct Instruction, Professional Learning	08/09/2016	05/19/2017	\$35000	District Instructional Supervisors, School Principals
Kagan Training	During the summer of 2017, teachers and administrators will be trained in student engagement strategies through Kagan. Literacy and Math Specialists will be given first priority to participate in order to apply the strategies acquired to their current position.	Other - Student Engagement Strategies	05/23/2017	08/07/2017	\$9000	District Office Instructional Supervisors, Professional Development Coordinator, Title I Coordinator
Google Drive	The District Technology Resource Coordinator will work with Program Review Leads and teachers in order to provide training on collaborating through Google Drive. All evidence will be housed in Google Drive, in order to make collaboration and feedback between district office, Program Review Leads, and teachers a smoother process.	Professional Learning, Technology	01/01/2017	06/01/2017	\$0	CIO/District Technology Resource Coordinator, District Office Instructional Supervisors
District "Mock" Program Review Audits	District Office will conduct "mock" Program Review Audits at least twice a year (following the model of the KDE Audits). "Mock" Audits will consist of teacher/student/parent/administrator interviews and discussion about evidence collection. Questions for the interviews will be based on each Program Review rubric. During the 2016-2017 school year, "mock" audits will be conducted in Visual and Performing Arts and Practical Living/Career Studies. Feedback will be given to each school in order to assist in reflection on strengths and growth areas.	Policy and Process	01/01/2017	06/01/2017	\$0	District Office Instructional Supervisors
Publications	The district will collaborate with schools to seek out ways to highlight programs provided to students (such as visual and performing arts, practical living/career studies, writing, global competency/world language, and primary programs). Natural evidence collection, including brochures, picture galleries/news on school webpages, and social media updates will be focused upon in order to share strengths of the programs provided at each school.	Community Engagement, Other - Public Relations, Parent Involvement	01/01/2017	06/15/2017	\$0	District Office Instructional Supervisors, Program Review Leads, School Principals

## Comprehensive District Improvement Plan

Boyd County

NGSS Implementation	Teachers will be supported in implementing the Next Generation Science Standards. Teacher leaders will attend introductory training sessions regarding the new science assessment and applying the new science standards in the classroom, in order to plan and implement highly effective, three-dimensional lessons. Training sessions include the Pimser Science Academy and training at KEDC regarding the new science assessment. Teachers/students will participate in the spring 2017 state assessment pilot (grades 4, 7, & 11) and all grade-levels will complete at least one through-course task by March 2017.	Direct Instruction, Professional Learning	08/09/2016	05/19/2017	\$9686	District Office Instructional Supervisors, School Principals, Teachers
<b>Total</b>					<b>\$68476</b>	

### Boyd County Career and Technical Education Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Districtwide Writing Plan	Literacy Specialists, along with input from stakeholders, will develop a districtwide writing plan for implementation during the 2017-2018 school year. The writing plan will encompass grades K-12 and will include product expectations across content areas and disciplines.	Policy and Process	11/02/2016	08/09/2017	\$880	District Office Instructional Supervisors, District/School Literacy Specialists
ELA Curriculum Scope and Sequence	Literacy Specialists, along with input from stakeholders, will create a districtwide K-12 curriculum scope and sequence aligned to the Kentucky Common Academic Standards. The scope and sequence will be implemented during the 2017-2018 school year.	Policy and Process	11/15/2016	08/09/2017	\$880	District Office Instructional Supervisors, District/School Literacy Specialists
LDC Training and Implementation	Teachers will continue to receive job-embedded training opportunities on how to effectively incorporate and connect literacy strategies across content areas and disciplines. Teachers will be supported in using the Literacy Design Collaborative as an instructional design system, which offers an exceptional collection of practical and proven tools, templates, and instructional procedures to promote deep and authentic learning. Face-to-face trainings, along with coaching opportunities, will be provided to new teachers, as well as teachers who have previously been trained and continue to need support with deeper implementation.	Professional Learning	08/10/2016	05/19/2017	\$3750	District Office Instructional Supervisors, District/School Literacy Specialists

# Comprehensive District Improvement Plan

Boyd County

MDC Training and Implementation	Educators will be trained in the implementation of Formative Assessment Lessons through the Math Design Collaborative (MDC). Each new trainee will be paired with a Math Specialist to coach them as they implement FALS (Formative Assessment Lessons), as well as lessons from resources such as Illustrative Math, 3 Act Math, etc. Educators previously trained may also collaborate with Math Specialists to continue to deepen their implementation of strategies learned through MDC training.	Direct Instruction, Professional Learning	08/10/2016	05/19/2017	\$3750	District Office Instructional Supervisors, District/School Math Specialists
Lion Learning Walks	Lion Learning Walks are modeled after Instructional Rounds in Education. Learning Walks at each school location are intended to help education leaders and practitioners develop a shared understanding of what high-quality instruction looks like and what schools and the district need to do to support it. The purpose of Learning Walks is to gather evidence of teaching and learning that might not be revealed through classroom walkthroughs. Specifically, Learning Walks are focused on the teacher and student interactions, strategies, and practices that result in the desired teaching and learning. Learning Walks will involve classroom visits, identifying positive feedback from each classroom, debriefings about identified "look-fors," and collaborating to increase effectiveness of Professional Learning Communities at each school.	Professional Learning	11/16/2016	05/19/2017	\$0	District Office Instructional Supervisors, Principals
Work-Ready Certification	Boyd County High School staff will collaborate to increase the number of students earning a Work Ready Seal upon graduation. Work toward this item includes increasing attendance, integrating soft skills/employability training into the curriculum more naturally, increased usage of ILPs, etc.	Academic Support Program	01/01/2017	05/19/2017	\$0	District Office Instructional Supervisors, BCHS Principal/Assistant Principal/BAC/Counselors
Mentoring	Boyd County High School administrators will collaborate to provide mentors to students at-risk of dropping out of high school. Mentors will meet with students to encourage them and set goals for improving in areas such as attendance, behavior, and grades.	Academic Support Program	01/01/2017	05/19/2017	\$0	Boyd County High School Administration/Counselors
Council Visits	The DPP will visit each school council to discuss how increased attendance impacts the finances of the district. The DPP will share examples of exactly how higher attendance equals dollars. The DPP will also work with each council to generate ideas that can be implemented at the school and district levels to increase overall student attendance.	Policy and Process	01/01/2017	05/19/2017	\$0	DPP, School Administrators

# Comprehensive District Improvement Plan

Boyd County

Online Academy	District Office administrators, BCHS administrators, and the School Board will collaborate to explore the possibility of creating an online virtual academy for students who dropped out of high school up to two years ago. During the current school year, stakeholders will identify parameters that would need to be set to implement a program of this nature. If consensus can be made, the academy would be piloted during the 2017-2018 school year. Full implementation would be considered for the 2018-2019 school year. Funding will be identified as guidelines for the program are set.	Academic Support Program	01/01/2017	05/19/2017	\$0	Superintendent, DPP, BCHS administrators/counselors
No Pass/No Drive	<p>The DPP will collaborate with the high school at each mid-term and nine weeks to identify students at-risk for having their permit or license revoked due to poor academic achievement. The DPP, BCHS staff, and parents will work together to identify interventions/supports for students who may be impacted.</p> <p>The law states that schools will use academic and attendance data from the previous semester of the school year to determine whether 16 and 17-year-old students are compliant with the law. If deemed non-compliant, the student's current driver's license or learner's permit is revoked. A revoked learner's permit or driver's license can be reinstated electronically on the web portal if the student is compliant with the terms of the law for an entire semester, or completes the credits in summer school.</p>	Policy and Process, Parent Involvement, Tutoring, Academic Support Program	01/01/2017	05/19/2017	\$0	DPP, BCHS administrators/teachers/counselors
Math and ELA Curriculum Alignment	Math and Literacy Specialists will lead work in reviewing and/or creating curriculum documents for math and English Language Arts. By the end of the 2016-2017 school year, the district will have an updated districtwide writing plan, ELA and Math curriculum documents, and aligned assessments that will be implemented during the 2017-2018 school year. Feedback will be taken from all stakeholders before the updates are approved and presented to the Boyd County School Board members.	Direct Instruction, Policy and Process	11/02/2016	05/19/2017	\$5530	District Office Instructional Supervisors, Math/Literacy Specialists
Literacy/Math Specialists	Literacy and Math Specialists have been identified at each school. These individuals will provide support in the implementation of the Kentucky Academic Standards, while collaborating with teachers as they implement high quality literacy and math instruction through avenues such as LDC and MDC. Literacy/Math Specialists will lead LDC/MDC training for new teachers, follow-up by meeting in PLCs, team teaching, providing feedback, etc. as on-going support. These individuals will also lead ELA and Math curriculum work across the district.	Direct Instruction, Professional Learning	08/09/2016	05/19/2017	\$35000	District Instructional Supervisors, School Principals

# Comprehensive District Improvement Plan

Boyd County

Kagan Training	During the summer of 2017, teachers and administrators will be trained in student engagement strategies through Kagan. Literacy and Math Specialists will be given first priority to participate in order to apply the strategies acquired to their current position.	Other - Student Engagement Strategies	05/23/2017	08/07/2017	\$9000	District Office Instructional Supervisors, Professional Development Coordinator, Title I Coordinator
Google Drive	The District Technology Resource Coordinator will work with Program Review Leads and teachers in order to provide training on collaborating through Google Drive. All evidence will be housed in Google Drive, in order to make collaboration and feedback between district office, Program Review Leads, and teachers a smoother process.	Professional Learning, Technology	01/01/2017	06/01/2017	\$0	CIO/District Technology Resource Coordinator, District Office Instructional Supervisors
District "Mock" Program Review Audits	District Office will conduct "mock" Program Review Audits at least twice a year (following the model of the KDE Audits). "Mock" Audits will consist of teacher/student/parent/administrator interviews and discussion about evidence collection. Questions for the interviews will be based on each Program Review rubric. During the 2016-2017 school year, "mock" audits will be conducted in Visual and Performing Arts and Practical Living/Career Studies. Feedback will be given to each school in order to assist in reflection on strengths and growth areas.	Policy and Process	01/01/2017	06/01/2017	\$0	District Office Instructional Supervisors
Publications	The district will collaborate with schools to seek out ways to highlight programs provided to students (such as visual and performing arts, practical living/career studies, writing, global competency/world language, and primary programs). Natural evidence collection, including brochures, picture galleries/news on school webpages, and social media updates will be focused upon in order to share strengths of the programs provided at each school.	Community Engagement, Other - Public Relations, Parent Involvement	01/01/2017	06/15/2017	\$0	District Office Instructional Supervisors, Program Review Leads, School Principals
NGSS Implementation	Teachers will be supported in implementing the Next Generation Science Standards. Teacher leaders will attend introductory training sessions regarding the new science assessment and applying the new science standards in the classroom, in order to plan and implement highly effective, three-dimensional lessons. Training sessions include the Pimser Science Academy and training at KEDC regarding the new science assessment. Teachers/students will participate in the spring 2017 state assessment pilot (grades 4, 7, & 11) and all grade-levels will complete at least one through-course task by March 2017.	Direct Instruction, Professional Learning	08/09/2016	05/19/2017	\$9686	District Office Instructional Supervisors, School Principals, Teachers
<b>Total</b>					<b>\$68476</b>	

## **Phase II - 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 and any other stakeholders that they may identify. 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. Parent Involvement Coordinators are in place at each school, and schools have parent organizations in place, as well.	

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/UserFiles/2/District%20Information/final%20cdip%201516.pdf">http://www.boyd.kyschools.us/UserFiles/2/District%20Information/final%20cdip%201516.pdf</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.	Yes		

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		

# Comprehensive District Improvement Plan

Boyd County

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

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		

# Comprehensive District Improvement Plan

Boyd County

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		

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		

# Comprehensive District Improvement Plan

Boyd County

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

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		

# Comprehensive District Improvement Plan

Boyd County

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		

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.	Yes		

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		

# Comprehensive District Improvement Plan

Boyd County

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

# **Phase II - 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:**

2016-2017 Novice Reduction: Decrease the percent of novice in reading and math for the individual student groups and the non-duplicated gap group by 50% over five years.

**Measurable Objective 1:**

collaborate to decrease the percent of novice in reading and mathematics for individual student groups and the non-duplicated gap group by 10% as compared to the previous school year by 05/19/2017 as measured by K-PREP and ACT QualityCore End-of-Course exams.

**Strategy1:**

Observing Teaching and Learning - Administrators will collaborate through a Principals' PLC to observe teaching and learning in each school across the district.

Category: Continuous Improvement

Research Cited:

Activity - Lion Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lion Learning Walks are modeled after Instructional Rounds in Education. Learning Walks at each school location are intended to help education leaders and practitioners develop a shared understanding of what high-quality instruction looks like and what schools and the district need to do to support it. The purpose of Learning Walks is to gather evidence of teaching and learning that might not be revealed through classroom walkthroughs. Specifically, Learning Walks are focused on the teacher and student interactions, strategies, and practices that result in the desired teaching and learning. Learning Walks will involve classroom visits, identifying positive feedback from each classroom, debriefings about identified "look-fors," and collaborating to increase effectiveness of Professional Learning Communities at each school.	Professional Learning	11/16/2016	05/19/2017	\$0 - No Funding Required	District Office Instructional Supervisors, Principals

**Strategy2:**

Implementation of Math Standards/Differentiated Instruction/Assessment Literacy - Administrators and teachers will receive support for implementing KCAS, improving instructional practices/effectiveness, and increasing assessment literacy. Teachers will use an instructional framework that includes teacher collaboration in designing instruction, analyzing student work, and adjusting instructional practices based

# Comprehensive District Improvement Plan

Boyd County

upon data and lessons learned about students and their needs.

Category: Continuous Improvement

Research Cited:

Activity - MDC Training and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Educators will be trained in the implementation of Formative Assessment Lessons through the Math Design Collaborative (MDC). Each new trainee will be paired with a Math Specialist to coach them as they implement FALS (Formative Assessment Lessons), as well as lessons from resources such as Illustrative Math, 3 Act Math, etc. Educators previously trained may also collaborate with Math Specialists to continue to deepen their implementation of strategies learned through MDC training.	Professional Learning Direct Instruction	08/10/2016	05/19/2017	\$3750 - Grant Funds	District Office Instructional Supervisors, District/School Math Specialists

### Strategy3:

Build Literacy Skills - Educators will be equipped to effectively teach reading, writing, speaking, and listening in any subject area and across disciplines through training and coaching techniques.

Category: Continuous Improvement

Research Cited:

Activity - LDC Training and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to receive job-embedded training opportunities on how to effectively incorporate and connect literacy strategies across content areas and disciplines. Teachers will be supported in using the Literacy Design Collaborative as an instructional design system, which offers an exceptional collection of practical and proven tools, templates, and instructional procedures to promote deep and authentic learning. Face-to-face trainings, along with coaching opportunities, will be provided to new teachers, as well as teachers who have previously been trained and continue to need support with deeper implementation.	Professional Learning	08/10/2016	05/19/2017	\$3750 - Grant Funds	District Office Instructional Supervisors, District/School Literacy Specialists

### Goal 2:

2016-2017 CCR: Increase the percentage of students who are college-and-career ready from the baseline of 70.4% to 76.3% by 2017.

### Measurable Objective 1:

collaborate to increase the percentage of students graduating high school as college-and-career ready from 69.1% to 76.3% by 05/19/2017 as measured by an increase of students meeting college and/or career readiness benchmarks.

### Strategy1:

Engaging Students in Rigorous Standards - The school district will collaborate to expand access to and support success in rigorous college-level work in high school, particularly among student populations traditionally underrepresented in these courses.

# Comprehensive District Improvement Plan

Boyd County

Category: Continuous Improvement

Research Cited:

Activity - NGSS Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be supported in implementing the Next Generation Science Standards. Teacher leaders will attend introductory training sessions regarding the new science assessment and applying the new science standards in the classroom, in order to plan and implement highly effective, three-dimensional lessons. Training sessions include the Pimser Science Academy and training at KEDC regarding the new science assessment. Teachers/students will participate in the spring 2017 state assessment pilot (grades 4, 7, & 11) and all grade-levels will complete at least one through-course task by March 2017.	Direct Instruction Professional Learning	08/09/2016	05/19/2017	\$1993 - District Funding \$7693 - Title I Part A	District Office Instructional Supervisors, School Principals, Teachers

Activity - AdvanceKentucky	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Boyd County Public Schools joined Advance Kentucky for Cohort 9 (focus on ELA, Math, Science). Through this partnership, middle and high school teachers will receive intense training during the Fall Forum and Summer Institutes. Boyd County High School will offer open enrollment for AP courses and incentives for teachers/students when students earn a qualifying score on AP exams. Teachers will collaborate at least four times a year to meet in vertical teams to plan for preparing students for the rigors of AP courses. BCHS will ensure that study sessions are conducted for each eligible AP course three times a year. AdvanceKentucky contracts directly with consultants to conduct these sessions.	Direct Instruction Academic Support Program Professional Learning	07/01/2016	05/19/2017	\$0 - Grant Funds	District Office Instructional Supervisors, BCHS Principal/Assistant Principal, BCMS Principal/Assistant Principal, AP/Pre-AP Teachers

### Goal 3:

2016-2017 Writing Proficiency: Increase writing achievement from 40.1% to 70.1% for elementary students, 52.1% to 76.1% for middle school students, and 39% to 69.5% for high school students by the 2018-2019 school year.

### Measurable Objective 1:

collaborate to increase the percentage of students scoring proficient or higher in writing from 39.2% to 58.1% for elementary students, 48.2% to 66.5% for middle school students, and 38.1% to 57.3% for high school students by 05/19/2017 as measured by K-PREP.

### Strategy1:

Implementation of KCAS - Through the Instructional Transformation Grant, the school district has been provided access to an effectiveness coach for the duration of the grant. With support of our effectiveness coach, Boyd County Public Schools will evaluate alignment and implementation of district curriculum, instruction and assessments with the KCAS.

Category: Continuous Improvement

Research Cited:

# Comprehensive District Improvement Plan

Boyd County

Activity - Districtwide Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy Specialists, along with input from stakeholders, will develop a districtwide writing plan for implementation during the 2017-2018 school year. The writing plan will encompass grades K-12 and will include product expectations across content areas and disciplines.	Policy and Process	11/02/2016	08/09/2017	\$880 - Grant Funds	District Office Instructional Supervisors, District/School Literacy Specialists

Activity - ELA Curriculum Scope and Sequence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy Specialists, along with input from stakeholders, will create a districtwide K-12 curriculum scope and sequence aligned to the Kentucky Common Academic Standards. The scope and sequence will be implemented during the 2017-2018 school year.	Policy and Process	11/15/2016	08/09/2017	\$880 - Grant Funds	District Office Instructional Supervisors, District/School Literacy Specialists

## Goal 4:

2016-2017 Achievement Gap: Increase the combined reading and math proficiency ratings for students in the non-duplicated gap group from 41.6% to 70.8% for elementary, 35.9% to 68% for middle school, and 24.7% to 62.4% for high school students by 2019.

### Measurable Objective 1:

collaborate to increase the combined reading and math proficiency ratings for students in the non-duplicated gap group from 51% to 59.1% for elementary, 41.1% to 55.1% for middle, and 41% to 47.3% for high school students by 05/19/2017 as measured by K-PREP and ACT QualityCore End-of-Course exams.

### Strategy1:

Student Engagement Strategies - The district will seek out professional learning opportunities for teachers and administrators regarding student engagement strategies.

Category: Professional Learning & Support

Research Cited:

Activity - Kagan Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the summer of 2017, teachers and administrators will be trained in student engagement strategies through Kagan. Literacy and Math Specialists will be given first priority to participate in order to apply the strategies acquired to their current position.	Other - Student Engagement Strategies	05/23/2017	08/07/2017	\$7000 - Title I Part A \$2000 - Grant Funds	District Office Instructional Supervisors, Professional Development Coordinator, Title I Coordinator

## Goal 5:

2016-2017 Proficiency: Increase the average combined reading and math proficiency scores from the baseline of 49.5% to 74.8% for elementary, 45.4% to 72.7% for middle, and 35% to 67.5% for high school students by the 2018-2019 school year.

# Comprehensive District Improvement Plan

Boyd County

## Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency scores from 57.9% to 64.7% for elementary, 50.4% to 61.8% for middle, and 47% to 54.5% for high school students by 05/19/2017 as measured by K-PREP and ACT QualityCore End-of-Course exams.

## Strategy1:

Curriculum Alignment - Districtwide curriculum documents and benchmark assessments will be created or reviewed annually.

Category: Professional Learning & Support

Research Cited:

Activity - Math and ELA Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and Literacy Specialists will lead work in reviewing and/or creating curriculum documents for math and English Language Arts. By the end of the 2016-2017 school year, the district will have an updated districtwide writing plan, ELA and Math curriculum documents, and aligned assessments that will be implemented during the 2017-2018 school year. Feedback will be taken from all stakeholders before the updates are approved and presented to the Boyd County School Board members.	Policy and Process Direct Instruction	11/02/2016	05/19/2017	\$5530 - Grant Funds	District Office Instructional Supervisors, Math/Literacy Specialists

## Strategy2:

Implementation of KCAS/Differentiated Instruction/Assessment Literacy - Teacher leaders act as coaches/team teachers to provide support in the implementation of Kentucky's Common Academic Standards, differentiated instruction, assessment literacy, and implementing PLC protocol at each school in the district.

Category: Professional Learning & Support

Research Cited:

Activity - Literacy/Math Specialists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy and Math Specialists have been identified at each school. These individuals will provide support in the implementation of the Kentucky Academic Standards, while collaborating with teachers as they implement high quality literacy and math instruction through avenues such as LDC and MDC. Literacy/Math Specialists will lead LDC/MDC training for new teachers, follow-up by meeting in PLCs, team teaching, providing feedback, etc. as on-going support. These individuals will also lead ELA and Math curriculum work across the district.	Direct Instruction Professional Learning	08/09/2016	05/19/2017	\$35000 - Grant Funds	District Instructional Supervisors, School Principals

## Narrative:

Teacher recruitment and retention techniques are provided through professional learning opportunities, stipends for teacher leadership roles, opportunities to serve on committees and leadership teams, teacher collaboration through teacher-led PD and PLC efforts, teacher mentoring, etc.

# Comprehensive District Improvement Plan

Boyd County

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

## Goal 1:

2016-2017 Novice Reduction: Decrease the percent of novice in reading and math for the individual student groups and the non-duplicated gap group by 50% over five years.

## Measurable Objective 1:

collaborate to decrease the percent of novice in reading and mathematics for individual student groups and the non-duplicated gap group by 10% as compared to the previous school year by 05/19/2017 as measured by K-PREP and ACT QualityCore End-of-Course exams.

## Strategy1:

Implementation of Math Standards/Differentiated Instruction/Assessment Literacy - Administrators and teachers will receive support for implementing KCAS, improving instructional practices/effectiveness, and increasing assessment literacy. Teachers will use an instructional framework that includes teacher collaboration in designing instruction, analyzing student work, and adjusting instructional practices based upon data and lessons learned about students and their needs.

Category: Continuous Improvement

Research Cited:

Activity - MDC Training and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Educators will be trained in the implementation of Formative Assessment Lessons through the Math Design Collaborative (MDC). Each new trainee will be paired with a Math Specialist to coach them as they implement FALS (Formative Assessment Lessons), as well as lessons from resources such as Illustrative Math, 3 Act Math, etc. Educators previously trained may also collaborate with Math Specialists to continue to deepen their implementation of strategies learned through MDC training.	Professional Learning Direct Instruction	08/10/2016	05/19/2017	\$3750 - Grant Funds	District Office Instructional Supervisors, District/School Math Specialists

## Strategy2:

Observing Teaching and Learning - Administrators will collaborate through a Principals' PLC to observe teaching and learning in each school across the district.

Category: Continuous Improvement

Research Cited:

# Comprehensive District Improvement Plan

Boyd County

Activity - Lion Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lion Learning Walks are modeled after Instructional Rounds in Education. Learning Walks at each school location are intended to help education leaders and practitioners develop a shared understanding of what high-quality instruction looks like and what schools and the district need to do to support it. The purpose of Learning Walks is to gather evidence of teaching and learning that might not be revealed through classroom walkthroughs. Specifically, Learning Walks are focused on the teacher and student interactions, strategies, and practices that result in the desired teaching and learning. Learning Walks will involve classroom visits, identifying positive feedback from each classroom, debriefings about identified "look-fors," and collaborating to increase effectiveness of Professional Learning Communities at each school.	Professional Learning	11/16/2016	05/19/2017	\$0 - No Funding Required	District Office Instructional Supervisors, Principals

### Strategy3:

Build Literacy Skills - Educators will be equipped to effectively teach reading, writing, speaking, and listening in any subject area and across disciplines through training and coaching techniques.

Category: Continuous Improvement

Research Cited:

Activity - LDC Training and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to receive job-embedded training opportunities on how to effectively incorporate and connect literacy strategies across content areas and disciplines. Teachers will be supported in using the Literacy Design Collaborative as an instructional design system, which offers an exceptional collection of practical and proven tools, templates, and instructional procedures to promote deep and authentic learning. Face-to-face trainings, along with coaching opportunities, will be provided to new teachers, as well as teachers who have previously been trained and continue to need support with deeper implementation.	Professional Learning	08/10/2016	05/19/2017	\$3750 - Grant Funds	District Office Instructional Supervisors, District/School Literacy Specialists

### Goal 2:

2016-2017 CCR: Increase the percentage of students who are college-and-career ready from the baseline of 70.4% to 76.3% by 2017.

### Measurable Objective 1:

collaborate to increase the percentage of students graduating high school as college-and-career ready from 69.1% to 76.3% by 05/19/2017 as measured by an increase of students meeting college and/or career readiness benchmarks.

### Strategy1:

Engaging Students in Rigorous Standards - The school district will collaborate to expand access to and support success in rigorous college-level work in high school, particularly among student populations traditionally underrepresented in these courses.

# Comprehensive District Improvement Plan

Boyd County

Category: Continuous Improvement

Research Cited:

Activity - NGSS Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be supported in implementing the Next Generation Science Standards. Teacher leaders will attend introductory training sessions regarding the new science assessment and applying the new science standards in the classroom, in order to plan and implement highly effective, three-dimensional lessons. Training sessions include the Pimser Science Academy and training at KEDC regarding the new science assessment. Teachers/students will participate in the spring 2017 state assessment pilot (grades 4, 7, & 11) and all grade-levels will complete at least one through-course task by March 2017.	Professional Learning Direct Instruction	08/09/2016	05/19/2017	\$1993 - District Funding \$7693 - Title I Part A	District Office Instructional Supervisors, School Principals, Teachers

Activity - AdvanceKentucky	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Boyd County Public Schools joined Advance Kentucky for Cohort 9 (focus on ELA, Math, Science). Through this partnership, middle and high school teachers will receive intense training during the Fall Forum and Summer Institutes. Boyd County High School will offer open enrollment for AP courses and incentives for teachers/students when students earn a qualifying score on AP exams. Teachers will collaborate at least four times a year to meet in vertical teams to plan for preparing students for the rigors of AP courses. BCHS will ensure that study sessions are conducted for each eligible AP course three times a year. AdvanceKentucky contracts directly with consultants to conduct these sessions.	Direct Instruction Professional Learning Academic Support Program	07/01/2016	05/19/2017	\$0 - Grant Funds	District Office Instructional Supervisors, BCHS Principal/Assistant Principal, BCMS Principal/Assistant Principal, AP/Pre-AP Teachers

### Goal 3:

2016-2017 Writing Proficiency: Increase writing achievement from 40.1% to 70.1% for elementary students, 52.1% to 76.1% for middle school students, and 39% to 69.5% for high school students by the 2018-2019 school year.

### Measurable Objective 1:

collaborate to increase the percentage of students scoring proficient or higher in writing from 39.2% to 58.1% for elementary students, 48.2% to 66.5% for middle school students, and 38.1% to 57.3% for high school students by 05/19/2017 as measured by K-PREP.

### Strategy1:

Implementation of KCAS - Through the Instructional Transformation Grant, the school district has been provided access to an effectiveness coach for the duration of the grant. With support of our effectiveness coach, Boyd County Public Schools will evaluate alignment and implementation of district curriculum, instruction and assessments with the KCAS.

Category: Continuous Improvement

Research Cited:

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Activity - Districtwide Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy Specialists, along with input from stakeholders, will develop a districtwide writing plan for implementation during the 2017-2018 school year. The writing plan will encompass grades K-12 and will include product expectations across content areas and disciplines.	Policy and Process	11/02/2016	08/09/2017	\$880 - Grant Funds	District Office Instructional Supervisors, District/School Literacy Specialists

Activity - ELA Curriculum Scope and Sequence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy Specialists, along with input from stakeholders, will create a districtwide K-12 curriculum scope and sequence aligned to the Kentucky Common Academic Standards. The scope and sequence will be implemented during the 2017-2018 school year.	Policy and Process	11/15/2016	08/09/2017	\$880 - Grant Funds	District Office Instructional Supervisors, District/School Literacy Specialists

## Goal 4:

2016-2017 Achievement Gap: Increase the combined reading and math proficiency ratings for students in the non-duplicated gap group from 41.6% to 70.8% for elementary, 35.9% to 68% for middle school, and 24.7% to 62.4% for high school students by 2019.

### Measurable Objective 1:

collaborate to increase the combined reading and math proficiency ratings for students in the non-duplicated gap group from 51% to 59.1% for elementary, 41.1% to 55.1% for middle, and 41% to 47.3% for high school students by 05/19/2017 as measured by K-PREP and ACT QualityCore End-of-Course exams.

### Strategy1:

Student Engagement Strategies - The district will seek out professional learning opportunities for teachers and administrators regarding student engagement strategies.

Category: Professional Learning & Support

Research Cited:

Activity - Kagan Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the summer of 2017, teachers and administrators will be trained in student engagement strategies through Kagan. Literacy and Math Specialists will be given first priority to participate in order to apply the strategies acquired to their current position.	Other - Student Engagement Strategies	05/23/2017	08/07/2017	\$2000 - Grant Funds \$7000 - Title I Part A	District Office Instructional Supervisors, Professional Development Coordinator, Title I Coordinator

## Goal 5:

2016-2017 Proficiency: Increase the average combined reading and math proficiency scores from the baseline of 49.5% to 74.8% for elementary, 45.4% to 72.7% for middle, and 35% to 67.5% for high school students by the 2018-2019 school year.

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## Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency scores from 57.9% to 64.7% for elementary, 50.4% to 61.8% for middle, and 47% to 54.5% for high school students by 05/19/2017 as measured by K-PREP and ACT QualityCore End-of-Course exams.

## Strategy1:

Curriculum Alignment - Districtwide curriculum documents and benchmark assessments will be created or reviewed annually.

Category: Professional Learning & Support

Research Cited:

Activity - Math and ELA Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and Literacy Specialists will lead work in reviewing and/or creating curriculum documents for math and English Language Arts. By the end of the 2016-2017 school year, the district will have an updated districtwide writing plan, ELA and Math curriculum documents, and aligned assessments that will be implemented during the 2017-2018 school year. Feedback will be taken from all stakeholders before the updates are approved and presented to the Boyd County School Board members.	Direct Instruction Policy and Process	11/02/2016	05/19/2017	\$5530 - Grant Funds	District Office Instructional Supervisors, Math/Literacy Specialists

## Strategy2:

Implementation of KCAS/Differentiated Instruction/Assessment Literacy - Teacher leaders act as coaches/team teachers to provide support in the implementation of Kentucky's Common Academic Standards, differentiated instruction, assessment literacy, and implementing PLC protocol at each school in the district.

Category: Professional Learning & Support

Research Cited:

Activity - Literacy/Math Specialists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy and Math Specialists have been identified at each school. These individuals will provide support in the implementation of the Kentucky Academic Standards, while collaborating with teachers as they implement high quality literacy and math instruction through avenues such as LDC and MDC. Literacy/Math Specialists will lead LDC/MDC training for new teachers, follow-up by meeting in PLCs, team teaching, providing feedback, etc. as on-going support. These individuals will also lead ELA and Math curriculum work across the district.	Professional Learning Direct Instruction	08/09/2016	05/19/2017	\$35000 - Grant Funds	District Instructional Supervisors, School Principals

## Narrative:

Teacher feedback has shown us that we need to focus on content-level professional learning opportunities, training on differentiated teaching/learning strategies, and providing more opportunities for teacher leadership/voice.

# **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 are currently taking place at our middle school.

The preparation and experience of our teachers also is important to our success. The 2015-2016 School Report Card reported that the average student-to-teacher ratio is 12:1 with teachers reporting an average of 13 years of teaching experience during that school year. Data on the professional qualification of our teaching staff indicated 75.7% 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 100% of teachers are considered Exemplary/Accomplished and have a high/expected student growth rating as identified through the Professional Growth and Effectiveness System.

Boyd County Public School District is currently serving close to 3,200 students, preschool through grade twelve. Ethnicity of our students is 95.5% white. Approximately 63% 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 continues to implement the Community Eligibility Provision (CEP). This allows the schools to provide free breakfast and free lunch to every student in the school district.

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Furthermore, data reported also reflects a district attendance percentage of 94.1%, as well as a graduation rate of 94.2% (5-Year Adjusted Cohort Rate). The school district holds a Proficient Classification as identified by Kentucky's Unbridled Learning Accountability Model. Boyd County Middle School, Catlettsburg Elementary, and Summit Elementary were identified as a Proficient schools as a result of the 2015-2016 state assessment scores. Ponderosa Elementary continues to hold a Distinguished classification and the honor of being named a School of Distinction. 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 10, 2016. 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 to review current practices/activities that are being implemented as part of our improvement plan, provide feedback on the impact of those activities, and provide further guidance on areas of focus that will lead to higher achievement for students in the Boyd County Public School System. Discussions centered around 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 ensure on-going communication and transparency with all stakeholders. Educators must also 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.

As a school district, the continued emphasis on instructional transformation shows in the overall district accountability profile. Elementary, middle and high school students, combined, scored above the state average when comparing the percentage of students scoring proficient or distinguished in reading, mathematics, writing, and language mechanics. In addition, our district is closing the achievement gap in those same content areas at a higher rate when compared to the state average. The combined efforts our schools have assisted in maintaining our proficient classification.

Boyd County High School continues to make college and career readiness a priority for their students, increasing the number of students meeting state benchmarks set for the ACT or college placement exams and focusing on career pathways that meet the individualized needs of their students. This means, we have larger percentage of students graduating college and/or career ready than the state average. BCHS has also joined AdvanceKentucky for Cohort 9 and has been named to the AP Honor Roll. The mission of AdvanceKentucky is to dramatically expand access to and support success in rigorous college-level work in high school, particularly among student populations traditionally underrepresented in these courses.

Boyd County Middle School has been classified as a Proficient/Progressing school, increasing their overall score by 3.4 points as compared to the previous school year. The school also maintains its status as a School to Watch as identified by the Kentucky Middle School Association.

Cannonsburg Elementary continues to be considered progressing as evidenced by their increased overall score in the accountability model. The continued focus on individual student growth increased their overall score by 2.7 points.

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. Catlettsburg has been recognized by the American Heart Association for exceeding the \$50,000 benchmark over several years when raising money during Jump Rope for Heart. Only four other districts have obtained this feat. Catlettsburg Elementary has also earned the classification of a Proficient school and continues to have a larger percentage of students scoring proficient or distinguished in every tested content area as compared to the state average.

In addition, Summit Elementary has also been named a Proficient school. Both Catlettsburg and Summit have achieved model school status from the National Reading Styles Institute. 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. Teachers from the school present at the National Blue Ribbon Schools of Excellence Conference, annually, to showcase their best practices with other colleagues from across the nation and world. At the present time, Summit Elementary is preparing to install a new gymnasium floor, which will be provided through an online contest, in which they received the most votes from the public.

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Distinction. This is the second consecutive year that the students, parents, and staff members have achieved this prestigious classification. To be placed in a reward category, elementary schools must obtain an overall score of 76 or above. Ponderosa not only met this target, but increased their overall score by four points as compared to the previous school year.

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.

Our school district's early childhood education program also has impressive areas to note, such as having a history of successful 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.

Boyd County Public School District has previously been deemed the Best School District by readers of the Ashland Daily Independent. The school district was also voted as having the best high school basketball team, along with the best coach, Randy Anderson. Eileen Darragh, of Boyd County High School, has been chosen as best teacher in the area and John Johnson as best band director. John Johnson also received the Kentucky Music Education Association District 8 High School Music Teacher of the Year, while Cynthia Sullivan received the KMEA District 8 Elementary Music Teacher of the Year.

Other individual recognition includes Lynn Bailey receiving the 2016 Best Practice Award at the Kentucky Association of Psychologists in Schools Conference. Zach Stumbo, Summit Elementary teacher, was chosen to participate in the George Washington Teacher Institute Summer Program. Boyd County Foundation President, Marc Rosen, was the recipient of the District 8 KMEA Friend of Music Award. Many of our teachers have also received local and outside grants that have supported high levels of instruction at each of our schools.

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 Outstanding High School Science Teacher by the Kentucky Science Teachers Association and has received the Presidential Award for Excellence in Mathematics and Science Teaching. 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. 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. Principal PLC meetings and District Learning Walks engage 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.

In addition, Boyd County students have been recipients of various national, state, and local honors and awards. Our baseball team, band, choir, 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. Many individual and team awards have been presented during our student recognitions at monthly board of education meetings.

Our notoriety spreads beyond our educators and students. Throughout the years, our employees have received numerous OASIS awards

for outstanding achievement in school information services. The school district's Director of Finance has been the recipient of 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 were 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 KEDC, 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.

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. STAR assessments, as well as formative assessments and district benchmark 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 learning walks and feedback from our District Leadership Team will be used to pinpoint strengths and deficiencies to better target professional learning needs at each school and district-wide. Increased knowledge of implementing formative assessment lessons, implementing effective PLC protocols, student engagement strategies, and a districtwide scope and sequence will aide in increased student achievement. Our school district also has plans for teachers to continue working with KDE math consultant, Renee' Yates, to guide math specialists that have been put into place across the school district.

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 our effectiveness coach and literacy specialists to use Core Tools to build and teach 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. In order to do this, Literacy Specialists will collaborate to create a districtwide writing plan and curriculum map in order to ensure a cohesive approach to teaching Kentucky's Core Academic Standards, building on foundational skills and a shared approach to teaching writing across the curriculum.

In preparing for the future, we also realize that we must focus on teaching the new science standards and learning about the new state assessment. Our work with AdvanceKentucky and Pimser will support these efforts. We also have teacher leaders, who will continue to support teachers at the elementary, middle, and high school levels in aligning the standards and creating curriculum maps and assessments to guide instruction.

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 KCAS (Kentucky's Core

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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.

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 continue to conduct our Principal PLCs and have begun focused District Learning Walks including all of our principals. These PLC meetings and collegial Learning Walks 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. We hope to use district benchmark assessments to identify any common misconceptions across grade levels in order to identify supports in those areas. 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 and TELL survey data, as well as tracking student achievement and growth using formative assessment data, STAR data, and state assessment data.

