

2018-2019 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. The district serves the rural/suburban area which lies outside of Ashland, Kentucky, a city of approximately 21,000. Included within the school district is the county seat, Catlettsburg, Kentucky.

The local business community is largely composed of professions related to the medical field, with King's Daughters and Our Lady of Bellefonte Hospitals being major employers in the 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 the local economy, but has been downsized considerably in recent years, with many jobs related to those industries either eliminated or relocated to larger urban areas. The community looks forward to Braidy Industries opening an aluminum plant nearby that may boost the economy.

Opportunities for post-secondary education are numerous, with the tristate area served by Ashland Career and Technical College, satellite classes of Morehead State University, and the proximity of Kentucky Christian University, Shawnee State University, Marshall University and the Southern Campus of Ohio University all located within a 35 mile range.

The school district includes a Kentucky Preschool/Head Start program, four elementary schools, one middle school, one high school/technical education center, and two schools with alternative programs. Those schools currently serve approximately 3,200 students, preschool through grade twelve. Ethnicity of enrolled students is about 95% white. All four elementary schools, along with the middle school, are Title I schools. Many students are also being raised by grandparents/great grandparents or are considered "homeless" due to their living situations. In response to the high poverty rates in the area, and to ensure that all children have their physical needs met while meeting challenging state academic standards, Boyd County Public Schools continue to implement the Community Eligibility Provision (CEP). This allows the schools to provide free breakfast and free lunch to every student in the school district.

A variety of learning experiences and opportunities are offered throughout the school district, including special education services, gifted and talented, Advanced Placement, dual-credit/dual enrollment, as well as vocational and career classes supporting a variety of Career Pathways. The Boyd County Public School System's preschool program is located within three facilities throughout the district with plans to consolidate and move staff/students to one location in the fall of 2019. The district is also unique in that

Ramey-Estep High School is KECSAC funded and designated as a residential treatment center, serving youth referred for placement by the Juvenile Justice System. In addition, community members are very supportive and excited about their state-of-the-art high school, which opened in January 2013, as well as the newly renovated Boyd County Middle School, which reopened February 2018.

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 and 2017-2018 school years, the state did not issue classifications, due to the upcoming changes in the Assessment and Accountability System.

District Purpose

The initial development of the 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 the daily work. The vision developed by the committee, "The Leader in Learning" is a lofty one, but one that affirms not only the purpose of the organization, but also references the essential shift from an emphasis on teaching to "cover" content to an emphasis on teaching to ensure learning.

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 the district's commitment to the principles and 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. The 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."

The district's emphasis on the learning and continuous improvement that must take place to advance the vision, mission, and purpose/beliefs are reviewed annually by the 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 the school district's accomplishments and celebrations. A major focus of the stakeholders is to review current practices/activities that are being implemented as part of the comprehensive 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 transition readiness, graduation rate, specific academic areas (writing, science, and social studies), combined reading/math, reading/math for gap groups, 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 the CDIP Committee, District Leadership Team, Principal PLC, and School Strategy Specialists. Through these conversations, the staff of BCPS, has made a commitment to modify approaches to teaching and learning to reflect increased student engagement, collaboration, problem-solving, higher-order thinking, and technology usage. 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, stakeholders realize that students must be prepared socially, emotionally, physically, academically, and globally to ensure success in a fast-paced, ever-changing society.

During the 2018-2019 school year, the school district will be updating the district's vision, mission, and belief statements. Stakeholders involved in this process include teachers, students, parents, administrators, and community leaders. Perception data, along with additional input, will be gathered through District Leadership Team Meetings, District Office Administrative Team Meetings, CDIP Committee Meetings, surveys, etc.

Notable Achievements

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

As a school district, the continued emphasis on instructional transformation shows in the overall district assessment profile. Implementation of the district's improvement plan and Instructional Transformation Grant has provided a systemic process, which supports 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 Instructional Transformation Effectiveness Coach has led to many notable successes. One area of success includes increased formative assessment practices through LDC and MDC. Teachers have been trained and coached in the use of FALS, as well as the use of the LDC framework to incorporate disciplinary literacy into their classrooms. Another significant impact, which was a direct result from participation in the grant, is increased teacher leadership opportunities. Every school has a Literacy Strategy Specialist, focused on providing job-embedded professional learning opportunities to teachers regarding disciplinary literacy. The focus of the LSS for the 2018-2019 school year is to complete an LDC Coaching Credential and to create an LDC module, which will be reviewed at the national level and shared with teachers across the district. The District Leadership Team has also grown over the past several years. The DLT is now comprised of both administrators and teachers. The DLT is intended to increase student achievement, professional growth, and educator effectiveness through a distributed leadership model. This leadership model has been successful for the district in showing transparency, increasing shared decision-making, and improving communication efforts.

It should also be noted that during the 2017-2018 school year, the school district participated in the reaccreditation process through AdvancED and was awarded reaccreditation after collecting data, studying the data, and participating in the onsite review process with the Accreditation Team. The report received from the review team has aided in the district's improvement planning process and ongoing growth and effectiveness of the leaders within the school system.

Additionally, the 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. Furthermore, the program maintains a 5-Star rating from the Cabinet for Health and Services, Department for Community-based Services, Division of Child Care and the Kentucky Department of Education. The program also participated in the AdvancED Review process (with the district) and was highlighted for their many strengths. They offer the community a blended program, encompassing both Kentucky Preschool and Head Start, requiring all teachers to be certified in Early Childhood Education. All classroom assistants are also required to obtain and maintain a Child Development Associate Credential, in order to work in the preschool program.

Boyd County Middle School maintains its status as a School to Watch as identified by the Kentucky Middle School Association. It is also impressive to note that the high school has had a significant increase in the number of students enrolled in Advanced Placement courses and taking the AP exams after completing those courses. The Boyd County Career and Technical Education Center Culinary Program has been 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, has also 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.

The district is proud to award teachers and staff members, who go above and beyond the “call of duty” every day. Each month, one deserving staff member receives the *Good Apple Award* as recognition of their selfless dedication to students. I LOVE BCPS shirts are given out weekly to individuals who exhibit servant leadership across the district. Several teachers have also been selected by their schools to receive the Campbellsville Excellence in Education Award. Many teachers across the district have 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. Teachers also take time out of their busy schedules to write grants in order to fund experiences for students that they might not have had the opportunity to experience otherwise.

Additionally, several teachers have achieved National Board Certification. 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, but was also 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. 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.

The district remains focused on additional capacity-building strategies among 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 shared goals and student outcomes.

In addition, Boyd County students have been recipients of various national, state, and local honors in a wide range of activities, from academics, technical programs, performance arts, science and engineering, technology, written/spoken word, to individual and team sports. The district is proud of the students, who have attended the Gatton Academy, Craft Academy, and Governor’s Scholars Program, as well. Boyd County High School has been 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 previous years. The Advanced Placement Program has doubled AP scores and tripled enrollment in Advanced Placement courses.

The Boyd County Public School System believes in educating the whole child and takes great pride in meeting students’ social, emotional, and physical needs. The district provides S.T.O.P. (Safety Tipline

Online Prevention) as an online avenue that allows stakeholders to anonymously report concerns of bullying, violence, other issues in schools. Counselors, and many teachers, have also been trained in "The Leader in Me" program based on the book The 7 Habits of Highly Effective People, by Dr. Stephen Covey. Visitors will see evidence of the habits being implemented throughout buildings and classrooms across the district. Core Essentials, which is a local program presented by one of the district's community partners, has also taken off throughout the school district. The Core Values program presents a value word and definition each month. Each value presented through this character education program encourages 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.

The district is also proud of the continued community support and engagement. The local Kiwanis Club works to encourage and mentor elementary students in the B.U.G. Program (Bringing Up Grades). The 4-H Organization sponsors Reality Store for our middle school students, who also attend Career Day at Boyd County High School. Members of the local business community are valuable partners in the Career Day activities, serving as judges for the annual Soft Skills Competition, as well as providing students with valuable information concerning future educational and career aspirations during the BCHS College-and-Career Readiness Fair. In addition, the school district continues to partner with community stakeholders such as the Federal Correctional Institute, which has donated money for the backpack program and computers to schools. The school district also works closely with the Rotary Club, YMCA, local hospitals/Health Department, Retired Teachers' Association, KEDC, Marathon Oil Refinery and churches to ensure that students have meaningful experiences during and after school.

Students and staff give back to the community, as well. They do this through activities such as collecting food for Thanksgiving baskets, collecting gifts for Christmas, honoring veterans during special events on Veteran's Day, collecting funds for the Salvation Army, and partnering with a local charitable organization, Amy for Africa (to name a few). Parent Teacher Organizations and FRYSC also rally together all year to support families through celebrations such as Terrific Kids, Grandparents' Day, home visits, school supply donations, and by providing essentials to meet the day-to-day living needs/expenses of struggling families.

Additional Notes

Having a growth mindset allows the school district's leaders to consistently identify areas of strength, as well as areas of growth. In order to further engage students in the learning process, district learning walks and feedback from the District Leadership Team is used to pinpoint strengths and deficiencies to better target professional learning needs at each school and district-wide.

Listening to feedback from teachers and reviewing benchmark and diagnostic assessment data has resulted in continued focus on conceptual understanding of mathematics. Elementary teachers

continue to receive training in effective Number Talks and orchestration of mathematical discussions. This is done across the school year with representatives from across schools and grade levels.

The District Leadership Team has identified the RTI process and assessment literacy as areas where additional training and support for teachers is needed. District leaders will collaborate to refine intervention strategies and processes, as well as examine assessment literacy topics to be shared with teachers through training and instructional emails that will begin in January.

Data disaggregation has shown that writing instruction will be a targeted area of improvement across the school district. Teachers will continue to be supported in the use of LDC Core Tools. This free platform allows them build and gain access to LDC modules, which aides in creating literacy-rich experiences for students across content areas. In addition, district leadership will collaborate to provide a focused and common approach to teaching writing in order to create consistent expectations across the school district.

The district's data also shows the continued need to focus on the new science standards and learning about the new state assessment. Participating in professional learning opportunities provided through Advance Kentucky and Pimser will help support these efforts.

Continuing to identify best instructional practices and creating/refining curriculum guides and common assessments will support PLCs in identifying what students have/have not mastered in order to adjust instruction as needed. Increased knowledge of implementing formative assessment lessons, implementing effective PLC protocols, and integrating student engagement strategies will also have positive impacts on student achievement. The school district has plans for teachers to continue working with KEDC consultants, KDE support staff, KASC, Solution Tree, Kagan trainers and the district's Effectiveness Coach to increase student achievement and teacher/administrator effectiveness.

In summation, the school district will support students graduating transition-ready by:

- focusing on differentiated instruction,
- increasing student engagement,
- focusing on disciplinary literacy in all content areas,
- using data to drive instruction,
- identifying successful student interventions,
- and increasing number sense for all students