

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

Goal: Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the school/district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.
For high school: Proficiency, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency

State your **Proficiency Goal**

Goal 1:
By May 2019, Boyd County Public Schools will meet Proficiency Delivery Targets in all content areas provided within the District School Report Card as measured by the identified state assessments.

<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: By May 2018, students scoring at or above proficiency will increase to 69.7% of elementary students, 67.2% of middle school students, and 61% of high school students in reading and mathematics combined.</p>	<ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards 	<p>Activity- ELA Curriculum Alignment Teachers from across the school district will collaborate to align current textbook series and reading resources to the district-wide ELA Curriculum Framework. During this meeting, teachers will also use the document to create common pacing guides.</p>	<p>Pacing and resources will be added to the ELA Framework by the beginning of the 2018-2019 school year. Success will be measured by an increase in ELA proficiency as identified through state and local assessments.</p>		<p>\$0 (This will be done during PD/PL Days. The only possible funding would be if substitutes are needed if any work is done during regular work days.) Strategy Specialists will also be utilized for this work.</p>
		<p>Activity- Common Reading Benchmark Assessments</p>	<p>Creation and implementation of the benchmark assessments will</p>		<p>\$0 (This will be done during PD/PL Days.</p>

		Teachers from across the school district will collaborate to create common benchmark assessments to be given at the end of each nine week grading period.	be a success indicator. Success will also be measured by an increase in ELA proficiency as identified through state and local assessments.		The only possible funding would be if substitutes are needed if any work is done during regular work days.) Strategy Specialists will also be utilized for this work.
	<ul style="list-style-type: none"> KCWP 2: Design and Deliver Instruction 	Activity- Strategy Specialist Monthly Meetings Math, Science, and ELA Strategy Specialists will meet monthly to complete a PLC book study and to support each other in meeting their 30-60-90 day plans for coaching teachers in their buildings.	By spring 2018, strategy specialists will assess final progress toward 30-60-90 day plans and will use knowledge gained from the PLC book study to create next-steps for implementation. Progress toward the 30-60-90 day plan will indicate success. Strategy Specialist work will be monitored through the monthly face-to-face meetings and Google Form reflections.		Stipends for all Strategy Specialists (science, math, and ELA): 22 SS @ \$2,500-\$55,000 total (IT Grant and General Fund)
		Activity- Boyd County Professional Learning Video Library The district will collaborate with teacher leaders across schools to create exemplary videos of best teaching practices.	Success will be measured by the creation and utilization of the video library. Success will also be measured by increased teacher ratings through the district's professional growth and effectiveness system.		Estimated \$1,000
Objective 2: By May 2018, students scoring at or above proficiency will	<ul style="list-style-type: none"> KCWP 2: Design and Deliver Instruction 	Activity- Writing Plan Implementation Literacy Strategy Specialists will support teachers in implementing the district-wide Writing Plan in order to increase disciplinary literacy at all	By spring 2018, students will have published writing pieces that address each mode of writing. Strategy		Stipends for Literacy Strategy Specialists: 10

increase to 64.1% of elementary students, 71.3% of middle school students, and 63.4% of high school students in on-demand writing .		schools. LSS will aid teachers in choosing LDC modules and will lead them in scoring student work using LDC Writing Rubrics.	Specialists will have supported teachers in identifying LDC modules, utilizing mini-tasks, and scoring student work/providing feedback. Increased ELA proficiency on state assessments will also indicate success.		LSS @ \$2,500-\$25,000 total (IT Grant and General Fund)
		Activity- On-Demand Writing Training The district will explore On-Demand Writing training options to increase teachers' knowledge of the characteristics of each mode of writing in the standards and how to prepare students for Kentucky's On-Demand Writing assessment.	The district will identify the trainer/mode of training, as well as participants, and will create a timeline for the training and implementation during winter/spring 2018. Increased ELA proficiency on state assessments will indicate success.		Estimated \$5,000 (Title I and PD)

2: Gap

State your **Gap Goal**

<p>Goal 2: By May 2019, <u>Boyd County Public Schools</u> will meet Delivery Targets for our gap groups provided within the District School Report Card as measured by the identified state assessments.</p>		
<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

- [KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities](#)

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objectives:</p> <p>By May 2018, students with disabilities, scoring at or above proficiency, will increase to 56.1% for elementary students, 52.2% for middle school students, and 45% for high school students and will decrease students scoring novice by 10% in reading and mathematics combined.</p> <p>By May 2018, students with disabilities, scoring at or above proficiency, will increase to 51.2% for elementary students, 47.3% for middle school, and 49.1% for high school students and will decrease students scoring novice by 10% in on-demand writing.</p>	<ul style="list-style-type: none"> • KCWP 2: Design and Deliver Instruction • KCWP 5: Design, Align and Deliver Support 	<p>Activity- Update District RTI Manual District and school administrators will collaborate to update the District RTI Manual. Within that update, each school will create a systematic plan to place and monitor students receive RTI.</p>	<p>Success will be measured by finalizing updates, communicating updates, and having a clear, consistent district plan for RTI implementation and monitoring.</p>		<p>Estimated \$5,000 for training and assistance of RTI consultant (PD Funds)</p>
		<p>Activity- Identify best practices at each tier of RTI District administrators, school administrators, and teacher leaders will collaborate to identify best practice teaching strategies at each tier of Response to Intervention.</p>	<p>Identification and sharing of best practices with staff and teachers across the district will indicate success. Increased proficiency on state assessments for students below mastery will also be a success indicator.</p>		<p>\$0</p>
		<p>Activity- PLC Job-Embedded Training Teachers and administrators will collaborate to revisit the structure, purpose, and roles of a Professional Learning Community. After principals and strategy specialists complete current PLC book study activities, the district will recommit to our specific vision/mission for PLCs, update protocols, and retrain staff members.</p>	<p>Success will be measured by completion of job-embedded training, along with teacher feedback and feedback from principal monitoring.</p>		<p>\$0</p>
		<p>Activity- Kagan Structures Teachers will continue to receive training and coaching in Kagan Cooperative Learning Structures in order to plan for and implement active student engagement strategies.</p>	<p>Success will be measured through monitoring of implementation during district</p>		<p>Estimated \$20,000 (PD Funds, Title I, SPED, and General Fund)</p>

			Learning Walks, as well as an increase in student engagement and proficiency as identified by local and state assessment.		

3: Graduation rate

State your **Graduation rate** Goal

Goal 3:
By May 2020, 96.7% of Boyd County High School seniors will graduate within four years with a high school diploma.

Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i>	Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i>	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2018, 96.4% of seniors will graduate within	<ul style="list-style-type: none"> KCWP 6: Establishing Learning 	Activity- New Car Incentive For the 2017-18 school year, one student in the senior class is eligible to win a 2016 Ford Escape donated by Bill Cole Auto Mall. The requirements are: 95% attendance for the school year, 0	Success will be measured by an increase in student		\$0

four years with a high school diploma.	Culture and Environment	unexcused absences or tardies, 2.5 GPA, and Transition Ready. During Senior Breakfast, eligible students will receive a key, and the student with the key that starts the car will be the winner.	Transition Readiness each school year.		
		Activity- Attendance Teams Beginning in January of 2018, we will develop Attendance Teams at every school. The teams will be comprised of the school principal, the guidance counselors, the attendance clerks, Family Resource Center coordinators and the DPP. These teams will <ul style="list-style-type: none"> ● contact parents when their students begin missing schools ● meet with parents to discuss student attendance ● conducts interviews/home visits to identify barriers to regular school attendance ● and serves as a resource for other teachers and staff with students who are failing due to attendance. 	Success will be measured by an increase in student daily attendance.		\$0
		Activity- Student and Staff Attendance Incentives During the spring semester, Boyd County Schools will be partnering with community businesses to promote good attendance for both students and staff. The goal is to reward students bi-monthly with various rewards provided by our community partners. (Movie Passes, Gas Cards, Food Cards, Gift Cards, etc.) Students with 98% attendance or better during the 2 week window will be placed in a drawing for the bi-monthly reward.	Success will be measured by an increase in student/staff daily attendance.		\$0 (Community Partner Donations)
Objective 2:					

4: Growth

State your **Growth Goal**

Goal 4:
By May 2019, 70% of students in Boyd County Public Schools will show typical/categorical growth in the areas of reading and mathematics.

<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: By May 2018, 65% of students in Boyd County Public Schools will show typical/categorical growth in the areas of reading and mathematics.</p>	<ul style="list-style-type: none"> • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data 	<p>Activity- District Math Fluency Bee The district will collaborate with elementary schools to increase the focus in every grade level on increasing math fluency. In the spring, the district will host a District-Wide Math Fluency Bee.</p>	<p>Success will be measured by increased proficiency on state assessments, as well as increased proficiency on district math benchmarks. Individual increase of skills will be measured through STAR Math testing.</p>		<p>Minimal funding will be needed for awards</p>
		<p>Activity- STAR Math and STAR Reading Growth Reports The district will collaborate with principals to track teacher and student growth percentiles. Administrators will work one-on-one with principals, as well as during principal PLCs to disaggregate data and</p>	<p>Success will be measured by an increase in teachers</p>		<p>STAR District Licensing- approx. \$38,000</p>

		put supports into place for teachers with an average SGP of less than 40.	averaging a class SGP of 40 or above.		(General Fund & SPED)
Objective 2:					

5: Transition readiness

State your **Transition readiness** Goal

Goal 5:
As Delivery Targets are identified for Transition Readiness, Boyd County Public Schools will strive to meet those outlined Delivery Targets provided within our District School Report Card. The long-term goal of the school district is that 100% of students will be ready to transition to the next level in life, whether it be kindergarten, middle school, high school, or college/career.

Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i>	Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i>	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
<ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment 	<ul style="list-style-type: none"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: As Delivery Targets are identified for Transition Readiness, <u>Boyd County Public Schools</u> will strive to meet those outlined	<ul style="list-style-type: none"> KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment 	Activity- Transition Committee This committee would be comprised of district, school, parent, and community representatives. The focus would be to identify supports for students as they transition from elementary to middle school, middle school to high school, and high school to college/career. The committee will not only focus on academic supports, but on social/emotional supports, as well.	Success will be measured by an increase in student Transition Readiness each school year.		\$0

Delivery Targets provided within our District School Report Card.		Activity- Transition Readiness Training All staff will be trained on criteria for identifying students as Transition Ready as identified by the new assessment system.	Success will be measured by an increase in student Transition Readiness each school year.		\$0
		Activity- New Car Incentive For the 2017-18 school year, one student in the senior class is eligible to win a 2016 Ford Escape donated by Bill Cole Auto Mall. The requirements are: 95% attendance for the school year, 0 unexcused absences or tardies, 2.5 GPA, and Transition Ready. During Senior Breakfast, eligible students will receive a key, and the student with the key that starts the car will be the winner.	Success will be measured by an increase in student Transition Readiness each school year.		\$0
Objective 2:					

6: Other (optional)

State your **Other Goal** (optional)

<p>Goal 6: As Delivery Targets are identified for the new state science assessments, <u>Boyd County Public Schools</u> will strive to meet those outlined Delivery Targets provided within our District School Report Card.</p>		
<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

<ul style="list-style-type: none"> • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<ul style="list-style-type: none"> • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 				
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: As Delivery Targets are identified for the new state science assessments, <u>Boyd County Public Schools</u> will strive to meet those outlined Delivery Targets provided within our District School Report Card.</p>	<ul style="list-style-type: none"> • KCWP 3: Design and Deliver Assessment Literacy 	<p>Activity: Science Benchmark Assessments Science Strategy Specialists will collaborate to create K-12 benchmark assessments to occur at the end of nine weeks of instruction to obtain feedback of long-term mastery of academic standards.</p>	<p>Success will be measured by the completion and utilization of science benchmark assessments. Success will also be measured by an increase in proficiency on state assessments.</p>		<p>\$0 (This will be done during PD/PL Days. The only possible funding would be if substitutes are needed if any work is done during regular work days.) Strategy Specialists will also be utilized for this work.</p>
<p>Objective 2:</p>					

2017-2018 Executive Summary

Description of the District

The Boyd County Public School system is located on the banks of the Ohio River in the northeastern corner of Kentucky in the tristate 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. The community looks forward to Braidy Industries building an aluminum plant nearby that may boost the economy.

Opportunities for post-secondary education are numerous, with our tristate area served by Ashland Career and Technical College, satellite classes of Morehead State University, and the proximity of Kentucky Christian University, Shawnee State University, Marshall University and 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 at Ramey-Estep High School, which is KECSAC funded and 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, Advanced Placement, 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 renovations that are currently taking place at our middle school.

The preparation and experience of our teachers is a vital contribution to our success. The 2016-2017 School Report Card reported that the average student-to-teacher ratio is 11:1 with teachers reporting an

average of 11.9 years of teaching experience during that school year. Data on the professional qualification of our teaching staff indicated 69.9% of our teaching staff hold a Master's Degree or above. Our school district also supports teachers in attaining National Board Certification with five teachers currently holding that certification during the 16-17 school year. 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.

Boyd County Public School District is currently serving over 2,800 students, preschool through grade twelve. Ethnicity of our students is 95.5% white. Approximately 64.8% 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.

Furthermore, data reported during the 2016-2017 school year also reflects a district attendance percentage of 93.7%, as well as a graduation rate of 96.2% (4-Year Cohort). As of the 2015-2016 school year, the school district held a Proficient Classification as identified by Kentucky's Unbridled Learning Accountability Model. During the 2016-2017 school year, the state did not issue classifications, due to the upcoming changes in the Assessment and Accountability System.

The initial development of our vision, mission, and belief 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 "cover" content to an emphasis on teaching to ensure 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.

District Purpose

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 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/beliefs are reviewed annually by our Comprehensive District Improvement Committee. During this annual meeting, stakeholders, such as school/district staff, teacher leaders, parents, community members, and school SBDM members engage in conversation about our accomplishments and celebrations. A major focus of the stakeholders is 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 center on areas of college and career readiness, graduation rate, writing proficiency, combined reading/math, reading/math for our non-duplicated gap group, and novice reduction.

Communication and transparency with all stakeholders has been an on-going goal at the district and school levels with increased input from our CDIP Committee, District Leadership Team, Principal PLC, and School Strategy Specialists. Through these conversations, we, the staff of BCPS, have made a commitment to modify 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. Stakeholders agree that students need advocates at school, who will help them to intentionally plan for their futures, as well as engage the entire family unit in the process. 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

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 assessment profile. Implementation of our improvement plan and our Instructional Transformation

Grant has provided a systemic process which is providing high levels of teaching and learning. The purpose of the Instructional Transformation Project is to provide an opportunity for school districts in Kentucky to increase student achievement through professional learning that:

- advances implementation of the Kentucky Academic Standards,
- deepens understanding of next generation assessment systems,
- aligns to promote growth through Kentucky's Framework for Personnel Evaluation.
- promotes and captures the contributions of teacher leaders in progressive ways.

Collaboration with the district's Effectiveness Coach through the Instructional Transformation Grant has led to many notable successes. One area of success includes increased formative assessment practices through LDC and MDC. All teachers are trained and coached in the use of FALS, as well as the use of the LDC framework to incorporate disciplinary literacy into the classroom. Another significant result we have seen through executing the grant is increased teacher leadership opportunities for our district. Every school has math, literacy, and science strategy specialists, who act as coaches, mentors, and content "experts." These individuals collaborate during monthly meetings, and take the knowledge they have gained back to their buildings to share through job-embedded training and PLC meetings. The District Leadership Team has also grown over the past three years. The DLT is now comprised of both administrators and teachers. The DLT is intended to increase student achievement, professional growth, and educator effectiveness through a distributed leadership model. This leadership model has been successful for the district in showing transparency, increasing shared decision-making, and improving communication efforts.

This increased focus on instructional transformation is evident when examining the district's overall proficiency on K-PREP. Based on local calculations, elementary students increased their overall Learners Score and scored above the state average in reading, mathematics, social studies, and language mechanics. Fewer elementary students also scored novice in every tested area as compared to students across the state. Middle school students completing the K-Prep assessment during spring of 2017 also outscored the state in reading, social studies, and language mechanics.

By our local calculations, Summit Elementary had dramatic gains during the 2016-2017 school year, largely due to improvements in their overall Achievement and Gap scores on K-PREP. Catlettsburg Elementary also significantly closed the achievement gap, earning the highest Gap and Growth scores in the district. Ponderosa Elementary earned the highest Achievement score in the district with continued increases in social studies and On-Demand Writing. Cannonsburg Elementary had a significant improvement in their Gap score, as well as increases in mathematics proficiency. Overall improvements in social studies and language mechanics also helped to increase Cannonsburg's Learners score when calculated locally.

As compared to the previous school year, an increased percentage of students assessed at the middle school level scored proficient or distinguished in social studies, language mechanics, and reading. The middle school also had fewer students scoring novice in reading, social studies and language mechanics and more students reaching proficiency in those content areas as compared to the state average. The school also maintains its status as a School to Watch as identified by the Kentucky Middle School Association.

Boyd County High School continues to increase the Graduation Rate of seniors graduating within four years of entering high school. The high school also decreased the number of students scoring Novice in On-Demand Writing and increased the percentage of students scoring Proficient on the Biology End-of-Course Exam. The overall ACT composite increased during the 16-17 school year as a result of individual gains in reading, mathematics, and English. It is also impressive to note that the high school had a significant increase in the number of students enrolled in Advanced Placement courses and taking exams at the end of the previous school year. Our Boyd County Career and Technical Center Culinary Program was recently recognized as an elite Hospitality Program by Sullivan University's National Center for Hospitality Services, one of the top fifty in the nation.

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. A 5-Star Rating from the Cabinet for Health and Services, Department for Community-based Services, Division of Child Care and the Kentucky Department of Education was awarded to Our Preschool/Head Start Centers this year. 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 Schools not only focuses on the importance of academic achievement, but we also pride ourselves on meeting students' social, emotional, and physical needs. Several of our schools have implemented 21st century leadership and life skills through "The Leader in Me" program based on the book The 7 Habits of Highly Effective People, by Dr. Stephen Covey, and Core Essentials, which is a local program presented by one of the district's community partners. The Core Values program presents a value word and definition each month. Each value presented through this character education program encourages our students to treat others right, make smart decisions, and maximize their potential. Both programs create a culture of student empowerment based on the idea that every child can be a leader and establish life-long positive character traits.

We also pride ourselves on community engagement. Our local Kiwanis Club works to encourage and mentor elementary students in the B.U.G. Program (Bringing Up Grades). Our 4-H Organization sponsors Reality Store for our middle school students, who also attend Career Day at Boyd County High School. Members of our local business community are valuable partners in Career Day activities, serving as judges for our Soft Skills Competition, as well as providing valuable information concerning future educational and career pursuits students may be considering. Our school district also works closely with the Rotary Club, YMCA, hospitals/Health Department, Retired Teachers' Association, and churches to ensure that our students have meaningful experiences during and after school. Our students and staff give back to the community, as well. They do this through activities such as collecting food for Thanksgiving baskets, collecting gifts for Christmas, honoring veterans during special events on Veteran's Day, partnering with a local charitable organization, Amy for Africa. This year Cannonsburg Elementary provided school supplies/books for elementary school students whose school suffered hurricane damage in Alvin, Texas. Most recently, working with the Boyd County Branch of the Kentucky Youth Council on Volunteer and Service, two students at BCHS mobilized 51 volunteers for the Salvation Army Christmas collection. Our Parent Teacher Organizations and FRYSC also rally together all year to support families through celebrations such as Terrific Kids, Grandparents' Day, home visits, school supply donations, and by providing essentials to meet the day-to-day living needs/expenses of struggling families.

In the past, Boyd County Public School District has received the Best School District in the Reader's Choice poll of subscribers to the Ashland Daily Independent along with Eileen Darragh, formerly of Boyd County High School, chosen as best teacher in the area and John Johnson as best band director. This year subscribers selected the Boyd County High School basketball coach, Randy Anderson as the best high school basketball coach.

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. During the 2016-17 school year Lynn Bailey received the 2016 Best Practice Award at the Kentucky Association of Psychologists in Schools Conference. Teachers have also presented at local, state, and national conferences, such as the Learning from Kentucky's Classrooms Conference, Blue Ribbon Schools of Excellence Conference, TECS Conference, and more.

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. Former Boyd County High School teacher (now the district's Instructional Transformation Grant Effectiveness Coach), Carly Baldwin, is not only one of those teachers to achieve National Board Certification as a member of our staff, 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 district remains focused on additional capacity-building strategies among 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 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 methods by which our schools and students can reach their highest potential.

In addition, Boyd County students have been recipients of various national, state, and local honors and awards in a wide range of activities, from academic, performance arts, to individual and team sports. Our high school has received an AdvanceKy grant, and is one of only eight Kentucky school districts recognized by the College Board as a member of the Advanced Placement Honor Roll, a designation that signifies Boyd County has enrolled more students in AP courses and that students taking the courses are performing better than those enrolled two years ago. Our advanced placement program has doubled AP scores and tripled enrollment in Advanced Placement courses. Three students were designated AP Scholars, one an AP Scholar with Honor and one as AP Scholar with Distinction.

Many individual and team awards have been presented during our student recognitions at monthly board of education meetings. For example:

- The KSBA Banner Design Contest winners from Boyd County Middle School
- The 6 year-old National Shooter of the Year for the Archery Shooters Association (ASA), and two-time ASA Shooter of the Year for Kentucky
- The Boyd County Future Farmers of America (FFA) members' third straight State Championship in Plant Exhibits at the Kentucky State and a Grand Champion winner in plant
- Catlettsburg Student Technology Leadership Program for bringing home a Best in Group for their showcase project at state.
- BCHS Choir students who scored Straight Distinguished (unanimously) at the KMEA Choral Festival at Morehead State University
- A 1st place winner in Prepared Speech at the State KY Skills USA Conference.
- Boyd County Middle School Quick Recall team were overall champions in the 6th Grade Showcase Governor's Cup,
- Luke Kirk won 1st place in Physics and Astronomy and in the Special Awards category as well as 1st place in Physics, Geology and Engineering Technology at the ACTC FIVCO Science and Engineering Regional Fair.
- Boyd County Sparkles, a Sparkle Effect cheerleading squad formed to allow students with and without disabilities to cheer together as one team, is the only Sparkle Effect team in Kentucky and is recognized for promoting acceptance and awareness.
- Our baseball team, band, track, golf, cheerleading, soccer, swim team, cross country team and other groups have also have received multiple notable recognitions for their outstanding performances.

Our accomplishments, however, extend beyond our educators and students. Throughout the years, our employees have received numerous OASIS awards for outstanding achievement in school information services. Our Public Relations director was awarded the KYSPRA O.V. Jones award by our state association for public relations. This is KYSPRA's highest honor and is given each year to one member for outstanding service to KYSPRA and the school public relations profession. 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.

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 KEDC math consultant, Charles Rutledge, 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 Advance Kentucky 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. Aligning the curriculum with KAS (Kentucky's 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.

Areas of Improvement

A 2013 team visit from the Southern Association of Colleges and Schools resulted in four areas being designated areas for improvement. In the years since that visit our district has identified methods to address those areas and in doing so, has acquired additional honors, awards, and notifications of academic achievement. Below are the identified areas, as well as how our district is addressing each:

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

Our school district has worked tirelessly to address these areas of improvement. Our district applied for and received an Instructional Transformation Grant providing additional funding for the instructional team at the system level to pull all the essential components of our improvement process together. 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 District Office staff, our principals and teacher-leaders. 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. BCPS has designated personnel to direct and provide a contact for the mentoring program. 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 aid 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 needed 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 aid 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. Data collected through Learning Walks conducted by the District Leadership Team and the use of Strategy Specialists at each school site maintain focus on the transfer and implementation of instructional strategies from training sessions to the classroom setting.