



KDE Comprehensive Improvement Plan for Districts

Boone County

Randolph Poe
8330 Us 42
Florence, KY 41042

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School System

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

Located in Northern Kentucky, Boone County is one of eight counties that comprise the Greater Cincinnati Metropolitan Area. Boone County's location in the Cincinnati Metropolitan Area and its system of highways have made Boone County a popular place for commuters to live. The County provides a diverse mix of urbanization surrounding its three cities of Florence, Union, and Walton.

Boone County is the fourth largest county in Kentucky in terms of population and is the second fastest growing county in Kentucky. A recent report released by the U.S. Census Bureau shows an estimated updated Boone County population of 124,442 in 2013. This number is an increase of 5,631 people from the 2010 population total. As a district that is rural, urban, and suburban, continued growth presents challenges and opportunities for Boone County Schools.

Rated a Distinguished District by the Kentucky Department of Education, Boone County Schools is also the highest performing large diverse district in the state of Kentucky. A staff of over 2,600 serves approximately 20,000 students in one of the fastest growing areas of the state. The district includes four high schools, five middle schools, and fourteen elementary schools; as well as an area technology center, adult learning center, and alternative center for education. All 23 schools were fully accredited in the spring of 2012 by AdvancEd.

The Boone County Board of Education sets high standards of performance with a 13 year measurable goal of Career and College and Life Readiness for each graduate of Boone County Schools. This goal permeates each campus and exemplifies the work of the dedicated students, staff, and teachers of the district. Home to 87 National Board Certified Teachers, the Boone County Schools strives to ensure each graduate is College, Career, and Life ready.

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.

Mission/Vision/Beliefs

Mission: Representing, and in partnership with our stakeholders, the Boone County School District recognizes that all children can learn and dedicates itself to providing a challenging educational environment that allows each student to achieve to his or her highest potential as a learner and citizen.

Vision: Every graduate ready for college, ready for career, and ready for life.

Theory of Action: If all Boone County Schools operate as Professional Learning Communities (PLC's) focused on high quality instruction for the 21st century, then teaching, learning, and student performance will improve for EVERY STUDENT in EVERY CLASSROOM, EVERY DAY.

Operational Values:

Every student in every classroom every day will:

Engage in instruction differentiated based on their needs, skills, interests and future goals.

Explore meaningful, challenging, rigorous, relevant content from teachers committed to lifelong learning.

Use 21st century tools while cultivating 21st century skills, such as creative and critical thinking, problem-solving, collaboration and communication.

Grow academically and personally, as demonstrated by multiple measures.

Learn in safe, accessible, community-conscious environments which value and celebrate diversity and encourage strong parent and community engagement.

The District's Five-Year Strategic Plan is focused on achieving College, Career, and Life readiness for every graduate through student empowerment, a world class education, and resource optimization.

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.

Celebrating Our Success

The students and staff of Boone County Schools have received a remarkable array of regional, state and national awards and honors in the areas of academics and athletics. The following is a partial list:

DISTRICT:

2015, 2014, 2013 Kentucky Distinguished School District
2013 National Blue Ribbon School - Mann Elementary
2012 AdvancED Accredited
2012 and 2013 Advanced Placement District Honor Roll
2012 Public Education Achieves in Kentucky (PEAK) Award Winner from the Kentucky School Board Association
2012 Magna Award First Place Winner from the American School Board Journal
2011, 2013, 2014, 2015 Oasis Award Winner Kentucky School Board Association and Kentucky School Public Relations
1st District in the State to have a student representative on the Board of Education

STAFF:

2015 Lifetime Achievement Award - Superintendent Dr. Randy Poe
2015 F.L. Dupree Outstanding Superintendent Award - Dr. Randy Poe
2015 Outstanding Women of Northern Kentucky - Deputy Superintendent Dr. Karen Cheser
2015 National Woman Administrator Award Finalist - Deputy Superintendent Dr. Karen Cheser
2015 A.D. Albright Outstanding Administrator Leader - Connie Crigger, Mann Elementary School Principal
2015 Greater Cincinnati Teacher of Excellence - Alexandra Shepherd, Burlington Elementary School
2015 Rotary Teachers of the Year - Valorie Cooper, Burlington Elementary School and Eric Blankenship Conner, Middle School
2015 National Outstanding Biology Teacher Award - Lenny Beck, Boone County High School
2014-2015 Kentucky Counselor of the Year - Chris Deel, North Pointe Elementary School
2015 Teacher of the Year Semi-finalists: Stacie Kegley, Longbranch Elementary & Victoria Yeomanson, Cooper High School
2014 KASA Administrator of the Year - Erika Bowles, Longbranch Elementary School Principal
2014 Kentucky PTA Outstanding Educator - Jim Detwiler, Stephens Elementary School Principal
2014 National American History Teacher of the Year - Doug Logan, Ockerman Middle School
2014 NTSA Distinguished Teaching Award - Tricia Shelton, Boone County High School
2014 3C Outstanding Educator Award - Victoria Yeomanson, Cooper High School
2013 Superintendent of the Year - Dr. Randy Poe, Boone County Schools
2013 KASA Administrator of the Year - Karen Cheser, Boone County Schools Deputy Superintendent
2013 KASA Administrator of the Year - Tim Hitzfield, Conner High School Principal
2013 Siemens Fellow - Melissa Stolz, R.A. Jones Middle School
2012 Kentucky Teacher of the Year - Kim Shearer, Boone County High School

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STUDENTS:

Governor's Scholars

Governor's School for the Arts Scholars

Advanced Placement Scholars

National Merit Scholarship Semi-finalists

2012, 2013, 2104, 2015 BCS Graduating Seniors scored above the national average on the ACT

State and National student winners in:

Speech, Debate, and Drama

Band

Choir

Future Business Leaders of America

Future Educators of America

Future Problem Solvers

First Lego League

Odyssey of the Mind

Visual Arts

The Boone County Schools is committed to continuous improvement. In 2015, Boone County Schools embarked on a Five Year Strategic Planning Initiative and seeks to envision the future of our schools. Intentional engagement of the community and its schools in conversations about topics such as 21st Century skills, career pathways, project/problem/passion based learning, and engaging students in learning shaped a strategic plan focused on three areas: Student Empowerment, World Class Education, and Resource Optimization. The Five Year Strategic Plan will lead our system and our community toward Achieving Excellence Together!

Additional Information

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

Boone County Schools are committed to ensuring every student is college, career and life ready. As the third largest in the Commonwealth of Kentucky, the district consists of fourteen elementary schools, five middle schools and four high schools. There are nearly 20,000 students, 1,200 who are English Language Learners, speaking over 50 languages in Boone County Schools.

From achievement in elementary, middle and high school to college and career readiness measures, Boone County Schools are taking bold strides forward in an extended period of state and federal budget cuts and financial pressure. For example, this past school year, graduating seniors placed above the state average on the ACT with a composite score of 20.9. The district also was granted District Accreditation from the AdvancED Accreditation Commission, the national commission that confers the North Central Association Commission on Accreditation and School Improvement (NCA CASI) accreditation seal. This means that the district and all of its schools are accredited, and that the Boone County School District is recognized across the nation as a quality school system.

Boone County is a district that sets high expectations for students and provides a supportive atmosphere that produces student achievement. Schools are focused on academic rigor, real world relevance, and focused relationships with our parents, students, and community. The district is proud to be the home of Kentucky Teachers of the Year, NEA Support Professional of the Year, National Merit Finalists, AP Scholars, Service Learning Award winners, athletic and academic champions. Accomplishments like these are made possible by a world-class faculty and staff, the leadership of the Boone County Board of Education, parents, community members and the intrinsic drive of their students. This District takes great pride in its mission of Achieving Excellence Together. With a rich history of high achievement, quality teaching and efficient operations, Boone County Schools are helping to prepare today's students for tomorrow's world.

Comprehensive District Improvement Plan 2015- 16

Overview

Plan Name

Comprehensive District Improvement Plan 2015-16

Plan Description

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	Increase the averaged combined reading and math KPREP proficiency rate for elementary and middle school students from 56.5% in 2015 to 78.2% in 2018-19..	Objectives: 1 Strategies: 6 Activities: 18	Organizational	\$604730
2	Increase the average freshman graduation rate from 90.9% in 2014-15 to 95.5% by 2019-20.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
3	Increase the percentage of students who are college and career ready from 70.2% in 2014-15 to 85.1% by 2019-20.	Objectives: 1 Strategies: 4 Activities: 13	Organizational	\$0
4	Increase the average combined reading and math KPREP proficiency rate for all students in the non-duplicated gap group from 39.2% in 2014-15 to 69.5% in 2018-19.	Objectives: 1 Strategies: 5 Activities: 19	Organizational	\$66000
5	Reduce the percentage of students scoring Novice on the Reading and Math portions of KPREP from 16.4% in 2014-15 to 8.2% in 2019-20.	Objectives: 1 Strategies: 5 Activities: 5	Academic	\$60000

Goal 1: Increase the averaged combined reading and math KPREP proficiency rate for elementary and middle school students from 56.5% in 2015 to 78.2% in 2018-19..

Measurable Objective 1:

demonstrate a proficiency of 69.3% for elementary school; 69.7% for middle school; and 71.5% for high school by 06/30/2017 as measured by KPREP.

Strategy 1:

Continuous Instructional Improvement Technology System - CIITS - CIITS provide teachers with tools for assessing students, analyzing student growth, planning instruction and continuous improvement.

Category: Continuous Improvement

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support of the utilization of CIITS as a tool to enhance student learning, teacher professional learning, assessment design, and resources, and to monitor individual student growth. Utilize the school instructional coaches for providing teachers training on how to effectively use CIITS. Schools: All Schools	Academic Support Program	01/04/2016	06/30/2017	\$0	Title II Part A	Assistant Superintendent for Learning Support Services; LSS Directors; Instructional Coaches; Technology Resource Teachers, CIITS Building Leads

Strategy 2:

Curriculum and Assessment Alignment - A district recommended curriculum, K-12.

Category: Learning Systems

Activity - Curriculum Framework: Understanding by Design (UbD)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Develop and implement an Understanding by Design (UbD) instructional framework district framework for all curriculum design. Provide instructional coaches and teacher leaders with UbD training and unit development support as they develop Stages 1 and w for the district. Provide training modules to schools to prepare all teachers for Stage 3 development and implementation by 2017-18. Utilize Grant Wiggins "Authentic Education" consultants to guide this work, as well as other consultant resources available to us. Schools: All Schools	Academic Support Program	01/04/2016	06/30/2017	\$20000	Title II Part A	Assistant Superintendent for Learning Support; Directors of Teaching and Learning; Instructional Coaches; Teacher Leaders
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Activity - Implementation of District Recommended ELA Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement the district recommend English Language Arts curriculum K-8 for addressing the KCAS, CCR standards and 21st century skills in a Balanced Literacy framework. Ensure that the curriculum map and scope & sequences of skills is vertically aligned K-8, and adequately addresses reading, writing, and language arts skills development. Utilize Benchmark Literacy at the Elementary Level and Springboard at the Middle School Level as the district recommended vehicles for ELA instruction. Provide teachers with ongoing professional development support. Implement district common assessments that evaluate the effectiveness of core instruction. Make the ELA curriculum available to parents, community, and other stakeholders via our school website and other through other media. Schools: All Schools	Direct Instruction	01/04/2016	06/30/2017	\$50500	Title II Part A	Assistant Superintendent for Learning Support; Directors of Teacher and Learning; Instructional Coaches; Teacher Leaders

Activity - District Recommended Math Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a district recommend Math curriculum K-12 that addresses the KCAS, CCR standards and 21st century skills. Ensure that the curriculum map and scope & sequences of skills is vertically aligned K-12, and adequately addresses both the content standards and the practice standards of the KCAS to ensure conceptual understanding. Select a district-recommended program for K-8 as the vehicle for math instruction delivery. Implement district common assessments assess student growth and to evaluate the effectiveness of core instruction. Make the curriculum available to parents, community, and other stakeholders via our school website and other through other media. Schools: All Schools	Academic Support Program	01/04/2016	06/30/2017	\$87230	Other, Title II Part A	Assistant Superintendent for Learning Support; Directors of Teaching and Learning; Teacher Leaders; Instructional Coaches

Activity - Implementation of District Recommended Science Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Implement the district recommended K-12 science curriculum in a UbD framework addressing the Next Generation Science Standards (NGSS), as well as STEAM related careers. Make the curriculum available to parents and the community via our school website. Develop district common assessments and performance tasks to measure student progress and programming effectiveness. Support and facilitate the understanding and implementation of the NGSS through professional study, model lessons, and embedded PD in collaboration with community partners such as NKU, CINSAM, and NASA. Schools: All Schools	Academic Support Program	01/04/2016	06/30/2017	\$40000	Title II Part A	Assistant Superintendent for Learning Support; Directors of Teaching and Learning; Science Teacher Leads; Instructional Coaches
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Activity - Anticipated New Social Studies Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Prepare to develop a district recommended Social Studies curriculum, K-12, that will address the proposed and anticipated new Social Studies standards. Schools: All Schools	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Assistant Superintendent for Learning Support; Directors of Teaching and Learning

Activity - Evaluate Current Assessments for Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct an audit of all common assessments across all levels and content to ensure that they align with KCAS, CCR, Quality Core and 21st Century Skills. Eliminate assessments that are duplicated or redundant. Strengthen processes for data monitoring, analysis, and utilization in planning more effective and efficient instruction. Schools: All Schools	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Assistant Superintendent for Learning Support; Directors of Teaching and Learning; Principals

Strategy 3:

School Readiness - Ensure that schools are prepared to meet the learning needs of incoming Kindergarten students.

Category: Early Learning

Activity - School Readiness and Brigance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>More effectively analyze data from the Brigance screener to create and monitor a learning plan for next steps in Kindergarten instruction. Utilize the Superintendent's Toolbox to address readiness goals and programming for ages birth - age 5. Utilize the School Readiness Summit Team for guidance and leadership, and collaborate with community agencies such as Success By Six, Childrens', Inc., and the Northern KY Education Council.</p> <p>Schools: Chester Goodridge Elementary School, Erpenbeck Elementary School, Longbranch Elementary School, Thornwilde Elementary School, North Pointe Elementary School, Florence Elementary School, Ockerman Elementary School, Shirley Mann Elementary School, A M Yealey Elementary School, New Haven Elementary School, Stephens Elementary School, Hillard Collins Elementary School, Burlington Elementary School</p>	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Director of Elementary Teaching and Learning; Executive Director of Student and Community Services; Director of Special Education; Coordinator of Preschool; Principals
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Strategy 4:

Teacher Capacity & Teacher Leadership - Building Teacher Capacity and Teacher Leaders.

Category: Professional Learning & Support

Activity - Utilizing Teacher Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Continue to expand the use of teacher teams (i.e. Professional Learning Communities, Data Teams, Vertical/Horizontal- Planning teams, PD Academies, round tables, etc.) to drive instructional decisions and enrich instructional practice.</p> <p>Schools: All Schools</p>	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Directors of Teaching and Learning; Assistant Superintendent of Learning Support Services; Principals

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provide professional learning opportunities and resources that are intentionally designed to meet the individual needs of teachers, grade level & content area teams, and specific schools for developing instructional capacity. Professional learning will be focused on optimizing resources and strategies that will ultimately empower students and provide students a world class education as described in the District Strategic Plan. Specific areas to address include (but are not limited to) design thinking, formative assessment, KCAS learning progressions, Response to Intervention (RTI), special education models and teaching strategies, Problem-Project-Passion Based Learning (PBL), service learning, personalized learning, blended learning, and technology tools for teaching and learning. Schools: All Schools	Professional Learning	01/04/2016	06/30/2016	\$300000	Title II Part A	Assistant Superintendent of Learning Support Services; Instructional Coaches; Directors of Teaching and Learning, and Technology, Assessment Support, Special Education, and Gifted and Talented Coordinator;
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Activity - Develop Teacher Leaders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will identify teachers who exhibit strong content knowledge, effective instructional skills, and dispositions for effective leadership. Support these teacher leaders by utilizing the Collaborative for Teacher Leadership (CTL) resources and the Teachers Leadership Capacity Framework. Provide teacher leadership development opportunities focused on the following capacities: Classroom Leadership; Modeling and Coaching; Increasing Teacher Voice and Influence; Leading to Professionalize Teaching; and Connecting to Larger Communities and the World. Schools: All Schools	Professional Learning	01/04/2016	06/30/2017	\$0	No Funding Required	Assistant Superintendent for Learning Support, Directors of Teaching and Learning, Principals, Instructional Coaches

Strategy 5:

Strategies and Conditions for Learning - All students will achieve when specific structures and research-based conditions of learning are in place.

Category: Learning Systems

Research Cited: http://www.nctm.org/uploadedFiles/Research_News_and_Advocacy/Research/Clips_and_Briefs/Research_brief_04_-_Five_Key%20Strategies.pdf

Activity - Key Strategies for Effective Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Utilize five key strategies for conditions of learning to optimize formative assessment as outlined by Dylan Wiliam's book, "Formative Assessment": 1.) Clarifying, sharing, and understanding goals for learning and criteria for success with learners; 2.) Engineering effective classroom discussions, questions, activities, and tasks that elicit evidence of student learning; 3.) Providing feedback that moves learning forward; 4.) Activating students as owners of their own learning; 5.) Activating students as learning resources for one another. Schools: All Schools	Direct Instruction	01/04/2016	06/30/2017	\$50000	Grant Funds	Assistant Superintendent for Learning Support; Directors of Teaching and Learning; Principals
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Activity - Personalized Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support all students, high achievers, average performers, and struggling students, by utilizing a Personalized Learning approach. Personalized Learning calls for a data-driven framework to set goals, assess progress, and ensure students receive the academic and developmental supports they need to succeed. Students are active participants in their education and drive their own success. Lessons are meaningful because content is applied to authentic, real-life situations. Students connect their daily decisions, actions and behaviors to their long-term goals. Explore and learn from a variety of personalized learning systems, such as the learning at Summit Base Camp schools. Schools: All Schools	Direct Instruction	01/04/2016	06/30/2017	\$7000	No Funding Required, Title II Part A	Chief Academic Officer, Assistant Superintendent for Learning Support, Directors of Teaching and Learning; Instructional Coaches, Principals

Activity - Support at Key Transitions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide support to schools and families to enhance transition activities for students advancing from one level to another, i.e. kindergarten entry, primary to intermediate, 5th grade to 6th, and 8th grade to 9th. Examples support provided may include, but is not limited to, Kinder Camp; participation of grade 6 teachers in grade 5 IEP or Academic Team Meetings (ATMs); parent participation in the Individualized Learning Plan (ILP) in middle and high school. Schools: All Schools	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Assistant Superintendent for Learning Support; Executive Director of Student Services; Directors of Teaching and Learning; Principals

Activity - Student Empowerment & Leadership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Utilize student data to inform the development and implementation of programming that fosters student leadership, hope, well-being, and engagement. Experiences will come from district-wide student leadership training and character development. Personalized student action plans will be developed. Students will be offered expanded learning opportunities by utilizing community resources. Collaborate with student and parents to develop Individual Learning Plans (ILPs) for career and life planning. Expand upon student voice opportunities, such as student led conferences, etc.</p>	<p>Behavioral Support Program</p>	<p>01/04/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Chief Academic Officer; Assistant Superintendent for Learning Support; Directors of Teaching and Learning; Principals; Counselors</p>
<p>Schools: All Schools</p>						

Strategy 6:

World Class Education - Through innovative teaching and learning structures, we will provide our students with an engaging and extraordinary world class education that fully prepares graduates who are college, career, and life ready.

Category: Learning Systems

Research Cited: World Class Learners - Yong Zhao

The Buck Institute

Activity - Innovative Instructional Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Continue to build upon the current infrastructure to support the implementation of innovative and creative instructional design such as BYOD, flipped classrooms, 1-1, blended learning, and virtual learning. Identify and implement a common online learning platform to be utilized uniformly across the district. Expand learning opportunities to extend outside the traditional school structures: Ex: Early college and dual credit options through partnerships with regional colleges and universities; collaborating with community groups for the development of innovative community learning spaces, such as a Maker Space. Be identified as a "Kentucky School District of Innovation".</p>	<p>Academic Support Program</p>	<p>01/04/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>District Funding</p>	<p>Chief Academic Officer; Chief Operations Officer; Assistant Superintendent for Learning Support; Director of Innovative Programming; Director of Technology; Directors of Teaching and Learning; Principals</p>
<p>Schools: All Schools</p>						

Activity - Problem / Project / Passion Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Problem / Project / Passion Based Learning (PBL) in a UbD structure will be provided students to apply core knowledge, concepts and 21st century skills, within and across disciplines, to solve real-world problems. PBL will intentionally focus on building creativity and collaboration skills, as well as providing choice. Through PBL Service Learning opportunities, students will engage in global and local outreach, developing student compassion and cultural competency. Provide adequate professional learning for teachers during implementation of PBL.</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>01/04/2016</p>	<p>06/30/2017</p>	<p>\$50000</p>	<p>Title II Part A</p>	<p>Chief Academic Officer; Assistant Superintendent for Learning Support; Executive Director of Student Services; Directors of Teaching and Learning; Principals; Coordinator for Expanded Learning Opportunities</p>
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Activity - Expand Technology & Support for Blended Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Ensure that a common definition for blended learning is being utilized district wide and that there is common understanding about its purpose and implementation. Provide a common Learning Management System (LMS) for implementing blended learning. Provide grades 5-8 in 2016, and grades 3-4 in 2017, with 1-1 digital devices (ex. Chromebooks) for every student to expand blended learning opportunities. Provide middle schools with an allocation for an Instructional Technology Assistant to support the deployment and implementation of the 1-1 digital devices. Provide teachers with adequate professional development, and provide schools with support in development a replacement cycle plan for the digital devices.</p> <p>Schools: Ockerman Middle School, Chester Goodridge Elementary School, Erpenbeck Elementary School, Longbranch Elementary School, Thornwilde Elementary School, North Pointe Elementary School, Alternative Center, Gray Middle School, Charles H. Kelly Elementary School, Florence Elementary School, Ockerman Elementary School, Camp Ernst Middle School, Shirley Mann Elementary School, A M Yealey Elementary School, New Haven Elementary School, Rector A. Jones Middle School, Stephens Elementary School, Hillard Collins Elementary School, Burlington Elementary School, Conner Middle School</p>	<p>Technology, Academic Support Program</p>	<p>01/04/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>District Funding</p>	<p>Chief Academic Officer; Assistant Superintendent for Learning Support; Director of Technology; Principals</p>

Goal 2: Increase the average freshman graduation rate from 90.9% in 2014-15 to 95.5% by 2019-20.

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Measurable Objective 1:

demonstrate a proficiency of 92.7% by 06/01/2017 as measured by the graduation rate.

Strategy 1:

Persistence to Graduation & Targeted Interventions - Persistence to Graduation; Targeted Interventions

Category: Persistence to Graduation

Activity - Students At Risk of Failing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Assist schools in utilizing the Persistence to Graduation Tool, the Global Appraisal of Individual Needs– Short Screener (GAIN-SS), and other tools to identify students who are at-risk of not graduating. Develop Individualized Learning Plans (ILPs) focused on career interest and Personalized Learning Plans focused on academics (PLPs) to assist those students. Plans will address the hope, well-being, and engagement of students at-risk. Explore new avenues for building relationships with students. Provide students with adult mentors and role models for students at-risk, and increase the interaction they have with school counselors and career coaches. Provide effective models of parent communication and academic and/or behavioral interventions to ensure success for the students.</p> <p>Schools: Ockerman Middle School, Gray Middle School, Larry A. Ryle High School, Boone County High School, Randall K. Cooper High School, Camp Ernst Middle School, Conner High School, Rector A. Jones Middle School, Conner Middle School</p>	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Learning Support Services, Student and Community Services, MS & HS School Principals, Counselors, Career Coaches

Activity - Alternate Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Develop, implement and refine programs designed for flexibility in student and staff scheduling. Implement innovative academic programming to include Project / Problem Based Learning (PBL) and Service Learning opportunities in partnership with the community. Create and introduce new alternative learning paths for students to include virtual, online and blended learning opportunities, supporting credit recovery. Continue and redefine the utilization of current alternate programs that address academic, behavioral, and mental wellness needs, such as the Drop-in program, Transition to High School program, and the Academy Alternative Center for Education. Provide Alternative Diploma track access to programs that align with the career pathways identified in the student's Individual Learning Plan (ILP).</p> <p>Schools: Ockerman Middle School, Gray Middle School, Larry A. Ryle High School, Boone County High School, Randall K. Cooper High School, Camp Ernst Middle School, Conner High School, Rector A. Jones Middle School, Conner Middle School</p>	Behavioral Support Program	01/04/2016	06/30/2017	\$0	General Fund	Learning Support Services, Student and Community Services, Principals, and Counselors

Goal 3: Increase the percentage of students who are college and career ready from 70.2% in 2014-15 to 85.1% by 2019-20.

Measurable Objective 1:

demonstrate a proficiency of 76.2% by 06/30/2015 as measured by College and Career Readiness Rate.

Strategy 1:

Acceleration - Acceleration

Category: Learning Systems

Activity - Dual and Articulated Credit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Increase opportunities for blended learning, dual, virtual, and articulated credit through partnerships with state and local colleges and universities to foster and explore opportunities for all students seeking to participate in dual credit coursework.</p> <p>Schools: Larry A. Ryle High School, Boone County High School, Randall K. Cooper High School, Conner High School</p>	Other	01/06/2014	06/30/2015	\$0	No Funding Required	Chief Academic Officer, Assistant Superintendent for Learning Support; Director of Secondary Teaching and Learning; Principals

Activity - Advanced / Accelerated, Pre-AP, AP, and Honors Coursework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Build and enhance Advanced / Accelerated, Pre-AP, AP, and Honors programs to ensure the pass rate, engagement and participation of all populations at all grade levels.</p> <p>Schools: All Schools</p>	Academic Support Program	01/05/2015	12/31/2016	\$0	No Funding Required	Assistant Superintendent of Learning Support; MS/HS Director of Teaching and Learning; Director of Assessment Support; Principals; Counselors

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Activity - Boone County Early College	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Through a collaboration with Northern Kentucky, Thomas More College, and Gateway Community and Technical College, students will attend dual credit college classes at the Boone County Gateway Community and Technical College campus for half of a day with the potential of earning up to 24 college credit hours per year. Explore opportunities for students in this program to earn Associates Degrees upon High School graduation.</p> <p>Schools: Larry A. Ryle High School, Boone County High School, Randall K. Cooper High School, Conner High School</p>	Career Preparation/Orientation, Academic Support Program	08/10/2015	06/30/2017	\$0	District Funding	Learning Support Services, Director of Innovative Programming, High School Principals, Counselors

Strategy 2:

Academic and Career Advising - Academic and Career Advising

Category: Career Readiness Pathways

Activity - College and Career Pathways Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>College and Career Pathways Coaches at the High Schools will work with students, teachers, parents, post-secondary institutions, and businesses to ensure that our students make informed choices regarding career and post-secondary education options, especially in preparation for high-pay, high-growth careers. The coaches will ensure that students optimize opportunities for accessing college scholarships and other college financial resources. They will assist students in developing skills required in a job search such as writing a cover letter, developing a resume, and interviewing. The coaches will help students make clear connections between what they are learning in the classroom with real life career application.</p> <p>Schools: Alternative Center, Larry A. Ryle High School, Boone County High School, Randall K. Cooper High School, Conner High School</p>	Career Preparation/Orientation	01/04/2016	06/30/2017	\$0	District Funding	Learning Support Services, Director of Innovative Programming, High School Principals, Counselors

Activity - Career Pathways Exploration and Planning for Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Beginning in middle school, provide all students and their parents with career pathway information related to their Individualized Learning Plans (ILPs) to support career and academic advisement in order to help students make good elective choices. Consider using community mentors assigned during ILP development. Optimize the use of career exploration tools, such as Kentucky Unbridled Careers.</p> <p>Schools: Ockerman Middle School, Gray Middle School, Larry A. Ryle High School, Boone County High School, Randall K. Cooper High School, Camp Ernst Middle School, Conner High School, Rector A. Jones Middle School, Conner Middle School</p>	Career Preparation/Orientation	01/04/2016	06/30/2017	\$0	District Funding	Learning Support Services, MS and HS Principals, Counselors, High School Career Pathways Coaches.

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Boone County

Activity - Individual Learning Plan (ILP)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize Individual Learning Plan (ILP) information to plan instruction and learning for all students in grades 6-12. Empower parents as early as grade 5 and throughout grade 12 to assist students in the utilization of the ILP for career planning. Include information from the ILP when developing Individualized Education Plans (IEP) and 504 Plans for students with disabilities. Schools: All Schools	Career Preparation/Orientation, Parent Involvement, Academic Support Program	01/04/2016	06/30/2016	\$0	District Funding	Learning Support Services, Principals, Counselors, High School College and Career Pathways Coach

Strategy 3:

Career Pathways Readiness - Career Pathways Readiness

Category: Integrated Methods for Learning

Activity - STEAM - Science, Technology, Engineering, Arts, Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase access and opportunities for all students to participate in science, technology, engineering, arts, and mathematics (STEAM) learning and programs, including but not limited to FIRST LEGO League, Project Lead the Way, robotics, digital art / music design, and MakerSpace opportunities. Schools: All Schools	Career Preparation/Orientation, Direct Instruction, Academic Support Program	01/04/2016	06/30/2017	\$0	District Funding	Learning Support Services, Principals

Activity - Develop 21st Century Skills to Empower Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Integrate 21st century skill development in all instructional areas. Monitor and measure the skill development in all students to include creativity, communication, collaboration, critical thinking, compassion, challenge, character, choice, cultural competence, and community connections. Schools: All Schools	Career Preparation/Orientation, Direct Instruction, Academic Support Program	01/04/2016	06/30/2017	\$0	District Funding	Learning Support Services, Principals, Teachers

Activity - World Language and Cultural Competence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Boone County

Develop K-12 world language and world culture instruction and learning to best prepare students for career readiness in a global economy. Expand world language options for grades 9-12. Provide K-8 students with world language software programming and each elementary school with a certified world language teacher for facilitating blended learning leading to second language proficiency for all students. Schools: All Schools	Career Preparation/Orientation, Direct Instruction, Academic Support Program	01/04/2016	06/30/2017	\$0	District Funding	Learning Support Services, Principals, Teachers
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Strategy 4:

Career Pathways Learning - School Coursework and Learning Opportunities

Category: Career Readiness Pathways

Activity - Expand High School Career Pathways Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create opportunities for all students to complete career pathway coursework from one of the 14 career clusters provided in Kentucky leading to industry certification and career preparation. Expand opportunities within and across the four high schools. Expand district career pathways opportunities to include Digital Media Design, Robotics, and others. Schools: Larry A. Ryle High School, Boone County High School, Randall K. Cooper High School, Conner High School	Career Preparation/Orientation	01/04/2016	06/30/2017	\$0	District Funding	Learning Support Services, Principals

Activity - Career and Technical Education (CTE) Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support career and academic advising to explore career pathways for all CTE programs available within each school. Support the alignment of CTE curriculum with the Kentucky Occupational Skill Standards Assessment (KOSSA), industry certification standards, and common core standards to increase the number of students who successfully achieve College and Career Readiness measures. Schools: Larry A. Ryle High School, Boone County High School, Randall K. Cooper High School, Conner High School	Career Preparation/Orientation, Academic Support Program	01/04/2016	06/30/2017	\$0	District Funding	Learning Support Services, CTE Coordinators, Principals

Activity - Career Exploration Through Community Connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Boone County

Provide career exploration activities for students in grades K-12. Partner with community agencies for providing innovative career exploration and skill development. Examples include internships, the Federation for Advanced Manufacturing Education (FAME), Kentucky Home Builders, Bosch, Inter Alliance, etc. Students will participate in career experiences such as career circles, job shadowing, mentoring and internships to explore careers of interest. Career courses, career counseling, advising, and career pathways will focus on the future workplace. Exit interviews at transition points (grades 5-6, 8-9, and 12) will assist students in identifying career direction. Schools: All Schools	Academic Support Program, Community Engagement	01/04/2016	06/30/2017	\$0	District Funding	Learning Support Services, Student and Community Services, Director of Innovative Programming, Principals
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Activity - MakerSpace and STEAM Careers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the MakerSpace to expand K-12 student understanding and interest in career focused on Science, Technology, Engineering, Arts, and Math (STEAM). Schools: All Schools	Career Preparation/Orientation, Direct Instruction, Academic Support Program	01/04/2016	06/30/2017	\$0	District Funding	Learning Support Services, Coordinator of Expanded Learning Opportunities, Teachers

Goal 4: Increase the average combined reading and math KPREP proficiency rate for all students in the non-duplicated gap group from 39.2% in 2014-15 to 69.5% in 2018-19.

Measurable Objective 1:

demonstrate a proficiency of 57.3% by 06/30/2017 as measured by Overall Achievement Gap on KPREP.

Strategy 1:

Personalized Instruction & Progress Monitoring - Best Practice; Progress Monitoring

Category: Integrated Methods for Learning

Activity - Response to Intervention (grades K-8), CCR Interventions (grade 10-12), and Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Boone County

Use results of district wide benchmark assessments, interim, pre, formative, and common assessments, to plan for personalized instruction for all students. Monitor student growth at the District level. Ensure that RTI and Intervention structures are in place for students not meeting Kentucky Core Academic Standards (KCAS) and College and Career Readiness (CCR) benchmarks. Personalization of instruction requires collaboration among teachers in Academic Team Meetings (ATMs) and Professional Learning Communities (PLCs) to plan for purposeful instruction via research based programming, flexible instructional groups, etc., Instructional decisions for personalization will be based on student learning needs as identified in the bi-weekly progress monitoring data. Provide support for teachers in grades 6-12 in using formative assessment, intentional interventions, and progress monitoring within the content area. Schools: All Schools	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Learning Support Services, Principals, Instructional Coaches, Teachers
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Activity - Focus Schools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide district support for Focus Schools. Assist schools in analyzing student achievement by gap groups (KPREP and other data sources) and non-cognitive data to make ongoing modifications to instruction relative to the data. Develop an appropriate personalized instruction plan to increase student achievement. Monitor Progress. Ensure that curriculum and assessments are aligned to KCAS and CCR standards. Provide assistance in analyzing schedules and effective use of the school day for instruction. Provide professional development in core instruction and teacher / leader effectiveness. Schools: Camp Ernst Middle School, Hillard Collins Elementary School, Conner High School	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Learning Support Services, Instructional Coaches, Principals

Activity - Effective Research Based Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct an effectiveness audit of the interventions being utilized in the school district for RTI and CCR Interventions. Identify and provide PD support for those programs and interventions that are most effective in meeting student learning needs, and discontinue any intervention practices that are not effective. Schools: All Schools	Academic Support Program	06/30/2017	06/30/2017	\$0	No Funding Required	Learning Support Services, Principals

Strategy 2:

Professional Development - Professional development will provide staff with the instruction skills necessary to be effective teachers and leaders as required by PGES.

Category: Professional Learning & Support

Activity - Learning Plans Aligned to KY Core Academic Standards (KCAS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Boone County

<p>District will provide support to schools in the development of Personal Learning Plans and implementation Individual Education Plans, Program Service Plans, and Gifted Services Plans aligned with the KY Core Academic Standards and behavioral expectations. Analyze student data including but not limited to STAR, K-PREP, EPAS, SWIS, etc; Use data analysis to plan, review and revise instruction.</p> <p>Schools: All Schools</p>	Academic Support Program	01/05/2015	06/30/2016	\$5000	IDEA	Director of Special Education and Special Education Coordinators; Assistant Supt. Learning Support; Gifted Coordinator; Principals
<p>Activity - Effective Collaboration and Co-Teaching</p>	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Establish protocol and procedures to expand the use of effective teacher collaboration / co-teaching across the district in all classrooms. Provide training and support for regular and specialized teacher teams on effective collaboration / co-teaching. Implement a monitoring system to assess continuous progress and to inform instructional decisions for student with disabilities, ELL students, and Gifted & Talented students. Formally establish a baseline for effective collaboration / co-teaching. Identify the barriers and address the barriers to effective collaboration / co-teaching.</p> <p>Schools: All Schools</p>	Academic Support Program	01/05/2015	06/30/2016	\$5000	Other	Assistant Superintendent of Learning Support Services; Director of Special Education; Special Education Coordinators; Gifted & Talented Services Coordinator; Principals
<p>Activity - Students from Diverse Backgrounds</p>	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Intentionally establish, implement, and monitor professional learning in research based strategies for students from diverse backgrounds including, but not limited to students with language barriers, students of poverty, homeless and transient students, refugee students, and students with disabilities to ensure equity and inclusion. Utilize a variety of professional learning platforms such as webinars, short videos, podcasts, and community offerings. Explore and implement research-based strategies for language acquisition, such as Imagine Learning and Fast ForWord.</p> <p>Schools: All Schools</p>	Academic Support Program	01/05/2015	06/30/2016	\$45000	Title III, Other	Learning Support Services; Assistant Superintendent of Learning Support Services; Executive Director of Student Services; English Learners Coordinator; Principals

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Activity - Barriers to Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Provide training, resources and support to address barriers to learning, including but not limited to transience and access to physical / mental health and social services in collaboration with community and parent/caregiver partners. Utilize data from Persistence to Graduation, the Global Appraisal of Individual Needs Short Screen (GAIN-SS), the KY Incentives for Prevention (KIP) Survey, and other relevant data to identify, analyze, and address barriers. Partner with community agencies to provide various services, such as those for mental health, within our schools.</p> <p>Schools: All Schools</p>	Professional Learning	01/05/2015	06/30/2016	\$0	No Funding Required	Executive Director of Student Services; Assistant Superintendent of Learning Support; Services; Title 1 Coordinator; Director of Pupil Personnel; Community Partners
Activity - Supports for English Language Learners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Provide professional learning opportunities for teachers in teaching strategies for meeting the unique learning needs of English Learners. Focus specifically on collaborative teaching models that empower both EL and general education teachers with effective language and content instruction tools. Develop innovative instructional models, such as a “newcomer academy” and blended learning tools for meeting English Learner needs. Provide professional learning that develops cultural competency among all staff. Provide para educators with professional learning to develop tools for supporting EL learners and their teachers. Provide professional learning to EL teachers to effectively utilize Ellevation (Data dashboard) for goal setting, progress monitoring of active EL students, and effective collaborative monitoring of students who have been re-designated fully English Proficient (RFEP).</p> <p>Schools: All Schools</p>	Professional Learning	01/04/2016	06/30/2017	\$0	Title II Part A	English Learners Coordinator; Learning Support Services.
Activity - Students in Poverty	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Provide professional learning opportunities that help building leaders, teachers, and staff to identify the unique learning and social-emotional needs of students and families of poverty. Conduct a poverty book study focused on the work and research of Eric Jensen. Include strategies that are based in Education Neuroscience research.</p> <p>Schools: All Schools</p>	Professional Learning	11/04/2015	06/30/2017	\$0	Title I Part A	Title 1 Supervisor, Asst. Superintendent for Learning Support; Learning Support Services

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Boone County

Activity - Addressing Mental Wellness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Provide professional learning opportunities for teachers, and staff and the community focused on understanding the impact that mental health issues have on student learning. Provide schools with resources for addressing mental wellness issues, including support for counselors that frees them from administrative duties, allowing them time to address student mental health needs. Continue to seek and provide access to community agency support and services for addressing mental wellness needs in the schools. Develop a multi-tiered continuum of school mental health services.</p> <p>Schools: All Schools</p>	Professional Learning	11/04/2015	06/30/2017	\$0	Grant Funds	Executive Director of Student and Community Services; Principals; Counselors

Activity - Cultural Competence, Diversity & Equity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Support the refinement and implementation of diversity, equity, and inclusion awareness to include professional learning opportunities for staff on cultural responsiveness to social norms as school demographics continually change. Partner with community agencies and experts for staff development regarding diversity, equity, inclusion, and cultural competency. Develop and foster working relationships with diverse populations of students and families.</p> <p>Schools: All Schools</p>	Professional Learning	11/04/2015	06/30/2017	\$0	Title II Part A	Assistant Superintendent for Learning Support Services; Executive Director of Student and Community Services.

Strategy 3:

Best Practices in Addressing Student Behaviors - Address issues of student behavior, attendance, and truancy.

Category: Persistence to Graduation

Activity - Reduce Suspensions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Continue to support schools to reduce the number of out of school and in-school suspensions of all students to include training for administrators and teachers with a focus on alternatives to suspension. Assist schools in the full implementation of student Problem Solving Intervention Team process (PBIS Tier II/III). Continue training and support / monitoring for implementation of district wide PBIS and for the implementation of a student problem-solving and intervention process. Utilize the suspension task force and School-Wide Implementation System (SWIS) PBIS Tiered Fidelity Inventory to assure fidelity of implementation.</p> <p>Schools: All Schools</p>	Other	01/04/2016	06/30/2017	\$0	No Funding Required	Chief Academic Officer; Executive Director of Student Services; Suspension Task Force; Principals

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Boone County

Activity - Family Resource and Youth Services Centers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the Family Resource and Youth Service Centers and the FRYSC Coordinator in completing a needs assessment to assist in identifying the barriers to student academic success. Based on the identified needs of the school, the FRYSC core and optional components will be utilized to address these barriers to learning. Ensure that FRYSC Coordinators are an integral part of the mental health team.	Behavioral Support Program	01/04/2016	06/30/2017	\$0	FRYSC	Asst Director of Pupil Services; Principals; Teachers; FRYSC Coordinators
Schools: All Schools						

Strategy 4:

Parent Engagement & Family-School Partnerships - The district will provide support to school leadership in reflecting about the current state of parent engagement at the school level. Professional development will be provided to assist in implementing ways for building strong family-school partnerships in all schools and for measuring the effectiveness of these efforts.

Category: Stakeholder Engagement

Research Cited: Pritchard Committee's definition of Parent Engagement, and "The Missing Piece of the Puzzle".

Beyond the Bake Sale by Davies, Henderson, Johnson, and Mapp

Activity - Engage Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work with individual schools to provide opportunities for parent engagement and family-school partnerships. Utilize experts in the field to provide professional development for principals, parents leaders, and teachers regarding how to develop strong family-school partnership schools where all stakeholders are working together to ensure all students achieve KCAS and CCR standards. Utilize the district Family and Community Engagement (FACE) team for supporting schools in this initiative and to measure the effectiveness and growth of parent engagement across the district. Implement innovative ways to strengthen family-school communication such as digital media and social media tools.	Parent Involvement	01/04/2016	06/30/2017	\$10000	Title II Part A	Assistant Superintendent for Learning Support; Executive Director of Student Services; Title 1 Coordinator; Principals
Schools: All Schools						

Activity - Strengthen Family-School Partnerships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

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Support Principals as they assess the level of family-school partnerships they currently enjoy in their school community. Subsequently decide and articulate what level of family-school partnership they envision for their school community and a plan for getting there. Provide PD for staff and learning for parents regarding how family-school partnerships in the schools can implement innovative high and low tech strategies to bridge the gap between home and school. Schools: All Schools	Community Engagement	01/04/2016	06/30/2017	\$1000	Title II Part A	Assistant Superintendent for Learning Support; Executive Director of Student Services; Title 1 Coordinator; Principals
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Activity - Empower Parents and Community by Sharing Knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Include parent engagement strategies in instructional and professional development plans initiated by Learning Support Services in concert with Title 1 and Student Services parent programming so that all parents gain knowledge about 1.) Definition of the KCAS, CCR standards, and 21st Century Skills; 2.) How they are assessed; 3.) How mastery of these are essential for Career, College, and Life Readiness; 4.) How parents can participate fully in their child's mastery of these standards and skills. Employ a marketing plan - #Boone2020 - for increasing knowledge and parent / community dialogue around the 5 Year District Strategic Plan. Utilize parent ambassadors in the implementation of this plan. Schools: All Schools	Parent Involvement, Community Engagement	01/04/2016	06/30/2017	\$0	No Funding Required	Assistant Superintendent for Learning Support; Executive Director of Student Services; Directors of Teaching and Learning; Principals

Strategy 5:

Equitable Access to Effective Teachers - Recruitment, Professional Learning, Teachers Assignments

Category: Human Capital Management

Activity - Teacher Recruitment and Retention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Human Resources will continue to explore new ways for recruiting diverse populations of effective teachers. Retention of effective teachers will be achieved by providing teachers a professional and supportive teaching environment. Schools: All Schools	Recruitment and Retention	11/04/2015	06/30/2017	\$0	No Funding Required	Director of Human Resources, Asst. Director of Human Resources
Activity - Personalized & Individualized Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Boone County

Provide teachers with personalized professional learning that addresses their professional passions and aspirations. Provide individualized professional learning that addresses individual needs as indicated during the Teacher Professional Growth and Effectiveness System process and those needs identified in the individual school CSIPs. Schools: All Schools	Professional Learning	11/04/2015	06/30/2017	\$0	Title II Part A	Learning Support Services; Principals
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Activity - Teacher Assignments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Examine policies and procedures regarding teacher assignment practices to determine whether experienced and effective teachers are equitably distributed within and among the schools. Schools: All Schools	Policy and Process	01/04/2016	06/30/2017	\$0	No Funding Required	Assistant Superintendent for Learning Support Services; Director of Human Resources; Principals

Goal 5: Reduce the percentage of students scoring Novice on the Reading and Math portions of KPREP from 16.4% in 2014-15 to 8.2% in 2019-20.

Measurable Objective 1:

87% of All Students will demonstrate a proficiency of Apprentice or higher in Math and in Reading by 06/30/2018 as measured by KPREP.

Strategy 1:

Co-teaching for Gap Closure - Strengthen collaboration between special education teachers and general education teachers, and provide effective collaborative teaching strategies.

Category: Learning Systems

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers with professional learning regarding co-teaching best practices, continuous co-teaching classroom improvement, and student supports. Provide professional learning in the form of teacher professional development academies and through ongoing coaching for special education and general education teams across the district. Schools: All Schools	Professional Learning	01/04/2016	06/30/2017	\$0	Title II Part A	Learning Support Services, Director of Special Education

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Strategy 2:

Assessment Literacy for Principals & Teachers - Formative and Summative Assessment

Category: Professional Learning & Support

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide principals and teachers with a variety of professional learning opportunities centered upon best practices for utilizing formative and summative assessment. Include training in how to best analyze data utilizing data teams and Professional Learning Communities (PLCs). Schools: All Schools	Professional Learning	01/04/2016	06/30/2017	\$5000	Title II Part A	Assistant Superintendent for Learning Support Services; Learning Support Directors

Strategy 3:

Embedded Formative Assessment - Professional development funded by the KY Instructional Transformation grant.

Category: Professional Learning & Support

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers with professional learning opportunities regarding formative assessment and providing students with specific feedback. Focus on Wiliam's 5 Conditions for Learning and minute-to-minute formative assessment. Utilize resources made available through our work with the KY Instructional Transformation grant. Provide teachers with a variety of formative assessment tools, including those that are technology-based. Schools: All Schools	Professional Learning	01/04/2016	06/30/2017	\$50000	Grant Funds	Assistant Superintendent for Learning Support; Learning Support Directors

Strategy 4:

Response to Intervention - Strengthen and provide professional learning about RTI systems.

Category: Learning Systems

Activity - Stregthen Response to Intervention Structures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Ensure that Response to Intervention (RTI at Elem) and Intervention (at middle and high school) structures are in place for students not meeting KCAS and CCR benchmarks. Personalization of instruction requires collaboration among teachers in Academic Team Meetings (ATMs) and in Professional Learning Communities (PLCs) to plan for intentional instruction, research based programming, flexible instructional grouping, etc. Instructional decisions for personalization will be based on student learning needs as identified by progress monitoring and data analysis. Ensure that communication regarding student intervention among stakeholders is solid, especially at school building transition points.</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>01/04/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Chief Academic Officer; Assistant Superintendent for Learning Support; Learning Support Directors; Principals</p>
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Strategy 5:

Professional Growth & Effectiveness System - Provide support for teacher and leader growth and effectiveness based on individual needs identified in the PGES process.

Category: Teacher PGES

Research Cited: Charlotte Danielson - Teacher Effectiveness Framework

Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Provide support for teaches and leaders in measuring baseline data for determining enduring skills to be measured as required by the Professional Growth and Effectiveness System (PGES) for teachers and leaders. Provide professional learning regarding constructing Specific, Measurable, Attainable, Realistic, and Time-bound (SMART) goals, utilizing multiple measures and monitoring growth at checkpoints throughout the school year.</p> <p>Schools: All Schools</p>	<p>Professional Learning, Academic Support Program</p>	<p>01/04/2016</p>	<p>06/30/2017</p>	<p>\$5000</p>	<p>Title II Part A</p>	<p>Chief Academic Officer; Assistant Superintendent for Learning Support; Learning Support Directors</p>

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Addressing Mental Wellness	Provide professional learning opportunities for teachers, and staff and the community focused on understanding the impact that mental health issues have on student learning. Provide schools with resources for addressing mental wellness issues, including support for counselors that frees them from administrative duties, allowing them time to address student mental health needs. Continue to seek and provide access to community agency support and services for addressing mental wellness needs in the schools. Develop a multi-tiered continuum of school mental health services.	Professional Learning	11/04/2015	06/30/2017	\$0	Executive Director of Student and Community Services; Principals; Counselors
Professional Development	Provide teachers with professional learning opportunities regarding formative assessment and providing students with specific feedback. Focus on Wiliam's 5 Conditions for Learning and minute-to-minute formative assessment. Utilize resources made available through our work with the KY Instructional Transformation grant. Provide teachers with a variety of formative assessment tools, including those that are technology-based.	Professional Learning	01/04/2016	06/30/2017	\$50000	Assistant Superintendent for Learning Support; Learning Support Directors
Key Strategies for Effective Formative Assessment	Utilize five key strategies for conditions of learning to optimize formative assessment as outlined by Dylan Wiliam's book, "Formative Assessment": 1.) Clarifying, sharing, and understanding goals for learning and criteria for success with learners; 2.) Engineering effective classroom discussions, questions, activities, and tasks that elicit evidence of student learning; 3.) Providing feedback that moves learning forward; 4.) Activating students as owners of their own learning; 5.) Activating students as learning resources for one another.	Direct Instruction	01/04/2016	06/30/2017	\$50000	Assistant Superintendent for Learning Support; Directors of Teaching and Learning; Principals
Total					\$100000	

Title I Part A

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

Boone County

Students in Poverty	Provide professional learning opportunities that help building leaders, teachers, and staff to identify the unique learning and social-emotional needs of students and families of poverty. Conduct a poverty book study focused on the work and research of Eric Jensen. Include strategies that are based in Education Neuroscience research.	Professional Learning	11/04/2015	06/30/2017	\$0	Title 1 Supervisor, Asst. Superintendent for Learning Support; Learning Support Services
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Strengthen Response to Intervention Structures	Ensure that Response to Intervention (RTI at Elem) and Intervention (at middle and high school) structures are in place for students not meeting KCAS and CCR benchmarks. Personalization of instruction requires collaboration among teachers in Academic Team Meetings (ATMs) and in Professional Learning Communities (PLCs) to plan for intentional instruction, research based programming, flexible instructional grouping, etc. Instructional decisions for personalization will be based on student learning needs as identified by progress monitoring and data analysis. Ensure that communication regarding student intervention among stakeholders is solid, especially at school building transition points.	Academic Support Program	01/04/2016	06/30/2017	\$0	Chief Academic Officer; Assistant Superintendent for Learning Support; Learning Support Directors; Principals
Dual and Articulated Credit	Increase opportunities for blended learning, dual, virtual, and articulated credit through partnerships with state and local colleges and universities to foster and explore opportunities for all students seeking to participate in dual credit coursework.	Other	01/06/2014	06/30/2015	\$0	Chief Academic Officer, Assistant Superintendent for Learning Support; Director of Secondary Teaching and Learning; Principals

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Focus Schools	Provide district support for Focus Schools. Assist schools in analyzing student achievement by gap groups (KPREP and other data sources) and non-cognitive data to make ongoing modifications to instruction relative to the data. Develop an appropriate personalized instruction plan to increase student achievement. Monitor Progress. Ensure that curriculum and assessments are aligned to KCAS and CCR standards. Provide assistance in analyzing schedules and effective use of the school day for instruction. Provide professional development in core instruction and teacher / leader effectiveness.	Academic Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, Instructional Coaches, Principals
Effective Research Based Interventions	Conduct an effectiveness audit of the interventions being utilized in the school district for RTI and CCR Interventions. Identify and provide PD support for those programs and interventions that are most effective in meeting student learning needs, and discontinue any intervention practices that are not effective.	Academic Support Program	06/30/2017	06/30/2017	\$0	Learning Support Services, Principals
Teacher Assignments	Examine policies and procedures regarding teacher assignment practices to determine whether experienced and effective teachers are equitably distributed within and among the schools.	Policy and Process	01/04/2016	06/30/2017	\$0	Assistant Superintendent for Learning Support Services; Director of Human Resources; Principals
Students At Risk of Failing	Assist schools in utilizing the Persistence to Graduation Tool, the Global Appraisal of Individual Needs– Short Screener (GAIN-SS), and other tools to identify students who are at-risk of not graduating. Develop Individualized Learning Plans (ILPs) focused on career interest and Personalized Learning Plans focused on academics (PLPs) to assist those students. Plans will address the hope, well-being, and engagement of students at-risk. Explore new avenues for building relationships with students. Provide students with adult mentors and role models for students at-risk, and increase the interaction they have with school counselors and career coaches. Provide effective models of parent communication and academic and/or behavioral interventions to ensure success for the students.	Academic Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, Student and Community Services, MS & HS School Principals, Counselors, Career Coaches

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Barriers to Learning	Provide training, resources and support to address barriers to learning, including but not limited to transience and access to physical / mental health and social services in collaboration with community and parent/caregiver partners. Utilize data from Persistence to Graduation, the Global Appraisal of Individual Needs Short Screen (GAIN-SS), the KY Incentives for Prevention (KIP) Survey, and other relevant data to identify, analyze, and address barriers. Partner with community agencies to provide various services, such as those for mental health, within our schools.	Professional Learning	01/05/2015	06/30/2016	\$0	Executive Director of Student Services; Assistant Superintendent of Learning Support; Services; Title 1 Coordinator; Director of Pupil Personnel; Community Partners
Develop Teacher Leaders	Administrators will identify teachers who exhibit strong content knowledge, effective instructional skills, and dispositions for effective leadership. Support these teacher leaders by utilizing the Collaborative for Teacher Leadership (CTL) resources and the Teachers Leadership Capacity Framework. Provide teacher leadership development opportunities focused on the following capacities: Classroom Leadership; Modeling and Coaching; Increasing Teacher Voice and Influence; Leading to Professionalize Teaching; and Connecting to Larger Communities and the World.	Professional Learning	01/04/2016	06/30/2017	\$0	Assistant Superintendent for Learning Support, Directors of Teaching and Learning, Principals, Instructional Coaches
Teacher Recruitment and Retention	Human Resources will continue to explore new ways for recruiting diverse populations of effective teachers. Retention of effective teachers will be achieved by providing teachers a professional and supportive teaching environment.	Recruitment and Retention	11/04/2015	06/30/2017	\$0	Director of Human Resources, Asst. Director of Human Resources
Advanced / Accelerated, Pre-AP, AP, and Honors Coursework	Build and enhance Advanced / Accelerated, Pre-AP, AP, and Honors programs to ensure the pass rate, engagement and participation of all populations at all grade levels.	Academic Support Program	01/05/2015	12/31/2016	\$0	Assistant Superintendent of Learning Support; MS/HS Director of Teaching and Learning; Director of Assessment Support; Principals; Counselors

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Reduce Suspensions	Continue to support schools to reduce the number of out of school and in-school suspensions of all students to include training for administrators and teachers with a focus on alternatives to suspension. Assist schools in the full implementation of student Problem Solving Intervention Team process (PBIS Tier II/III). Continue training and support / monitoring for implementation of district wide PBIS and for the implementation of a student problem-solving and intervention process. Utilize the suspension task force and School-Wide Implementation System (SWIS) PBIS Tiered Fidelity Inventory to assure fidelity of implementation.	Other	01/04/2016	06/30/2017	\$0	Chief Academic Officer; Executive Director of Student Services; Suspension Task Force; Principals
Support at Key Transitions	Provide support to schools and families to enhance transition activities for students advancing from one level to another, i.e. kindergarten entry, primary to intermediate, 5th grade to 6th, and 8th grade to 9th. Examples support provided may include, but is not limited to, Kinder Camp; participation of grade 6 teachers in grade 5 IEP or Academic Team Meetings (ATMs); parent participation in the Individualized Learning Plan (ILP) in middle and high school.	Academic Support Program	01/04/2016	06/30/2017	\$0	Assistant Superintendent for Learning Support; Executive Director of Student Services; Directors of Teaching and Learning; Principals
Utilizing Teacher Teams	Continue to expand the use of teacher teams (i.e. Professional Learning Communities, Data Teams, Vertical/Horizontal- Planning teams, PD Academies, round tables, etc.) to drive instructional decisions and enrich instructional practice.	Academic Support Program	01/04/2016	06/30/2017	\$0	Directors of Teaching and Learning; Assistant Superintendent of Learning Support Services; Principals
Student Empowerment & Leadership	Utilize student data to inform the development and implementation of programming that fosters student leadership, hope, well-being, and engagement. Experiences will come from district-wide student leadership training and character development. Personalized student action plans will be developed. Students will be offered expanded learning opportunities by utilizing community resources. Collaborate with student and parents to develop Individual Learning Plans (ILPs) for career and life planning. Expand upon student voice opportunities, such as student led conferences, etc.	Behavioral Support Program	01/04/2016	06/30/2017	\$0	Chief Academic Officer; Assistant Superintendent for Learning Support; Directors of Teaching and Learning; Principals; Counselors

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School Readiness and Brigance	More effectively analyze data from the Brigance screener to create and monitor a learning plan for next steps in Kindergarten instruction. Utilize the Superintendent's Toolbox to address readiness goals and programming for ages birth - age 5. Utilize the School Readiness Summit Team for guidance and leadership, and collaborate with community agencies such as Success By Six, Childrens', Inc., and the Northern KY Education Council.	Academic Support Program	01/04/2016	06/30/2017	\$0	Director of Elementary Teaching and Learning; Executive Director of Student and Community Services; Director of Special Education; Coordinator of Preschool; Principals
Anticipated New Social Studies Standards	Prepare to develop a district recommended Social Studies curriculum, K-12, that will address the proposed and anticipated new Social Studies standards.	Academic Support Program	01/04/2016	06/30/2017	\$0	Assistant Superintendent for Learning Support; Directors of Teaching and Learning
Empower Parents and Community by Sharing Knowledge	Include parent engagement strategies in instructional and professional development plans initiated by Learning Support Services in concert with Title 1 and Student Services parent programming so that all parents gain knowledge about 1.) Definition of the KCAS, CCR standards, and 21st Century Skills; 2.) How they are assessed; 3.) How mastery of these are essential for Career, College, and Life Readiness; 4.) How parents can participate fully in their child's mastery of these standards and skills. Employ a marketing plan - #Boone2020 - for increasing knowledge and parent / community dialogue around the 5 Year District Strategic Plan. Utilize parent ambassadors in the implementation of this plan.	Parent Involvement, Community Engagement	01/04/2016	06/30/2017	\$0	Assistant Superintendent for Learning Support; Executive Director of Student Services; Directors of Teaching and Learning; Principals
Evaluate Current Assessments for Effectiveness	Conduct an audit of all common assessments across all levels and content to ensure that they align with KCAS, CCR, Quality Core and 21st Century Skills. Eliminate assessments that are duplicated or redundant. Strengthen processes for data monitoring, analysis, and utilization in planning more effective and efficient instruction.	Academic Support Program	01/04/2016	06/30/2017	\$0	Assistant Superintendent for Learning Support; Directors of Teaching and Learning; Principals

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Personalized Learning	Support all students, high achievers, average performers, and struggling students, by utilizing a Personalized Learning approach. Personalized Learning calls for a data-driven framework to set goals, assess progress, and ensure students receive the academic and developmental supports they need to succeed. Students are active participants in their education and drive their own success. Lessons are meaningful because content is applied to authentic, real-life situations. Students connect their daily decisions, actions and behaviors to their long-term goals. Explore and learn from a variety of personalized learning systems, such as the learning at Summit Base Camp schools.	Direct Instruction	01/04/2016	06/30/2017	\$0	Chief Academic Officer, Assistant Superintendent for Learning Support, Directors of Teaching and Learning; Instructional Coaches, Principals
Response to Intervention (grades K-8), CCR Interventions (grade 10-12), and Progress Monitoring	Use results of district wide benchmark assessments, interim, pre, formative, and common assessments, to plan for personalized instruction for all students. Monitor student growth at the District level. Ensure that RTI and Intervention structures are in place for students not meeting Kentucky Core Academic Standards (KCAS) and College and Career Readiness (CCR) benchmarks. Personalization of instruction requires collaboration among teachers in Academic Team Meetings (ATMs) and Professional Learning Communities (PLCs) to plan for purposeful instruction via research based programming, flexible instructional groups, etc., Instructional decisions for personalization will be based on student learning needs as identified in the bi-weekly progress monitoring data. Provide support for teachers in grades 6-12 in using formative assessment, intentional interventions, and progress monitoring within the content area.	Academic Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, Principals, Instructional Coaches, Teachers
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Effective Collaboration and Co-Teaching	Establish protocol and procedures to expand the use of effective teacher collaboration / co-teaching across the district in all classrooms. Provide training and support for regular and specialized teacher teams on effective collaboration / co-teaching. Implement a monitoring system to assess continuous progress and to inform instructional decisions for student with disabilities, ELL students, and Gifted & Talented students. Formally establish a baseline for effective collaboration / co-teaching. Identify the barriers and address the barriers to effective collaboration / co-teaching.	Academic Support Program	01/05/2015	06/30/2016	\$5000	Assistant Superintendent of Learning Support Services; Director of Special Education; Special Education Coordinators; Gifted & Talented Services Coordinator; Principals
Students from Diverse Backgrounds	Intentionally establish, implement, and monitor professional learning in research based strategies for students from diverse backgrounds including, but not limited to students with language barriers, students of poverty, homeless and transient students, refugee students, and students with disabilities to ensure equity and inclusion. Utilize a variety of professional learning platforms such as webinars, short videos, podcasts, and community offerings. Explore and implement research-based strategies for language acquisition, such as Imagine Learning and Fast ForWord.	Academic Support Program	01/05/2015	06/30/2016	\$15000	Learning Support Services; Assistant Superintendent of Learning Support Services; Executive Director of Student Services; English Learners Coordinator; Principals
District Recommended Math Curriculum	Develop a district recommend Math curriculum K-12 that addresses the KCAS, CCR standards and 21st century skills. Ensure that the curriculum map and scope & sequences of skills is vertically aligned K-12, and adequately addresses both the content standards and the practice standards of the KCAS to ensure conceptual understanding. Select a district-recommended program for K-8 as the vehicle for math instruction delivery. Implement district common assessments assess student growth and to evaluate the effectiveness of core instruction. Make the curriculum available to parents, community, and other stakeholders via our school website and other through other media.	Academic Support Program	01/04/2016	06/30/2017	\$50000	Assistant Superintendent for Learning Support; Directors of Teaching and Learning; Teacher Leaders; Instructional Coaches
Total					\$70000	

FRYSC

KDE Comprehensive Improvement Plan for Districts

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Resource and Youth Services Centers	Utilize the Family Resource and Youth Service Centers and the FRYSC Coordinator in completing a needs assessment to assist in identifying the barriers to student academic success. Based on the identified needs of the school, the FRYSC core and optional components will be utilized to address these barriers to learning. Ensure that FRYSC Coordinators are an integral part of the mental health team.	Behavioral Support Program	01/04/2016	06/30/2017	\$0	Asst Director of Pupil Services; Principals; Teachers; FRYSC Coordinators
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career and Technical Education (CTE) Pathways	Support career and academic advising to explore career pathways for all CTE programs available within each school. Support the alignment of CTE curriculum with the Kentucky Occupational Skill Standards Assessment (KOSSA), industry certification standards, and common core standards to increase the number of students who successfully achieve College and Career Readiness measures.	Career Preparation/Orientation, Academic Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, CTE Coordinators, Principals
Career Pathways Exploration and Planning for Students	Beginning in middle school, provide all students and their parents with career pathway information related to their Individualized Learning Plans (ILPs) to support career and academic advisement in order to help students make good elective choices. Consider using community mentors assigned during ILP development. Optimize the use of career exploration tools, such as Kentucky Unbridled Careers.	Career Preparation/Orientation	01/04/2016	06/30/2017	\$0	Learning Support Services, MS and HS Principals, Counselors, High School Career Pathways Coaches.
Individual Learning Plan (ILP)	Utilize Individual Learning Plan (ILP) information to plan instruction and learning for all students in grades 6-12. Empower parents as early as grade 5 and throughout grade 12 to assist students in the utilization of the ILP for career planning. Include information from the ILP when developing Individualized Education Plans (IEP) and 504 Plans for students with disabilities.	Career Preparation/Orientation, Parent Involvement, Academic Support Program	01/04/2016	06/30/2016	\$0	Learning Support Services, Principals, Counselors, High School College and Career Pathways Coach

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STEAM - Science, Technology, Engineering, Arts, Math	Increase access and opportunities for all students to participate in science, technology, engineering, arts, and mathematics (STEAM) learning and programs, including but not limited to FIRST LEGO League, Project Lead the Way, robotics, digital art / music design, and MakerSpace opportunities.	Career Preparation/Orientation, Direct Instruction, Academic Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, Principals
World Language and Cultural Competence	Develop K-12 world language and world culture instruction and learning to best prepare students for career readiness in a global economy. Expand world language options for grades 9-12. Provide K-8 students with world language software programming and each elementary school with a certified world language teacher for facilitating blended learning leading to second language proficiency for all students.	Career Preparation/Orientation, Direct Instruction, Academic Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, Principals, Teachers
College and Career Pathways Coach	College and Career Pathways Coaches at the High Schools will work with students, teachers, parents, post-secondary institutions, and businesses to ensure that our students make informed choices regarding career and post-secondary education options, especially in preparation for high-pay, high-growth careers. The coaches will ensure that students optimize opportunities for accessing college scholarships and other college financial resources. They will assist students in developing skills required in a job search such as writing a cover letter, developing a resume, and interviewing. The coaches will help students make clear connections between what they are learning in the classroom with real life career application.	Career Preparation/Orientation	01/04/2016	06/30/2017	\$0	Learning Support Services, Director of Innovative Programming, High School Principals, Counselors
Boone County Early College	Through a collaboration with Northern Kentucky, Thomas More College, and Gateway Community and Technical College, students will attend dual credit college classes at the Boone County Gateway Community and Technical College campus for half of a day with the potential of earning up to 24 college credit hours per year. Explore opportunities for students in this program to earn Associates Degrees upon High School graduation.	Career Preparation/Orientation, Academic Support Program	08/10/2015	06/30/2017	\$0	Learning Support Services, Director of Innovative Programming, High School Principals, Counselors

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<p>Innovative Instructional Practice</p>	<p>Continue to build upon the current infrastructure to support the implementation of innovative and creative instructional design such as BYOD, flipped classrooms, 1-1, blended learning, and virtual learning. Identify and implement a common online learning platform to be utilized uniformly across the district. Expand learning opportunities to extend outside the traditional school structures: Ex: Early college and dual credit options through partnerships with regional colleges and universities; collaborating with community groups for the development of innovative community learning spaces, such as a Maker Space. Be identified as a "Kentucky School District of Innovation".</p>	<p>Academic Support Program</p>	<p>01/04/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Chief Academic Officer; Chief Operations Officer; Assistant Superintendent for Learning Support; Director of Innovative Programming; Director of Technology; Directors of Teaching and Learning; Principals</p>
<p>Expand High School Career Pathways Opportunities</p>	<p>Create opportunities for all students to complete career pathway coursework from one of the 14 career clusters provided in Kentucky leading to industry certification and career preparation. Expand opportunities within and across the four high schools. Expand district career pathways opportunities to include Digital Media Design, Robotics, and others.</p>	<p>Career Preparation/Orientation</p>	<p>01/04/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Learning Support Services, Principals</p>
<p>Develop 21st Century Skills to Empower Students</p>	<p>Integrate 21st century skill development in all instructional areas. Monitor and measure the skill development in all students to include creativity, communication, collaboration, critical thinking, compassion, challenge, character, choice, cultural competence, and community connections.</p>	<p>Career Preparation/Orientation, Direct Instruction, Academic Support Program</p>	<p>01/04/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Learning Support Services, Principals, Teachers</p>
<p>Expand Technology & Support for Blended Learning</p>	<p>Ensure that a common definition for blended learning is being utilized district wide and that there is common understanding about its purpose and implementation. Provide a common Learning Management System (LMS) for implementing blended learning. Provide grades 5-8 in 2016, and grades 3-4 in 2017, with 1-1 digital devices (ex. Chromebooks) for every student to expand blended learning opportunities. Provide middle schools with an allocation for an Instructional Technology Assistant to support the deployment and implementation of the 1-1 digital devices. Provide teachers with adequate professional development, and provide schools with support in development a replacement cycle plan for the digital devices.</p>	<p>Technology, Academic Support Program</p>	<p>01/04/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Chief Academic Officer; Assistant Superintendent for Learning Support; Director of Technology; Principals</p>

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MakerSpace and STEAM Careers	Utilize the MakerSpace to expand K-12 student understanding and interest in career focused on Science, Technology, Engineering, Arts, and Math (STEAM).	Career Preparation/Orientation, Direct Instruction, Academic Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, Coordinator of Expanded Learning Opportunities, Teachers
Career Exploration Through Community Connections	Provide career exploration activities for students in grades K-12. Partner with community agencies for providing innovative career exploration and skill development. Examples include internships, the Federation for Advanced Manufacturing Education (FAME), Kentucky Home Builders, Bosch, Inter Alliance, etc. Students will participate in career experiences such as career circles, job shadowing, mentoring and internships to explore careers of interest. Career courses, career counseling, advising, and career pathways will focus on the future workplace. Exit interviews at transition points (grades 5-6, 8-9, and 12) will assist students in identifying career direction.	Academic Support Program, Community Engagement	01/04/2016	06/30/2017	\$0	Learning Support Services, Student and Community Services, Director of Innovative Programming, Principals
Total					\$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Personalized & Individualized Professional Learning	Provide teachers with personalized professional learning that addresses their professional passions and aspirations. Provide individualized professional learning that addresses individual needs as indicated during the Teacher Professional Growth and Effectiveness System process and those needs identified in the individual school CSIPs.	Professional Learning	11/04/2015	06/30/2017	\$0	Learning Support Services; Principals
Curriculum Framework: Understanding by Design (UbD)	Develop and implement an Understanding by Design (UbD) instructional framework district framework for all curriculum design. Provide instructional coaches and teacher leaders with UbD training and unit development support as they develop Stages 1 and 2 for the district. Provide training modules to schools to prepare all teachers for Stage 3 development and implementation by 2017-18. Utilize Grant Wiggins "Authentic Education" consultants to guide this work, as well as other consultant resources available to us.	Academic Support Program	01/04/2016	06/30/2017	\$20000	Assistant Superintendent for Learning Support; Directors of Teaching and Learning; Instructional Coaches; Teacher Leaders

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Engage Parents	Work with individual schools to provide opportunities for parent engagement and family-school partnerships. Utilize experts in the field to provide professional development for principals, parents leaders, and teachers regarding how to develop strong family-school partnership schools where all stakeholders are working together to ensure all students achieve KCAS and CCR standards. Utilize the district Family and Community Engagement (FACE) team for supporting schools in this initiative and to measure the effectiveness and growth of parent engagement across the district. Implement innovative ways to strengthen family-school communication such as digital media and social media tools.	Parent Involvement	01/04/2016	06/30/2017	\$10000	Assistant Superintendent for Learning Support; Executive Director of Student Services; Title 1 Coordinator; Principals
Professional Development	Provide teachers with professional learning regarding co-teaching best practices, continuous co-teaching classroom improvement, and student supports. Provide professional learning in the form of teacher professional development academies and through ongoing coaching for special education and general education teams across the district.	Professional Learning	01/04/2016	06/30/2017	\$0	Learning Support Services, Director of Special Education
Student Growth Goals	Provide support for teachers and leaders in measuring baseline data for determining enduring skills to be measured as required by the Professional Growth and Effectiveness System (PGES) for teachers and leaders. Provide professional learning regarding constructing Specific, Measurable, Attainable, Realistic, and Time-bound (SMART) goals, utilizing multiple measures and monitoring growth at checkpoints throughout the school year.	Professional Learning, Academic Support Program	01/04/2016	06/30/2017	\$5000	Chief Academic Officer; Assistant Superintendent for Learning Support; Learning Support Directors
Cultural Competence, Diversity & Equity	Support the refinement and implementation of diversity, equity, and inclusion awareness to include professional learning opportunities for staff on cultural responsiveness to social norms as school demographics continually change. Partner with community agencies and experts for staff development regarding diversity, equity, inclusion, and cultural competency. Develop and foster working relationships with diverse populations of students and families.	Professional Learning	11/04/2015	06/30/2017	\$0	Assistant Superintendent for Learning Support Services; Executive Director of Student and Community Services.

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Professional Learning	Provide professional learning opportunities and resources that are intentionally designed to meet the individual needs of teachers, grade level & content area teams, and specific schools for developing instructional capacity. Professional learning will be focused on optimizing resources and strategies that will ultimately empower students and provide students a world class education as described in the District Strategic Plan. Specific areas to address include (but are not limited to) design thinking, formative assessment, KCAS learning progressions, Response to Intervention (RTI), special education models and teaching strategies, Problem-Project-Passion Based Learning (PBL), service learning, personalized learning, blended learning, and technology tools for teaching and learning.	Professional Learning	01/04/2016	06/30/2016	\$300000	Assistant Superintendent of Learning Support Services; Instructional Coaches; Directors of Teaching and Learning, and Technology, Assessment Support, Special Education, and Gifted and Talented Coordinator;
Implementation of District Recommended ELA Curriculum	Implement the district recommend English Language Arts curriculum K-8 for addressing the KCAS, CCR standards and 21st century skills in a Balanced Literacy framework. Ensure that the curriculum map and scope & sequences of skills is vertically aligned K-8, and adequately addresses reading, writing, and language arts skills development. Utilize Benchmark Literacy at the Elementary Level and Springboard at the Middle School Level as the district recommended vehicles for ELA instruction. Provide teachers with ongoing professional development support. Implement district common assessments that evaluate the effectiveness of core instruction. Make the ELA curriculum available to parents, community, and other stakeholders via our school website and other through other media.	Direct Instruction	01/04/2016	06/30/2017	\$50500	Assistant Superintendent for Learning Support; Directors of Teacher and Learning; Instructional Coaches; Teacher Leaders
Personalized Learning	Support all students, high achievers, average performers, and struggling students, by utilizing a Personalized Learning approach. Personalized Learning calls for a data-driven framework to set goals, assess progress, and ensure students receive the academic and developmental supports they need to succeed. Students are active participants in their education and drive their own success. Lessons are meaningful because content is applied to authentic, real-life situations. Students connect their daily decisions, actions and behaviors to their long-term goals. Explore and learn from a variety of personalized learning systems, such as the learning at Summit Base Camp schools.	Direct Instruction	01/04/2016	06/30/2017	\$7000	Chief Academic Officer, Assistant Superintendent for Learning Support, Directors of Teaching and Learning; Instructional Coaches, Principals

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Supports for English Language Learners	Provide professional learning opportunities for teachers in teaching strategies for meeting the unique learning needs of English Learners. Focus specifically on collaborative teaching models that empower both EL and general education teachers with effective language and content instruction tools. Develop innovative instructional models, such as a “newcomer academy” and blended learning tools for meeting English Learner needs. Provide professional learning that develops cultural competency among all staff. Provide para educators with professional learning to develop tools for supporting EL learners and their teachers. Provide professional learning to EL teachers to effectively utilize Ellevation (Data dashboard) for goal setting, progress monitoring of active EL students, and effective collaborative monitoring of students who have been re-designated fully English Proficient (RFEP).	Professional Learning	01/04/2016	06/30/2017	\$0	English Learners Coordinator; Learning Support Services.
Strengthen Family-School Partnerships	Support Principals as they assess the level of family-school partnerships they currently enjoy in their school community. Subsequently decide and articulate what level of family-school partnership they envision for their school community and a plan for getting there. Provide PD for staff and learning for parents regarding how family-school partnerships in the schools can implement innovative high and low tech strategies to bridge the gap between home and school.	Community Engagement	01/04/2016	06/30/2017	\$1000	Assistant Superintendent for Learning Support; Executive Director of Student Services; Title 1 Coordinator; Principals
District Recommended Math Curriculum	Develop a district recommend Math curriculum K-12 that addresses the KCAS, CCR standards and 21st century skills. Ensure that the curriculum map and scope & sequences of skills is vertically aligned K-12, and adequately addresses both the content standards and the practice standards of the KCAS to ensure conceptual understanding. Select a district-recommended program for K-8 as the vehicle for math instruction delivery. Implement district common assessments assess student growth and to evaluate the effectiveness of core instruction. Make the curriculum available to parents, community, and other stakeholders via our school website and other through other media.	Academic Support Program	01/04/2016	06/30/2017	\$37230	Assistant Superintendent for Learning Support; Directors of Teaching and Learning; Teacher Leaders; Instructional Coaches
Professional Development	Provide principals and teachers with a variety of professional learning opportunities centered upon best practices for utilizing formative and summative assessment. Include training in how to best analyze data utilizing data teams and Professional Learning Communities (PLCs).	Professional Learning	01/04/2016	06/30/2017	\$5000	Assistant Superintendent for Learning Support Services; Learning Support Directors

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<p>Problem / Project / Passion Based Learning</p>	<p>Problem / Project / Passion Based Learning (PBL) in a UbD structure will be provided students to apply core knowledge, concepts and 21st century skills, within and across disciplines, to solve real-world problems. PBL will intentionally focus on building creativity and collaboration skills, as well as providing choice. Through PBL Service Learning opportunities, students will engage in global and local outreach, developing student compassion and cultural competency. Provide adequate professional learning for teachers during implementation of PBL.</p>	<p>Academic Support Program</p>	<p>01/04/2016</p>	<p>06/30/2017</p>	<p>\$50000</p>	<p>Chief Academic Officer; Assistant Superintendent for Learning Support; Executive Director of Student Services; Directors of Teaching and Learning; Principals; Coordinator for Expanded Learning Opportunities</p>
<p>Implementation of District Recommended Science Curriculum</p>	<p>Implement the district recommended K-12 science curriculum in a UbD framework addressing the Next Generation Science Standards (NGSS), as well as STEAM related careers. Make the curriculum available to parents and the community via our school website. Develop district common assessments and performance tasks to measure student progress and programming effectiveness. Support and facilitate the understanding and implementation of the NGGS through professional study, model lessons, and embedded PD in collaboration with community partners such as NKU, CINSAM, and NASA.</p>	<p>Academic Support Program</p>	<p>01/04/2016</p>	<p>06/30/2017</p>	<p>\$40000</p>	<p>Assistant Superintendent for Learning Support; Directors of Teaching and Learning; Science Teacher Leads; Instructional Coaches</p>
<p>CIITS</p>	<p>Support of the utilization of CIITS as a tool to enhance student learning, teacher professional learning, assessment design, and resources, and to monitor individual student growth. Utilize the school instructional coaches for providing teachers training on how to effectively use CIITS.</p>	<p>Academic Support Program</p>	<p>01/04/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Assistant Superintendent for Learning Support Services; LSS Directors; Instructional Coaches; Technology Resource Teachers, CIITS Building Leads</p>
<p>Total</p>					<p>\$525730</p>	

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General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Alternate Programs	Develop, implement and refine programs designed for flexibility in student and staff scheduling. Implement innovative academic programming to include Project / Problem Based Learning (PBL) and Service Learning opportunities in partnership with the community. Create and introduce new alternative learning paths for students to include virtual, online and blended learning opportunities, supporting credit recovery. Continue and redefine the utilization of current alternate programs that address academic, behavioral, and mental wellness needs, such as the Drop-in program, Transition to High School program, and the Academy Alternative Center for Education. Provide Alternative Diploma track access to programs that align with the career pathways identified in the student's Individual Learning Plan (ILP).	Behavioral Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, Student and Community Services, Principals, and Counselors
Total					\$0	

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Students from Diverse Backgrounds	Intentionally establish, implement, and monitor professional learning in research based strategies for students from diverse backgrounds including, but not limited to students with language barriers, students of poverty, homeless and transient students, refugee students, and students with disabilities to ensure equity and inclusion. Utilize a variety of professional learning platforms such as webinars, short videos, podcasts, and community offerings. Explore and implement research-based strategies for language acquisition, such as Imagine Learning and Fast ForWord.	Academic Support Program	01/05/2015	06/30/2016	\$30000	Learning Support Services; Assistant Superintendent of Learning Support Services; Executive Director of Student Services; English Learners Coordinator; Principals
Total					\$30000	

IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Learning Plans Aligned to KY Core Academic Standards (KCAS)	District will provide support to schools in the development of Personal Learning Plans and implementation Individual Education Plans, Program Service Plans, and Gifted Services Plans aligned with the KY Core Academic Standards and behavioral expectations. Analyze student data including but not limited to STAR, K-PREP, EPAS, SWIS, etc; Use data analysis to plan, review and revise instruction.	Academic Support Program	01/05/2015	06/30/2016	\$5000	Director of Special Education and Special Education Coordinators; Assistant Supt. Learning Support; Gifted Coordinator; Principals
Total					\$5000	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Response to Intervention (grades K-8), CCR Interventions (grade 10-12), and Progress Monitoring	Use results of district wide benchmark assessments, interim, pre, formative, and common assessments, to plan for personalized instruction for all students. Monitor student growth at the District level. Ensure that RTI and Intervention structures are in place for students not meeting Kentucky Core Academic Standards (KCAS) and College and Career Readiness (CCR) benchmarks. Personalization of instruction requires collaboration among teachers in Academic Team Meetings (ATMs) and Professional Learning Communities (PLCs) to plan for purposeful instruction via research based programming, flexible instructional groups, etc., Instructional decisions for personalization will be based on student learning needs as identified in the bi-weekly progress monitoring data. Provide support for teachers in grades 6-12 in using formative assessment, intentional interventions, and progress monitoring within the content area.	Academic Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, Principals, Instructional Coaches, Teachers
CIITS	Support of the utilization of CIITS as a tool to enhance student learning, teacher professional learning, assessment design, and resources, and to monitor individual student growth. Utilize the school instructional coaches for providing teachers training on how to effectively use CIITS.	Academic Support Program	01/04/2016	06/30/2017	\$0	Assistant Superintendent for Learning Support Services; LSS Directors; Instructional Coaches; Technology Resource Teachers, CIITS Building Leads

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Advanced / Accelerated, Pre-AP, AP, and Honors Coursework	Build and enhance Advanced / Accelerated, Pre-AP, AP, and Honors programs to ensure the pass rate, engagement and participation of all populations at all grade levels.	Academic Support Program	01/05/2015	12/31/2016	\$0	Assistant Superintendent of Learning Support; MS/HS Director of Teaching and Learning; Director of Assessment Support; Principals; Counselors
Learning Plans Aligned to KY Core Academic Standards (KCAS)	District will provide support to schools in the development of Personal Learning Plans and implementation Individual Education Plans, Program Service Plans, and Gifted Services Plans aligned with the KY Core Academic Standards and behavioral expectations. Analyze student data including but not limited to STAR, K-PREP, EPAS, SWIS, etc; Use data analysis to plan, review and revise instruction.	Academic Support Program	01/05/2015	06/30/2016	\$5000	Director of Special Education and Special Education Coordinators; Assistant Supt. Learning Support; Gifted Coordinator; Principals
Effective Collaboration and Co-Teaching	Establish protocol and procedures to expand the use of effective teacher collaboration / co-teaching across the district in all classrooms. Provide training and support for regular and specialized teacher teams on effective collaboration / co-teaching. Implement a monitoring system to assess continuous progress and to inform instructional decisions for student with disabilities, ELL students, and Gifted & Talented students. Formally establish a baseline for effective collaboration / co-teaching. Identify the barriers and address the barriers to effective collaboration / co-teaching.	Academic Support Program	01/05/2015	06/30/2016	\$5000	Assistant Superintendent of Learning Support Services; Director of Special Education; Special Education Coordinators; Gifted & Talented Services Coordinator; Principals

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Students from Diverse Backgrounds	Intentionally establish, implement, and monitor professional learning in research based strategies for students from diverse backgrounds including, but not limited to students with language barriers, students of poverty, homeless and transient students, refugee students, and students with disabilities to ensure equity and inclusion. Utilize a variety of professional learning platforms such as webinars, short videos, podcasts, and community offerings. Explore and implement research-based strategies for language acquisition, such as Imagine Learning and Fast ForWord.	Academic Support Program	01/05/2015	06/30/2016	\$45000	Learning Support Services; Assistant Superintendent of Learning Support Services; Executive Director of Student Services; English Learners Coordinator; Principals
Barriers to Learning	Provide training, resources and support to address barriers to learning, including but not limited to transience and access to physical / mental health and social services in collaboration with community and parent/caregiver partners. Utilize data from Persistence to Graduation, the Global Appraisal of Individual Needs Short Screen (GAIN-SS), the KY Incentives for Prevention (KIP) Survey, and other relevant data to identify, analyze, and address barriers. Partner with community agencies to provide various services, such as those for mental health, within our schools.	Professional Learning	01/05/2015	06/30/2016	\$0	Executive Director of Student Services; Assistant Superintendent of Learning Support Services; Title 1 Coordinator; Director of Pupil Personnel; Community Partners
Reduce Suspensions	Continue to support schools to reduce the number of out of school and in-school suspensions of all students to include training for administrators and teachers with a focus on alternatives to suspension. Assist schools in the full implementation of student Problem Solving Intervention Team process (PBIS Tier II/III). Continue training and support / monitoring for implementation of district wide PBIS and for the implementation of a student problem-solving and intervention process. Utilize the suspension task force and School-Wide Implementation System (SWIS) PBIS Tiered Fidelity Inventory to assure fidelity of implementation.	Other	01/04/2016	06/30/2017	\$0	Chief Academic Officer; Executive Director of Student Services; Suspension Task Force; Principals

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Curriculum Framework: Understanding by Design (UbD)	Develop and implement an Understanding by Design (UbD) instructional framework district framework for all curriculum design. Provide instructional coaches and teacher leaders with UbD training and unit development support as they develop Stages 1 and 2 for the district. Provide training modules to schools to prepare all teachers for Stage 3 development and implementation by 2017-18. Utilize Grant Wiggins "Authentic Education" consultants to guide this work, as well as other consultant resources available to us.	Academic Support Program	01/04/2016	06/30/2017	\$20000	Assistant Superintendent for Learning Support; Directors of Teaching and Learning; Instructional Coaches; Teacher Leaders
Utilizing Teacher Teams	Continue to expand the use of teacher teams (i.e. Professional Learning Communities, Data Teams, Vertical/Horizontal- Planning teams, PD Academies, round tables, etc.) to drive instructional decisions and enrich instructional practice.	Academic Support Program	01/04/2016	06/30/2017	\$0	Directors of Teaching and Learning; Assistant Superintendent of Learning Support Services; Principals
Professional Learning	Provide professional learning opportunities and resources that are intentionally designed to meet the individual needs of teachers, grade level & content area teams, and specific schools for developing instructional capacity. Professional learning will be focused on optimizing resources and strategies that will ultimately empower students and provide students a world class education as described in the District Strategic Plan. Specific areas to address include (but are not limited to) design thinking, formative assessment, KCAS learning progressions, Response to Intervention (RTI), special education models and teaching strategies, Problem-Project-Passion Based Learning (PBL), service learning, personalized learning, blended learning, and technology tools for teaching and learning.	Professional Learning	01/04/2016	06/30/2016	\$300000	Assistant Superintendent of Learning Support Services; Instructional Coaches; Directors of Teaching and Learning, and Technology, Assessment Support, Special Education, and Gifted and Talented Coordinator;
Effective Research Based Interventions	Conduct an effectiveness audit of the interventions being utilized in the school district for RTI and CCR Interventions. Identify and provide PD support for those programs and interventions that are most effective in meeting student learning needs, and discontinue any intervention practices that are not effective.	Academic Support Program	06/30/2017	06/30/2017	\$0	Learning Support Services, Principals

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Engage Parents	Work with individual schools to provide opportunities for parent engagement and family-school partnerships. Utilize experts in the field to provide professional development for principals, parents leaders, and teachers regarding how to develop strong family-school partnership schools where all stakeholders are working together to ensure all students achieve KCAS and CCR standards. Utilize the district Family and Community Engagement (FACE) team for supporting schools in this initiative and to measure the effectiveness and growth of parent engagement across the district. Implement innovative ways to strengthen family-school communication such as digital media and social media tools.	Parent Involvement	01/04/2016	06/30/2017	\$10000	Assistant Superintendent for Learning Support; Executive Director of Student Services; Title 1 Coordinator; Principals
Strengthen Family-School Partnerships	Support Principals as they assess the level of family-school partnerships they currently enjoy in their school community. Subsequently decide and articulate what level of family-school partnership they envision for their school community and a plan for getting there. Provide PD for staff and learning for parents regarding how family-school partnerships in the schools can implement innovative high and low tech strategies to bridge the gap between home and school.	Community Engagement	01/04/2016	06/30/2017	\$1000	Assistant Superintendent for Learning Support; Executive Director of Student Services; Title 1 Coordinator; Principals
Empower Parents and Community by Sharing Knowledge	Include parent engagement strategies in instructional and professional development plans initiated by Learning Support Services in concert with Title 1 and Student Services parent programming so that all parents gain knowledge about 1.) Definition of the KCAS, CCR standards, and 21st Century Skills; 2.) How they are assessed; 3.) How mastery of these are essential for Career, College, and Life Readiness; 4.) How parents can participate fully in their child's mastery of these standards and skills. Employ a marketing plan - #Boone2020 - for increasing knowledge and parent / community dialogue around the 5 Year District Strategic Plan. Utilize parent ambassadors in the implementation of this plan.	Parent Involvement, Community Engagement	01/04/2016	06/30/2017	\$0	Assistant Superintendent for Learning Support; Executive Director of Student Services; Directors of Teaching and Learning; Principals
Implementation of District Recommended ELA Curriculum	Implement the district recommend English Language Arts curriculum K-8 for addressing the KCAS, CCR standards and 21st century skills in a Balanced Literacy framework. Ensure that the curriculum map and scope & sequences of skills is vertically aligned K-8, and adequately addresses reading, writing, and language arts skills development. Utilize Benchmark Literacy at the Elementary Level and Springboard at the Middle School Level as the district recommended vehicles for ELA instruction. Provide teachers with ongoing professional development support. Implement district common assessments that evaluate the effectiveness of core instruction. Make the ELA curriculum available to parents, community, and other stakeholders via our school website and other through other media.	Direct Instruction	01/04/2016	06/30/2017	\$50500	Assistant Superintendent for Learning Support; Directors of Teacher and Learning; Instructional Coaches; Teacher Leaders

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Develop Teacher Leaders	Administrators will identify teachers who exhibit strong content knowledge, effective instructional skills, and dispositions for effective leadership. Support these teacher leaders by utilizing the Collaborative for Teacher Leadership (CTL) resources and the Teachers Leadership Capacity Framework. Provide teacher leadership development opportunities focused on the following capacities: Classroom Leadership; Modeling and Coaching; Increasing Teacher Voice and Influence; Leading to Professionalize Teaching; and Connecting to Larger Communities and the World.	Professional Learning	01/04/2016	06/30/2017	\$0	Assistant Superintendent for Learning Support, Directors of Teaching and Learning, Principals, Instructional Coaches
Key Strategies for Effective Formative Assessment	Utilize five key strategies for conditions of learning to optimize formative assessment as outlined by Dylan Wiliam's book, "Formative Assessment": 1.) Clarifying, sharing, and understanding goals for learning and criteria for success with learners; 2.) Engineering effective classroom discussions, questions, activities, and tasks that elicit evidence of student learning; 3.) Providing feedback that moves learning forward; 4.) Activating students as owners of their own learning; 5.) Activating students as learning resources for one another.	Direct Instruction	01/04/2016	06/30/2017	\$50000	Assistant Superintendent for Learning Support; Directors of Teaching and Learning; Principals
Personalized Learning	Support all students, high achievers, average performers, and struggling students, by utilizing a Personalized Learning approach. Personalized Learning calls for a data-driven framework to set goals, assess progress, and ensure students receive the academic and developmental supports they need to succeed. Students are active participants in their education and drive their own success. Lessons are meaningful because content is applied to authentic, real-life situations. Students connect their daily decisions, actions and behaviors to their long-term goals. Explore and learn from a variety of personalized learning systems, such as the learning at Summit Base Camp schools.	Direct Instruction	01/04/2016	06/30/2017	\$7000	Chief Academic Officer, Assistant Superintendent for Learning Support, Directors of Teaching and Learning; Instructional Coaches, Principals
Support at Key Transitions	Provide support to schools and families to enhance transition activities for students advancing from one level to another, i.e. kindergarten entry, primary to intermediate, 5th grade to 6th, and 8th grade to 9th. Examples support provided may include, but is not limited to, Kinder Camp; participation of grade 6 teachers in grade 5 IEP or Academic Team Meetings (ATMs); parent participation in the Individualized Learning Plan (ILP) in middle and high school.	Academic Support Program	01/04/2016	06/30/2017	\$0	Assistant Superintendent for Learning Support; Executive Director of Student Services; Directors of Teaching and Learning; Principals

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District Recommended Math Curriculum	Develop a district recommend Math curriculum K-12 that addresses the KCAS, CCR standards and 21st century skills. Ensure that the curriculum map and scope & sequences of skills is vertically aligned K-12, and adequately addresses both the content standards and the practice standards of the KCAS to ensure conceptual understanding. Select a district-recommended program for K-8 as the vehicle for math instruction delivery. Implement district common assessments assess student growth and to evaluate the effectiveness of core instruction. Make the curriculum available to parents, community, and other stakeholders via our school website and other through other media.	Academic Support Program	01/04/2016	06/30/2017	\$87230	Assistant Superintendent for Learning Support; Directors of Teaching and Learning; Teacher Leaders; Instructional Coaches
Implementation of District Recommended Science Curriculum	Implement the district recommended K-12 science curriculum in a UbD framework addressing the Next Generation Science Standards (NGSS), as well as STEAM related careers. Make the curriculum available to parents and the community via our school website. Develop district common assessments and performance tasks to measure student progress and programming effectiveness. Support and facilitate the understanding and implementation of the NGGS through professional study, model lessons, and embedded PD in collaboration with community partners such as NKU, CINSAM, and NASA.	Academic Support Program	01/04/2016	06/30/2017	\$40000	Assistant Superintendent for Learning Support; Directors of Teaching and Learning; Science Teacher Leads; Instructional Coaches
Anticipated New Social Studies Standards	Prepare to develop a district recommended Social Studies curriculum, K-12, that will address the proposed and anticipated new Social Studies standards.	Academic Support Program	01/04/2016	06/30/2017	\$0	Assistant Superintendent for Learning Support; Directors of Teaching and Learning
Evaluate Current Assessments for Effectiveness	Conduct an audit of all common assessments across all levels and content to ensure that they align with KCAS, CCR, Quality Core and 21st Century Skills. Eliminate assessments that are duplicated or redundant. Strengthen processes for data monitoring, analysis, and utilization in planning more effective and efficient instruction.	Academic Support Program	01/04/2016	06/30/2017	\$0	Assistant Superintendent for Learning Support; Directors of Teaching and Learning; Principals

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<p>Innovative Instructional Practice</p>	<p>Continue to build upon the current infrastructure to support the implementation of innovative and creative instructional design such as BYOD, flipped classrooms, 1-1, blended learning, and virtual learning. Identify and implement a common online learning platform to be utilized uniformly across the district. Expand learning opportunities to extend outside the traditional school structures: Ex: Early college and dual credit options through partnerships with regional colleges and universities; collaborating with community groups for the development of innovative community learning spaces, such as a Maker Space. Be identified as a "Kentucky School District of Innovation".</p>	<p>Academic Support Program</p>	<p>01/04/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Chief Academic Officer; Chief Operations Officer; Assistant Superintendent for Learning Support; Director of Innovative Programming; Director of Technology; Directors of Teaching and Learning; Principals</p>
<p>Problem / Project / Passion Based Learning</p>	<p>Problem / Project / Passion Based Learning (PBL) in a UbD structure will be provided students to apply core knowledge, concepts and 21st century skills, within and across disciplines, to solve real-world problems. PBL will intentionally focus on building creativity and collaboration skills, as well as providing choice. Through PBL Service Learning opportunities, students will engage in global and local outreach, developing student compassion and cultural competency. Provide adequate professional learning for teachers during implementation of PBL.</p>	<p>Academic Support Program</p>	<p>01/04/2016</p>	<p>06/30/2017</p>	<p>\$50000</p>	<p>Chief Academic Officer; Assistant Superintendent for Learning Support; Executive Director of Student Services; Directors of Teaching and Learning; Principals; Coordinator for Expanded Learning Opportunities</p>
<p>Student Empowerment & Leadership</p>	<p>Utilize student data to inform the development and implementation of programming that fosters student leadership, hope, well-being, and engagement. Experiences will come from district-wide student leadership training and character development. Personalized student action plans will be developed. Students will be offered expanded learning opportunities by utilizing community resources. Collaborate with student and parents to develop Individual Learning Plans (ILPs) for career and life planning. Expand upon student voice opportunities, such as student led conferences, etc.</p>	<p>Behavioral Support Program</p>	<p>01/04/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>Chief Academic Officer; Assistant Superintendent for Learning Support; Directors of Teaching and Learning; Principals; Counselors</p>

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Individual Learning Plan (ILP)	Utilize Individual Learning Plan (ILP) information to plan instruction and learning for all students in grades 6-12. Empower parents as early as grade 5 and throughout grade 12 to assist students in the utilization of the ILP for career planning. Include information from the ILP when developing Individualized Education Plans (IEP) and 504 Plans for students with disabilities.	Career Preparation/Orientation, Parent Involvement, Academic Support Program	01/04/2016	06/30/2016	\$0	Learning Support Services, Principals, Counselors, High School College and Career Pathways Coach
STEAM - Science, Technology, Engineering, Arts, Math	Increase access and opportunities for all students to participate in science, technology, engineering, arts, and mathematics (STEAM) learning and programs, including but not limited to FIRST LEGO League, Project Lead the Way, robotics, digital art / music design, and MakerSpace opportunities.	Career Preparation/Orientation, Direct Instruction, Academic Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, Principals
Develop 21st Century Skills to Empower Students	Integrate 21st century skill development in all instructional areas. Monitor and measure the skill development in all students to include creativity, communication, collaboration, critical thinking, compassion, challenge, character, choice, cultural competence, and community connections.	Career Preparation/Orientation, Direct Instruction, Academic Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, Principals, Teachers
World Language and Cultural Competence	Develop K-12 world language and world culture instruction and learning to best prepare students for career readiness in a global economy. Expand world language options for grades 9-12. Provide K-8 students with world language software programming and each elementary school with a certified world language teacher for facilitating blended learning leading to second language proficiency for all students.	Career Preparation/Orientation, Direct Instruction, Academic Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, Principals, Teachers
Career Exploration Through Community Connections	Provide career exploration activities for students in grades K-12. Partner with community agencies for providing innovative career exploration and skill development. Examples include internships, the Federation for Advanced Manufacturing Education (FAME), Kentucky Home Builders, Bosch, Inter Alliance, etc. Students will participate in career experiences such as career circles, job shadowing, mentoring and internships to explore careers of interest. Career courses, career counseling, advising, and career pathways will focus on the future workplace. Exit interviews at transition points (grades 5-6, 8-9, and 12) will assist students in identifying career direction.	Academic Support Program, Community Engagement	01/04/2016	06/30/2017	\$0	Learning Support Services, Student and Community Services, Director of Innovative Programming, Principals

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MakerSpace and STEAM Careers	Utilize the MakerSpace to expand K-12 student understanding and interest in career focused on Science, Technology, Engineering, Arts, and Math (STEAM).	Career Preparation/Orientation, Direct Instruction, Academic Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, Coordinator of Expanded Learning Opportunities, Teachers
Professional Development	Provide teachers with professional learning regarding co-teaching best practices, continuous co-teaching classroom improvement, and student supports. Provide professional learning in the form of teacher professional development academies and through ongoing coaching for special education and general education teams across the district.	Professional Learning	01/04/2016	06/30/2017	\$0	Learning Support Services, Director of Special Education
Supports for English Language Learners	Provide professional learning opportunities for teachers in teaching strategies for meeting the unique learning needs of English Learners. Focus specifically on collaborative teaching models that empower both EL and general education teachers with effective language and content instruction tools. Develop innovative instructional models, such as a “newcomer academy” and blended learning tools for meeting English Learner needs. Provide professional learning that develops cultural competency among all staff. Provide para educators with professional learning to develop tools for supporting EL learners and their teachers. Provide professional learning to EL teachers to effectively utilize Ellevation (Data dashboard) for goal setting, progress monitoring of active EL students, and effective collaborative monitoring of students who have been re-designated fully English Proficient (RFEP).	Professional Learning	01/04/2016	06/30/2017	\$0	English Learners Coordinator; Learning Support Services.
Students in Poverty	Provide professional learning opportunities that help building leaders, teachers, and staff to identify the unique learning and social-emotional needs of students and families of poverty. Conduct a poverty book study focused on the work and research of Eric Jensen. Include strategies that are based in Education Neuroscience research.	Professional Learning	11/04/2015	06/30/2017	\$0	Title 1 Supervisor, Asst. Superintendent for Learning Support; Learning Support Services

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Addressing Mental Wellness	Provide professional learning opportunities for teachers, and staff and the community focused on understanding the impact that mental health issues have on student learning. Provide schools with resources for addressing mental wellness issues, including support for counselors that frees them from administrative duties, allowing them time to address student mental health needs. Continue to seek and provide access to community agency support and services for addressing mental wellness needs in the schools. Develop a multi-tiered continuum of school mental health services.	Professional Learning	11/04/2015	06/30/2017	\$0	Executive Director of Student and Community Services; Principals; Counselors
Cultural Competence, Diversity & Equity	Support the refinement and implementation of diversity, equity, and inclusion awareness to include professional learning opportunities for staff on cultural responsiveness to social norms as school demographics continually change. Partner with community agencies and experts for staff development regarding diversity, equity, inclusion, and cultural competency. Develop and foster working relationships with diverse populations of students and families.	Professional Learning	11/04/2015	06/30/2017	\$0	Assistant Superintendent for Learning Support Services; Executive Director of Student and Community Services.
Family Resource and Youth Services Centers	Utilize the Family Resource and Youth Service Centers and the FRYSC Coordinator in completing a needs assessment to assist in identifying the barriers to student academic success. Based on the identified needs of the school, the FRYSC core and optional components will be utilized to address these barriers to learning. Ensure that FRYSC Coordinators are an integral part of the mental health team.	Behavioral Support Program	01/04/2016	06/30/2017	\$0	Asst Director of Pupil Services; Principals; Teachers; FRYSC Coordinators
Teacher Recruitment and Retention	Human Resources will continue to explore new ways for recruiting diverse populations of effective teachers. Retention of effective teachers will be achieved by providing teachers a professional and supportive teaching environment.	Recruitment and Retention	11/04/2015	06/30/2017	\$0	Director of Human Resources, Asst. Director of Human Resources
Personalized & Individualized Professional Learning	Provide teachers with personalized professional learning that addresses their professional passions and aspirations. Provide individualized professional learning that addresses individual needs as indicated during the Teacher Professional Growth and Effectiveness System process and those needs identified in the individual school CSIPs.	Professional Learning	11/04/2015	06/30/2017	\$0	Learning Support Services; Principals

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Teacher Assignments	Examine policies and procedures regarding teacher assignment practices to determine whether experienced and effective teachers are equitably distributed within and among the schools.	Policy and Process	01/04/2016	06/30/2017	\$0	Assistant Superintendent for Learning Support Services; Director of Human Resources; Principals
Professional Development	Provide principals and teachers with a variety of professional learning opportunities centered upon best practices for utilizing formative and summative assessment. Include training in how to best analyze data utilizing data teams and Professional Learning Communities (PLCs).	Professional Learning	01/04/2016	06/30/2017	\$5000	Assistant Superintendent for Learning Support Services; Learning Support Directors
Professional Development	Provide teachers with professional learning opportunities regarding formative assessment and providing students with specific feedback. Focus on Wiliam's 5 Conditions for Learning and minute-to-minute formative assessment. Utilize resources made available through our work with the KY Instructional Transformation grant. Provide teachers with a variety of formative assessment tools, including those that are technology-based.	Professional Learning	01/04/2016	06/30/2017	\$50000	Assistant Superintendent for Learning Support; Learning Support Directors
Strengthen Response to Intervention Structures	Ensure that Response to Intervention (RTI at Elem) and Intervention (at middle and high school) structures are in place for students not meeting KCAS and CCR benchmarks. Personalization of instruction requires collaboration among teachers in Academic Team Meetings (ATMs) and in Professional Learning Communities (PLCs) to plan for intentional instruction, research based programming, flexible instructional grouping, etc. Instructional decisions for personalization will be based on student learning needs as identified by progress monitoring and data analysis. Ensure that communication regarding student intervention among stakeholders is solid, especially at school building transition points.	Academic Support Program	01/04/2016	06/30/2017	\$0	Chief Academic Officer; Assistant Superintendent for Learning Support; Learning Support Directors; Principals
Student Growth Goals	Provide support for teachers and leaders in measuring baseline data for determining enduring skills to be measured as required by the Professional Growth and Effectiveness System (PGES) for teachers and leaders. Provide professional learning regarding constructing Specific, Measurable, Attainable, Realistic, and Time-bound (SMART) goals, utilizing multiple measures and monitoring growth at checkpoints throughout the school year.	Professional Learning, Academic Support Program	01/04/2016	06/30/2017	\$5000	Chief Academic Officer; Assistant Superintendent for Learning Support; Learning Support Directors

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Total \$730730

Thornwilde Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School Readiness and Brigance	More effectively analyze data from the Brigance screener to create and monitor a learning plan for next steps in Kindergarten instruction. Utilize the Superintendent's Toolbox to address readiness goals and programming for ages birth - age 5. Utilize the School Readiness Summit Team for guidance and leadership, and collaborate with community agencies such as Success By Six, Childrens', Inc., and the Northern KY Education Council.	Academic Support Program	01/04/2016	06/30/2017	\$0	Director of Elementary Teaching and Learning; Executive Director of Student and Community Services; Director of Special Education; Coordinator of Preschool; Principals
Expand Technology & Support for Blended Learning	Ensure that a common definition for blended learning is being utilized district wide and that there is common understanding about its purpose and implementation. Provide a common Learning Management System (LMS) for implementing blended learning. Provide grades 5-8 in 2016, and grades 3-4 in 2017, with 1-1 digital devices (ex. Chromebooks) for every student to expand blended learning opportunities. Provide middle schools with an allocation for an Instructional Technology Assistant to support the deployment and implementation of the 1-1 digital devices. Provide teachers with adequate professional development, and provide schools with support in development a replacement cycle plan for the digital devices.	Technology, Academic Support Program	01/04/2016	06/30/2017	\$0	Chief Academic Officer; Assistant Superintendent for Learning Support; Director of Technology; Principals
Total					\$0	

Stephens Elementary School

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

Boone County

School Readiness and Brigance	More effectively analyze data from the Brigance screener to create and monitor a learning plan for next steps in Kindergarten instruction. Utilize the Superintendent's Toolbox to address readiness goals and programming for ages birth - age 5. Utilize the School Readiness Summit Team for guidance and leadership, and collaborate with community agencies such as Success By Six, Childrens', Inc., and the Northern KY Education Council.	Academic Support Program	01/04/2016	06/30/2017	\$0	Director of Elementary Teaching and Learning; Executive Director of Student and Community Services; Director of Special Education; Coordinator of Preschool; Principals
Expand Technology & Support for Blended Learning	Ensure that a common definition for blended learning is being utilized district wide and that there is common understanding about its purpose and implementation. Provide a common Learning Management System (LMS) for implementing blended learning. Provide grades 5-8 in 2016, and grades 3-4 in 2017, with 1-1 digital devices (ex. Chromebooks) for every student to expand blended learning opportunities. Provide middle schools with an allocation for an Instructional Technology Assistant to support the deployment and implementation of the 1-1 digital devices. Provide teachers with adequate professional development, and provide schools with support in development a replacement cycle plan for the digital devices.	Technology, Academic Support Program	01/04/2016	06/30/2017	\$0	Chief Academic Officer; Assistant Superintendent for Learning Support; Director of Technology; Principals
Total					\$0	

Shirley Mann Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School Readiness and Brigance	More effectively analyze data from the Brigance screener to create and monitor a learning plan for next steps in Kindergarten instruction. Utilize the Superintendent's Toolbox to address readiness goals and programming for ages birth - age 5. Utilize the School Readiness Summit Team for guidance and leadership, and collaborate with community agencies such as Success By Six, Childrens', Inc., and the Northern KY Education Council.	Academic Support Program	01/04/2016	06/30/2017	\$0	Director of Elementary Teaching and Learning; Executive Director of Student and Community Services; Director of Special Education; Coordinator of Preschool; Principals

KDE Comprehensive Improvement Plan for Districts

Boone County

Expand Technology & Support for Blended Learning	Ensure that a common definition for blended learning is being utilized district wide and that there is common understanding about its purpose and implementation. Provide a common Learning Management System (LMS) for implementing blended learning. Provide grades 5-8 in 2016, and grades 3-4 in 2017, with 1-1 digital devices (ex. Chromebooks) for every student to expand blended learning opportunities. Provide middle schools with an allocation for an Instructional Technology Assistant to support the deployment and implementation of the 1-1 digital devices. Provide teachers with adequate professional development, and provide schools with support in development a replacement cycle plan for the digital devices.	Technology, Academic Support Program	01/04/2016	06/30/2017	\$0	Chief Academic Officer; Assistant Superintendent for Learning Support; Director of Technology; Principals
Total					\$0	

Rector A. Jones Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Students At Risk of Failing	Assist schools in utilizing the Persistence to Graduation Tool, the Global Appraisal of Individual Needs– Short Screener (GAIN-SS), and other tools to identify students who are at-risk of not graduating. Develop Individualized Learning Plans (ILPs) focused on career interest and Personalized Learning Plans focused on academics (PLPs) to assist those students. Plans will address the hope, well-being, and engagement of students at-risk. Explore new avenues for building relationships with students. Provide students with adult mentors and role models for students at-risk, and increase the interaction they have with school counselors and career coaches. Provide effective models of parent communication and academic and/or behavioral interventions to ensure success for the students.	Academic Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, Student and Community Services, MS & HS School Principals, Counselors, Career Coaches
Alternate Programs	Develop, implement and refine programs designed for flexibility in student and staff scheduling. Implement innovative academic programming to include Project / Problem Based Learning (PBL) and Service Learning opportunities in partnership with the community. Create and introduce new alternative learning paths for students to include virtual, online and blended learning opportunities, supporting credit recovery. Continue and redefine the utilization of current alternate programs that address academic, behavioral, and mental wellness needs, such as the Drop-in program, Transition to High School program, and the Academy Alternative Center for Education. Provide Alternative Diploma track access to programs that align with the career pathways identified in the student's Individual Learning Plan (ILP).	Behavioral Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, Student and Community Services, Principals, and Counselors

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Boone County

Career Pathways Exploration and Planning for Students	Beginning in middle school, provide all students and their parents with career pathway information related to their Individualized Learning Plans (ILPs) to support career and academic advisement in order to help students make good elective choices. Consider using community mentors assigned during ILP development. Optimize the use of career exploration tools, such as Kentucky Unbridled Careers.	Career Preparation/Orientation	01/04/2016	06/30/2017	\$0	Learning Support Services, MS and HS Principals, Counselors, High School Career Pathways Coaches.
Expand Technology & Support for Blended Learning	Ensure that a common definition for blended learning is being utilized district wide and that there is common understanding about its purpose and implementation. Provide a common Learning Management System (LMS) for implementing blended learning. Provide grades 5-8 in 2016, and grades 3-4 in 2017, with 1-1 digital devices (ex. Chromebooks) for every student to expand blended learning opportunities. Provide middle schools with an allocation for an Instructional Technology Assistant to support the deployment and implementation of the 1-1 digital devices. Provide teachers with adequate professional development, and provide schools with support in development a replacement cycle plan for the digital devices.	Technology, Academic Support Program	01/04/2016	06/30/2017	\$0	Chief Academic Officer; Assistant Superintendent for Learning Support; Director of Technology; Principals
Total					\$0	

Randall K. Cooper High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Students At Risk of Failing	Assist schools in utilizing the Persistence to Graduation Tool, the Global Appraisal of Individual Needs– Short Screener (GAIN-SS), and other tools to identify students who are at-risk of not graduating. Develop Individualized Learning Plans (ILPs) focused on career interest and Personalized Learning Plans focused on academics (PLPs) to assist those students. Plans will address the hope, well-being, and engagement of students at-risk. Explore new avenues for building relationships with students. Provide students with adult mentors and role models for students at-risk, and increase the interaction they have with school counselors and career coaches. Provide effective models of parent communication and academic and/or behavioral interventions to ensure success for the students.	Academic Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, Student and Community Services, MS & HS School Principals, Counselors, Career Coaches

KDE Comprehensive Improvement Plan for Districts

Boone County

Dual and Articulated Credit	Increase opportunities for blended learning, dual, virtual, and articulated credit through partnerships with state and local colleges and universities to foster and explore opportunities for all students seeking to participate in dual credit coursework.	Other	01/06/2014	06/30/2015	\$0	Chief Academic Officer, Assistant Superintendent for Learning Support; Director of Secondary Teaching and Learning; Principals
Alternate Programs	Develop, implement and refine programs designed for flexibility in student and staff scheduling. Implement innovative academic programming to include Project / Problem Based Learning (PBL) and Service Learning opportunities in partnership with the community. Create and introduce new alternative learning paths for students to include virtual, online and blended learning opportunities, supporting credit recovery. Continue and redefine the utilization of current alternate programs that address academic, behavioral, and mental wellness needs, such as the Drop-in program, Transition to High School program, and the Academy Alternative Center for Education. Provide Alternative Diploma track access to programs that align with the career pathways identified in the student's Individual Learning Plan (ILP).	Behavioral Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, Student and Community Services, Principals, and Counselors
Boone County Early College	Through a collaboration with Northern Kentucky, Thomas More College, and Gateway Community and Technical College, students will attend dual credit college classes at the Boone County Gateway Community and Technical College campus for half of a day with the potential of earning up to 24 college credit hours per year. Explore opportunities for students in this program to earn Associates Degrees upon High School graduation.	Career Preparation/Orientation, Academic Support Program	08/10/2015	06/30/2017	\$0	Learning Support Services, Director of Innovative Programming, High School Principals, Counselors
College and Career Pathways Coach	College and Career Pathways Coaches at the High Schools will work with students, teachers, parents, post-secondary institutions, and businesses to ensure that our students make informed choices regarding career and post-secondary education options, especially in preparation for high-pay, high-growth careers. The coaches will ensure that students optimize opportunities for accessing college scholarships and other college financial resources. They will assist students in developing skills required in a job search such as writing a cover letter, developing a resume, and interviewing. The coaches will help students make clear connections between what they are learning in the classroom with real life career application.	Career Preparation/Orientation	01/04/2016	06/30/2017	\$0	Learning Support Services, Director of Innovative Programming, High School Principals, Counselors

KDE Comprehensive Improvement Plan for Districts

Boone County

Career Pathways Exploration and Planning for Students	Beginning in middle school, provide all students and their parents with career pathway information related to their Individualized Learning Plans (ILPs) to support career and academic advisement in order to help students make good elective choices. Consider using community mentors assigned during ILP development. Optimize the use of career exploration tools, such as Kentucky Unbridled Careers.	Career Preparation/Orientation	01/04/2016	06/30/2017	\$0	Learning Support Services, MS and HS Principals, Counselors, High School Career Pathways Coaches.
Expand High School Career Pathways Opportunities	Create opportunities for all students to complete career pathway coursework from one of the 14 career clusters provided in Kentucky leading to industry certification and career preparation. Expand opportunities within and across the four high schools. Expand district career pathways opportunities to include Digital Media Design, Robotics, and others.	Career Preparation/Orientation	01/04/2016	06/30/2017	\$0	Learning Support Services, Principals
Career and Technical Education (CTE) Pathways	Support career and academic advising to explore career pathways for all CTE programs available within each school. Support the alignment of CTE curriculum with the Kentucky Occupational Skill Standards Assessment (KOSSA), industry certification standards, and common core standards to increase the number of students who successfully achieve College and Career Readiness measures.	Career Preparation/Orientation, Academic Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, CTE Coordinators, Principals
Total					\$0	

Ockerman Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Students At Risk of Failing	Assist schools in utilizing the Persistence to Graduation Tool, the Global Appraisal of Individual Needs– Short Screener (GAIN-SS), and other tools to identify students who are at-risk of not graduating. Develop Individualized Learning Plans (ILPs) focused on career interest and Personalized Learning Plans focused on academics (PLPs) to assist those students. Plans will address the hope, well-being, and engagement of students at-risk. Explore new avenues for building relationships with students. Provide students with adult mentors and role models for students at-risk, and increase the interaction they have with school counselors and career coaches. Provide effective models of parent communication and academic and/or behavioral interventions to ensure success for the students.	Academic Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, Student and Community Services, MS & HS School Principals, Counselors, Career Coaches

KDE Comprehensive Improvement Plan for Districts

Boone County

Alternate Programs	Develop, implement and refine programs designed for flexibility in student and staff scheduling. Implement innovative academic programming to include Project / Problem Based Learning (PBL) and Service Learning opportunities in partnership with the community. Create and introduce new alternative learning paths for students to include virtual, online and blended learning opportunities, supporting credit recovery. Continue and redefine the utilization of current alternate programs that address academic, behavioral, and mental wellness needs, such as the Drop-in program, Transition to High School program, and the Academy Alternative Center for Education. Provide Alternative Diploma track access to programs that align with the career pathways identified in the student's Individual Learning Plan (ILP).	Behavioral Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, Student and Community Services, Principals, and Counselors
Career Pathways Exploration and Planning for Students	Beginning in middle school, provide all students and their parents with career pathway information related to their Individualized Learning Plans (ILPs) to support career and academic advisement in order to help students make good elective choices. Consider using community mentors assigned during ILP development. Optimize the use of career exploration tools, such as Kentucky Unbridled Careers.	Career Preparation/Orientation	01/04/2016	06/30/2017	\$0	Learning Support Services, MS and HS Principals, Counselors, High School Career Pathways Coaches.
Expand Technology & Support for Blended Learning	Ensure that a common definition for blended learning is being utilized district wide and that there is common understanding about its purpose and implementation. Provide a common Learning Management System (LMS) for implementing blended learning. Provide grades 5-8 in 2016, and grades 3-4 in 2017, with 1-1 digital devices (ex. Chromebooks) for every student to expand blended learning opportunities. Provide middle schools with an allocation for an Instructional Technology Assistant to support the deployment and implementation of the 1-1 digital devices. Provide teachers with adequate professional development, and provide schools with support in developing a replacement cycle plan for the digital devices.	Technology, Academic Support Program	01/04/2016	06/30/2017	\$0	Chief Academic Officer; Assistant Superintendent for Learning Support; Director of Technology; Principals
Total					\$0	

Ockerman Elementary School

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

Boone County

School Readiness and Brigance	More effectively analyze data from the Brigance screener to create and monitor a learning plan for next steps in Kindergarten instruction. Utilize the Superintendent's Toolbox to address readiness goals and programming for ages birth - age 5. Utilize the School Readiness Summit Team for guidance and leadership, and collaborate with community agencies such as Success By Six, Childrens', Inc., and the Northern KY Education Council.	Academic Support Program	01/04/2016	06/30/2017	\$0	Director of Elementary Teaching and Learning; Executive Director of Student and Community Services; Director of Special Education; Coordinator of Preschool; Principals
Expand Technology & Support for Blended Learning	Ensure that a common definition for blended learning is being utilized district wide and that there is common understanding about its purpose and implementation. Provide a common Learning Management System (LMS) for implementing blended learning. Provide grades 5-8 in 2016, and grades 3-4 in 2017, with 1-1 digital devices (ex. Chromebooks) for every student to expand blended learning opportunities. Provide middle schools with an allocation for an Instructional Technology Assistant to support the deployment and implementation of the 1-1 digital devices. Provide teachers with adequate professional development, and provide schools with support in development a replacement cycle plan for the digital devices.	Technology, Academic Support Program	01/04/2016	06/30/2017	\$0	Chief Academic Officer; Assistant Superintendent for Learning Support; Director of Technology; Principals
Total					\$0	

North Pointe Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School Readiness and Brigance	More effectively analyze data from the Brigance screener to create and monitor a learning plan for next steps in Kindergarten instruction. Utilize the Superintendent's Toolbox to address readiness goals and programming for ages birth - age 5. Utilize the School Readiness Summit Team for guidance and leadership, and collaborate with community agencies such as Success By Six, Childrens', Inc., and the Northern KY Education Council.	Academic Support Program	01/04/2016	06/30/2017	\$0	Director of Elementary Teaching and Learning; Executive Director of Student and Community Services; Director of Special Education; Coordinator of Preschool; Principals

KDE Comprehensive Improvement Plan for Districts

Boone County

Expand Technology & Support for Blended Learning	Ensure that a common definition for blended learning is being utilized district wide and that there is common understanding about its purpose and implementation. Provide a common Learning Management System (LMS) for implementing blended learning. Provide grades 5-8 in 2016, and grades 3-4 in 2017, with 1-1 digital devices (ex. Chromebooks) for every student to expand blended learning opportunities. Provide middle schools with an allocation for an Instructional Technology Assistant to support the deployment and implementation of the 1-1 digital devices. Provide teachers with adequate professional development, and provide schools with support in development a replacement cycle plan for the digital devices.	Technology, Academic Support Program	01/04/2016	06/30/2017	\$0	Chief Academic Officer; Assistant Superintendent for Learning Support; Director of Technology; Principals
Total					\$0	

New Haven Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School Readiness and Brigance	More effectively analyze data from the Brigance screener to create and monitor a learning plan for next steps in Kindergarten instruction. Utilize the Superintendent's Toolbox to address readiness goals and programming for ages birth - age 5. Utilize the School Readiness Summit Team for guidance and leadership, and collaborate with community agencies such as Success By Six, Childrens', Inc., and the Northern KY Education Council.	Academic Support Program	01/04/2016	06/30/2017	\$0	Director of Elementary Teaching and Learning; Executive Director of Student and Community Services; Director of Special Education; Coordinator of Preschool; Principals
Expand Technology & Support for Blended Learning	Ensure that a common definition for blended learning is being utilized district wide and that there is common understanding about its purpose and implementation. Provide a common Learning Management System (LMS) for implementing blended learning. Provide grades 5-8 in 2016, and grades 3-4 in 2017, with 1-1 digital devices (ex. Chromebooks) for every student to expand blended learning opportunities. Provide middle schools with an allocation for an Instructional Technology Assistant to support the deployment and implementation of the 1-1 digital devices. Provide teachers with adequate professional development, and provide schools with support in development a replacement cycle plan for the digital devices.	Technology, Academic Support Program	01/04/2016	06/30/2017	\$0	Chief Academic Officer; Assistant Superintendent for Learning Support; Director of Technology; Principals
Total					\$0	

KDE Comprehensive Improvement Plan for Districts

Boone County

Longbranch Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School Readiness and Brigance	More effectively analyze data from the Brigance screener to create and monitor a learning plan for next steps in Kindergarten instruction. Utilize the Superintendent's Toolbox to address readiness goals and programming for ages birth - age 5. Utilize the School Readiness Summit Team for guidance and leadership, and collaborate with community agencies such as Success By Six, Childrens', Inc., and the Northern KY Education Council.	Academic Support Program	01/04/2016	06/30/2017	\$0	Director of Elementary Teaching and Learning; Executive Director of Student and Community Services; Director of Special Education; Coordinator of Preschool; Principals
Expand Technology & Support for Blended Learning	Ensure that a common definition for blended learning is being utilized district wide and that there is common understanding about its purpose and implementation. Provide a common Learning Management System (LMS) for implementing blended learning. Provide grades 5-8 in 2016, and grades 3-4 in 2017, with 1-1 digital devices (ex. Chromebooks) for every student to expand blended learning opportunities. Provide middle schools with an allocation for an Instructional Technology Assistant to support the deployment and implementation of the 1-1 digital devices. Provide teachers with adequate professional development, and provide schools with support in development a replacement cycle plan for the digital devices.	Technology, Academic Support Program	01/04/2016	06/30/2017	\$0	Chief Academic Officer; Assistant Superintendent for Learning Support; Director of Technology; Principals
Total					\$0	

Larry A. Ryle High School

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

Boone County

Students At Risk of Failing	Assist schools in utilizing the Persistence to Graduation Tool, the Global Appraisal of Individual Needs– Short Screener (GAIN-SS), and other tools to identify students who are at-risk of not graduating. Develop Individualized Learning Plans (ILPs) focused on career interest and Personalized Learning Plans focused on academics (PLPs) to assist those students. Plans will address the hope, well-being, and engagement of students at-risk. Explore new avenues for building relationships with students. Provide students with adult mentors and role models for students at-risk, and increase the interaction they have with school counselors and career coaches. Provide effective models of parent communication and academic and/or behavioral interventions to ensure success for the students.	Academic Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, Student and Community Services, MS & HS School Principals, Counselors, Career Coaches
Dual and Articulated Credit	Increase opportunities for blended learning, dual, virtual, and articulated credit through partnerships with state and local colleges and universities to foster and explore opportunities for all students seeking to participate in dual credit coursework.	Other	01/06/2014	06/30/2015	\$0	Chief Academic Officer, Assistant Superintendent for Learning Support; Director of Secondary Teaching and Learning; Principals
Alternate Programs	Develop, implement and refine programs designed for flexibility in student and staff scheduling. Implement innovative academic programming to include Project / Problem Based Learning (PBL) and Service Learning opportunities in partnership with the community. Create and introduce new alternative learning paths for students to include virtual, online and blended learning opportunities, supporting credit recovery. Continue and redefine the utilization of current alternate programs that address academic, behavioral, and mental wellness needs, such as the Drop-in program, Transition to High School program, and the Academy Alternative Center for Education. Provide Alternative Diploma track access to programs that align with the career pathways identified in the student's Individual Learning Plan (ILP).	Behavioral Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, Student and Community Services, Principals, and Counselors
Boone County Early College	Through a collaboration with Northern Kentucky, Thomas More College, and Gateway Community and Technical College, students will attend dual credit college classes at the Boone County Gateway Community and Technical College campus for half of a day with the potential of earning up to 24 college credit hours per year. Explore opportunities for students in this program to earn Associates Degrees upon High School graduation.	Career Preparation/Orientation, Academic Support Program	08/10/2015	06/30/2017	\$0	Learning Support Services, Director of Innovative Programming, High School Principals, Counselors

KDE Comprehensive Improvement Plan for Districts

Boone County

College and Career Pathways Coach	College and Career Pathways Coaches at the High Schools will work with students, teachers, parents, post-secondary institutions, and businesses to ensure that our students make informed choices regarding career and post-secondary education options, especially in preparation for high-pay, high-growth careers. The coaches will ensure that students optimize opportunities for accessing college scholarships and other college financial resources. They will assist students in developing skills required in a job search such as writing a cover letter, developing a resume, and interviewing. The coaches will help students make clear connections between what they are learning in the classroom with real life career application.	Career Preparation/Orientation	01/04/2016	06/30/2017	\$0	Learning Support Services, Director of Innovative Programming, High School Principals, Counselors
Career Pathways Exploration and Planning for Students	Beginning in middle school, provide all students and their parents with career pathway information related to their Individualized Learning Plans (ILPs) to support career and academic advisement in order to help students make good elective choices. Consider using community mentors assigned during ILP development. Optimize the use of career exploration tools, such as Kentucky Unbridled Careers.	Career Preparation/Orientation	01/04/2016	06/30/2017	\$0	Learning Support Services, MS and HS Principals, Counselors, High School Career Pathways Coaches.
Expand High School Career Pathways Opportunities	Create opportunities for all students to complete career pathway coursework from one of the 14 career clusters provided in Kentucky leading to industry certification and career preparation. Expand opportunities within and across the four high schools. Expand district career pathways opportunities to include Digital Media Design, Robotics, and others.	Career Preparation/Orientation	01/04/2016	06/30/2017	\$0	Learning Support Services, Principals
Career and Technical Education (CTE) Pathways	Support career and academic advising to explore career pathways for all CTE programs available within each school. Support the alignment of CTE curriculum with the Kentucky Occupational Skill Standards Assessment (KOSSA), industry certification standards, and common core standards to increase the number of students who successfully achieve College and Career Readiness measures.	Career Preparation/Orientation, Academic Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, CTE Coordinators, Principals
Total					\$0	

Hillard Collins Elementary School

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

Boone County

Focus Schools	Provide district support for Focus Schools. Assist schools in analyzing student achievement by gap groups (KPREP and other data sources) and non-cognitive data to make ongoing modifications to instruction relative to the data. Develop an appropriate personalized instruction plan to increase student achievement. Monitor Progress. Ensure that curriculum and assessments are aligned to KCAS and CCR standards. Provide assistance in analyzing schedules and effective use of the school day for instruction. Provide professional development in core instruction and teacher / leader effectiveness.	Academic Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, Instructional Coaches, Principals
School Readiness and Brigance	More effectively analyze data from the Brigance screener to create and monitor a learning plan for next steps in Kindergarten instruction. Utilize the Superintendent's Toolbox to address readiness goals and programming for ages birth - age 5. Utilize the School Readiness Summit Team for guidance and leadership, and collaborate with community agencies such as Success By Six, Childrens', Inc., and the Northern KY Education Council.	Academic Support Program	01/04/2016	06/30/2017	\$0	Director of Elementary Teaching and Learning; Executive Director of Student and Community Services; Director of Special Education; Coordinator of Preschool; Principals
Expand Technology & Support for Blended Learning	Ensure that a common definition for blended learning is being utilized district wide and that there is common understanding about its purpose and implementation. Provide a common Learning Management System (LMS) for implementing blended learning. Provide grades 5-8 in 2016, and grades 3-4 in 2017, with 1-1 digital devices (ex. Chromebooks) for every student to expand blended learning opportunities. Provide middle schools with an allocation for an Instructional Technology Assistant to support the deployment and implementation of the 1-1 digital devices. Provide teachers with adequate professional development, and provide schools with support in development a replacement cycle plan for the digital devices.	Technology, Academic Support Program	01/04/2016	06/30/2017	\$0	Chief Academic Officer; Assistant Superintendent for Learning Support; Director of Technology; Principals
Total					\$0	

Gray Middle School

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

Boone County

Students At Risk of Failing	Assist schools in utilizing the Persistence to Graduation Tool, the Global Appraisal of Individual Needs– Short Screener (GAIN-SS), and other tools to identify students who are at-risk of not graduating. Develop Individualized Learning Plans (ILPs) focused on career interest and Personalized Learning Plans focused on academics (PLPs) to assist those students. Plans will address the hope, well-being, and engagement of students at-risk. Explore new avenues for building relationships with students. Provide students with adult mentors and role models for students at-risk, and increase the interaction they have with school counselors and career coaches. Provide effective models of parent communication and academic and/or behavioral interventions to ensure success for the students.	Academic Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, Student and Community Services, MS & HS School Principals, Counselors, Career Coaches
Alternate Programs	Develop, implement and refine programs designed for flexibility in student and staff scheduling. Implement innovative academic programming to include Project / Problem Based Learning (PBL) and Service Learning opportunities in partnership with the community. Create and introduce new alternative learning paths for students to include virtual, online and blended learning opportunities, supporting credit recovery. Continue and redefine the utilization of current alternate programs that address academic, behavioral, and mental wellness needs, such as the Drop-in program, Transition to High School program, and the Academy Alternative Center for Education. Provide Alternative Diploma track access to programs that align with the career pathways identified in the student's Individual Learning Plan (ILP).	Behavioral Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, Student and Community Services, Principals, and Counselors
Career Pathways Exploration and Planning for Students	Beginning in middle school, provide all students and their parents with career pathway information related to their Individualized Learning Plans (ILPs) to support career and academic advisement in order to help students make good elective choices. Consider using community mentors assigned during ILP development. Optimize the use of career exploration tools, such as Kentucky Unbridled Careers.	Career Preparation/Orientation	01/04/2016	06/30/2017	\$0	Learning Support Services, MS and HS Principals, Counselors, High School Career Pathways Coaches.

KDE Comprehensive Improvement Plan for Districts

Boone County

Expand Technology & Support for Blended Learning	Ensure that a common definition for blended learning is being utilized district wide and that there is common understanding about its purpose and implementation. Provide a common Learning Management System (LMS) for implementing blended learning. Provide grades 5-8 in 2016, and grades 3-4 in 2017, with 1-1 digital devices (ex. Chromebooks) for every student to expand blended learning opportunities. Provide middle schools with an allocation for an Instructional Technology Assistant to support the deployment and implementation of the 1-1 digital devices. Provide teachers with adequate professional development, and provide schools with support in development a replacement cycle plan for the digital devices.	Technology, Academic Support Program	01/04/2016	06/30/2017	\$0	Chief Academic Officer; Assistant Superintendent for Learning Support; Director of Technology; Principals
Total					\$0	

Florence Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School Readiness and Brigance	More effectively analyze data from the Brigance screener to create and monitor a learning plan for next steps in Kindergarten instruction. Utilize the Superintendent's Toolbox to address readiness goals and programming for ages birth - age 5. Utilize the School Readiness Summit Team for guidance and leadership, and collaborate with community agencies such as Success By Six, Childrens', Inc., and the Northern KY Education Council.	Academic Support Program	01/04/2016	06/30/2017	\$0	Director of Elementary Teaching and Learning; Executive Director of Student and Community Services; Director of Special Education; Coordinator of Preschool; Principals
Expand Technology & Support for Blended Learning	Ensure that a common definition for blended learning is being utilized district wide and that there is common understanding about its purpose and implementation. Provide a common Learning Management System (LMS) for implementing blended learning. Provide grades 5-8 in 2016, and grades 3-4 in 2017, with 1-1 digital devices (ex. Chromebooks) for every student to expand blended learning opportunities. Provide middle schools with an allocation for an Instructional Technology Assistant to support the deployment and implementation of the 1-1 digital devices. Provide teachers with adequate professional development, and provide schools with support in development a replacement cycle plan for the digital devices.	Technology, Academic Support Program	01/04/2016	06/30/2017	\$0	Chief Academic Officer; Assistant Superintendent for Learning Support; Director of Technology; Principals
Total					\$0	

KDE Comprehensive Improvement Plan for Districts

Boone County

Erpenbeck Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School Readiness and Brigance	More effectively analyze data from the Brigance screener to create and monitor a learning plan for next steps in Kindergarten instruction. Utilize the Superintendent's Toolbox to address readiness goals and programming for ages birth - age 5. Utilize the School Readiness Summit Team for guidance and leadership, and collaborate with community agencies such as Success By Six, Childrens', Inc., and the Northern KY Education Council.	Academic Support Program	01/04/2016	06/30/2017	\$0	Director of Elementary Teaching and Learning; Executive Director of Student and Community Services; Director of Special Education; Coordinator of Preschool; Principals
Expand Technology & Support for Blended Learning	Ensure that a common definition for blended learning is being utilized district wide and that there is common understanding about its purpose and implementation. Provide a common Learning Management System (LMS) for implementing blended learning. Provide grades 5-8 in 2016, and grades 3-4 in 2017, with 1-1 digital devices (ex. Chromebooks) for every student to expand blended learning opportunities. Provide middle schools with an allocation for an Instructional Technology Assistant to support the deployment and implementation of the 1-1 digital devices. Provide teachers with adequate professional development, and provide schools with support in development a replacement cycle plan for the digital devices.	Technology, Academic Support Program	01/04/2016	06/30/2017	\$0	Chief Academic Officer; Assistant Superintendent for Learning Support; Director of Technology; Principals
Total					\$0	

Conner Middle School

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

Boone County

Students At Risk of Failing	Assist schools in utilizing the Persistence to Graduation Tool, the Global Appraisal of Individual Needs– Short Screener (GAIN-SS), and other tools to identify students who are at-risk of not graduating. Develop Individualized Learning Plans (ILPs) focused on career interest and Personalized Learning Plans focused on academics (PLPs) to assist those students. Plans will address the hope, well-being, and engagement of students at-risk. Explore new avenues for building relationships with students. Provide students with adult mentors and role models for students at-risk, and increase the interaction they have with school counselors and career coaches. Provide effective models of parent communication and academic and/or behavioral interventions to ensure success for the students.	Academic Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, Student and Community Services, MS & HS School Principals, Counselors, Career Coaches
Alternate Programs	Develop, implement and refine programs designed for flexibility in student and staff scheduling. Implement innovative academic programming to include Project / Problem Based Learning (PBL) and Service Learning opportunities in partnership with the community. Create and introduce new alternative learning paths for students to include virtual, online and blended learning opportunities, supporting credit recovery. Continue and redefine the utilization of current alternate programs that address academic, behavioral, and mental wellness needs, such as the Drop-in program, Transition to High School program, and the Academy Alternative Center for Education. Provide Alternative Diploma track access to programs that align with the career pathways identified in the student's Individual Learning Plan (ILP).	Behavioral Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, Student and Community Services, Principals, and Counselors
Career Pathways Exploration and Planning for Students	Beginning in middle school, provide all students and their parents with career pathway information related to their Individualized Learning Plans (ILPs) to support career and academic advisement in order to help students make good elective choices. Consider using community mentors assigned during ILP development. Optimize the use of career exploration tools, such as Kentucky Unbridled Careers.	Career Preparation/Orientation	01/04/2016	06/30/2017	\$0	Learning Support Services, MS and HS Principals, Counselors, High School Career Pathways Coaches.

KDE Comprehensive Improvement Plan for Districts

Boone County

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Total					\$0	

Conner High School

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Dual and Articulated Credit	Increase opportunities for blended learning, dual, virtual, and articulated credit through partnerships with state and local colleges and universities to foster and explore opportunities for all students seeking to participate in dual credit coursework.	Other	01/06/2014	06/30/2015	\$0	Chief Academic Officer, Assistant Superintendent for Learning Support; Director of Secondary Teaching and Learning; Principals

KDE Comprehensive Improvement Plan for Districts

Boone County

Alternate Programs	Develop, implement and refine programs designed for flexibility in student and staff scheduling. Implement innovative academic programming to include Project / Problem Based Learning (PBL) and Service Learning opportunities in partnership with the community. Create and introduce new alternative learning paths for students to include virtual, online and blended learning opportunities, supporting credit recovery. Continue and redefine the utilization of current alternate programs that address academic, behavioral, and mental wellness needs, such as the Drop-in program, Transition to High School program, and the Academy Alternative Center for Education. Provide Alternative Diploma track access to programs that align with the career pathways identified in the student's Individual Learning Plan (ILP).	Behavioral Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, Student and Community Services, Principals, and Counselors
Focus Schools	Provide district support for Focus Schools. Assist schools in analyzing student achievement by gap groups (KPREP and other data sources) and non-cognitive data to make ongoing modifications to instruction relative to the data. Develop an appropriate personalized instruction plan to increase student achievement. Monitor Progress. Ensure that curriculum and assessments are aligned to KCAS and CCR standards. Provide assistance in analyzing schedules and effective use of the school day for instruction. Provide professional development in core instruction and teacher / leader effectiveness.	Academic Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, Instructional Coaches, Principals
Boone County Early College	Through a collaboration with Northern Kentucky, Thomas More College, and Gateway Community and Technical College, students will attend dual credit college classes at the Boone County Gateway Community and Technical College campus for half of a day with the potential of earning up to 24 college credit hours per year. Explore opportunities for students in this program to earn Associates Degrees upon High School graduation.	Career Preparation/Orientation, Academic Support Program	08/10/2015	06/30/2017	\$0	Learning Support Services, Director of Innovative Programming, High School Principals, Counselors
College and Career Pathways Coach	College and Career Pathways Coaches at the High Schools will work with students, teachers, parents, post-secondary institutions, and businesses to ensure that our students make informed choices regarding career and post-secondary education options, especially in preparation for high-pay, high-growth careers. The coaches will ensure that students optimize opportunities for accessing college scholarships and other college financial resources. They will assist students in developing skills required in a job search such as writing a cover letter, developing a resume, and interviewing. The coaches will help students make clear connections between what they are learning in the classroom with real life career application.	Career Preparation/Orientation	01/04/2016	06/30/2017	\$0	Learning Support Services, Director of Innovative Programming, High School Principals, Counselors

KDE Comprehensive Improvement Plan for Districts

Boone County

Career Pathways Exploration and Planning for Students	Beginning in middle school, provide all students and their parents with career pathway information related to their Individualized Learning Plans (ILPs) to support career and academic advisement in order to help students make good elective choices. Consider using community mentors assigned during ILP development. Optimize the use of career exploration tools, such as Kentucky Unbridled Careers.	Career Preparation/Orientation	01/04/2016	06/30/2017	\$0	Learning Support Services, MS and HS Principals, Counselors, High School Career Pathways Coaches.
Expand High School Career Pathways Opportunities	Create opportunities for all students to complete career pathway coursework from one of the 14 career clusters provided in Kentucky leading to industry certification and career preparation. Expand opportunities within and across the four high schools. Expand district career pathways opportunities to include Digital Media Design, Robotics, and others.	Career Preparation/Orientation	01/04/2016	06/30/2017	\$0	Learning Support Services, Principals
Career and Technical Education (CTE) Pathways	Support career and academic advising to explore career pathways for all CTE programs available within each school. Support the alignment of CTE curriculum with the Kentucky Occupational Skill Standards Assessment (KOSSA), industry certification standards, and common core standards to increase the number of students who successfully achieve College and Career Readiness measures.	Career Preparation/Orientation, Academic Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, CTE Coordinators, Principals
Total					\$0	

Chester Goodridge Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School Readiness and Brigance	More effectively analyze data from the Brigance screener to create and monitor a learning plan for next steps in Kindergarten instruction. Utilize the Superintendent's Toolbox to address readiness goals and programming for ages birth - age 5. Utilize the School Readiness Summit Team for guidance and leadership, and collaborate with community agencies such as Success By Six, Children's, Inc., and the Northern KY Education Council.	Academic Support Program	01/04/2016	06/30/2017	\$0	Director of Elementary Teaching and Learning; Executive Director of Student and Community Services; Director of Special Education; Coordinator of Preschool; Principals

KDE Comprehensive Improvement Plan for Districts

Boone County

Expand Technology & Support for Blended Learning	Ensure that a common definition for blended learning is being utilized district wide and that there is common understanding about its purpose and implementation. Provide a common Learning Management System (LMS) for implementing blended learning. Provide grades 5-8 in 2016, and grades 3-4 in 2017, with 1-1 digital devices (ex. Chromebooks) for every student to expand blended learning opportunities. Provide middle schools with an allocation for an Instructional Technology Assistant to support the deployment and implementation of the 1-1 digital devices. Provide teachers with adequate professional development, and provide schools with support in development a replacement cycle plan for the digital devices.	Technology, Academic Support Program	01/04/2016	06/30/2017	\$0	Chief Academic Officer; Assistant Superintendent for Learning Support; Director of Technology; Principals
Total					\$0	

Charles H. Kelly Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Expand Technology & Support for Blended Learning	Ensure that a common definition for blended learning is being utilized district wide and that there is common understanding about its purpose and implementation. Provide a common Learning Management System (LMS) for implementing blended learning. Provide grades 5-8 in 2016, and grades 3-4 in 2017, with 1-1 digital devices (ex. Chromebooks) for every student to expand blended learning opportunities. Provide middle schools with an allocation for an Instructional Technology Assistant to support the deployment and implementation of the 1-1 digital devices. Provide teachers with adequate professional development, and provide schools with support in development a replacement cycle plan for the digital devices.	Technology, Academic Support Program	01/04/2016	06/30/2017	\$0	Chief Academic Officer; Assistant Superintendent for Learning Support; Director of Technology; Principals
Total					\$0	

Camp Ernst Middle School

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

Boone County

Students At Risk of Failing	Assist schools in utilizing the Persistence to Graduation Tool, the Global Appraisal of Individual Needs– Short Screener (GAIN-SS), and other tools to identify students who are at-risk of not graduating. Develop Individualized Learning Plans (ILPs) focused on career interest and Personalized Learning Plans focused on academics (PLPs) to assist those students. Plans will address the hope, well-being, and engagement of students at-risk. Explore new avenues for building relationships with students. Provide students with adult mentors and role models for students at-risk, and increase the interaction they have with school counselors and career coaches. Provide effective models of parent communication and academic and/or behavioral interventions to ensure success for the students.	Academic Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, Student and Community Services, MS & HS School Principals, Counselors, Career Coaches
Alternate Programs	Develop, implement and refine programs designed for flexibility in student and staff scheduling. Implement innovative academic programming to include Project / Problem Based Learning (PBL) and Service Learning opportunities in partnership with the community. Create and introduce new alternative learning paths for students to include virtual, online and blended learning opportunities, supporting credit recovery. Continue and redefine the utilization of current alternate programs that address academic, behavioral, and mental wellness needs, such as the Drop-in program, Transition to High School program, and the Academy Alternative Center for Education. Provide Alternative Diploma track access to programs that align with the career pathways identified in the student's Individual Learning Plan (ILP).	Behavioral Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, Student and Community Services, Principals, and Counselors
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KDE Comprehensive Improvement Plan for Districts

Boone County

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Total					\$0	

Burlington Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School Readiness and Brigance	More effectively analyze data from the Brigance screener to create and monitor a learning plan for next steps in Kindergarten instruction. Utilize the Superintendent's Toolbox to address readiness goals and programming for ages birth - age 5. Utilize the School Readiness Summit Team for guidance and leadership, and collaborate with community agencies such as Success By Six, Childrens', Inc., and the Northern KY Education Council.	Academic Support Program	01/04/2016	06/30/2017	\$0	Director of Elementary Teaching and Learning; Executive Director of Student and Community Services; Director of Special Education; Coordinator of Preschool; Principals
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Total					\$0	

KDE Comprehensive Improvement Plan for Districts

Boone County

Boone County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Students At Risk of Failing	Assist schools in utilizing the Persistence to Graduation Tool, the Global Appraisal of Individual Needs– Short Screener (GAIN-SS), and other tools to identify students who are at-risk of not graduating. Develop Individualized Learning Plans (ILPs) focused on career interest and Personalized Learning Plans focused on academics (PLPs) to assist those students. Plans will address the hope, well-being, and engagement of students at-risk. Explore new avenues for building relationships with students. Provide students with adult mentors and role models for students at-risk, and increase the interaction they have with school counselors and career coaches. Provide effective models of parent communication and academic and/or behavioral interventions to ensure success for the students.	Academic Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, Student and Community Services, MS & HS School Principals, Counselors, Career Coaches
Dual and Articulated Credit	Increase opportunities for blended learning, dual, virtual, and articulated credit through partnerships with state and local colleges and universities to foster and explore opportunities for all students seeking to participate in dual credit coursework.	Other	01/06/2014	06/30/2015	\$0	Chief Academic Officer, Assistant Superintendent for Learning Support; Director of Secondary Teaching and Learning; Principals
Alternate Programs	Develop, implement and refine programs designed for flexibility in student and staff scheduling. Implement innovative academic programming to include Project / Problem Based Learning (PBL) and Service Learning opportunities in partnership with the community. Create and introduce new alternative learning paths for students to include virtual, online and blended learning opportunities, supporting credit recovery. Continue and redefine the utilization of current alternate programs that address academic, behavioral, and mental wellness needs, such as the Drop-in program, Transition to High School program, and the Academy Alternative Center for Education. Provide Alternative Diploma track access to programs that align with the career pathways identified in the student's Individual Learning Plan (ILP).	Behavioral Support Program	01/04/2016	06/30/2017	\$0	Learning Support Services, Student and Community Services, Principals, and Counselors

KDE Comprehensive Improvement Plan for Districts

Boone County

Boone County Early College	Through a collaboration with Northern Kentucky, Thomas More College, and Gateway Community and Technical College, students will attend dual credit college classes at the Boone County Gateway Community and Technical College campus for half of a day with the potential of earning up to 24 college credit hours per year. Explore opportunities for students in this program to earn Associates Degrees upon High School graduation.	Career Preparation/Orientation, Academic Support Program	08/10/2015	06/30/2017	\$0	Learning Support Services, Director of Innovative Programming, High School Principals, Counselors
College and Career Pathways Coach	College and Career Pathways Coaches at the High Schools will work with students, teachers, parents, post-secondary institutions, and businesses to ensure that our students make informed choices regarding career and post-secondary education options, especially in preparation for high-pay, high-growth careers. The coaches will ensure that students optimize opportunities for accessing college scholarships and other college financial resources. They will assist students in developing skills required in a job search such as writing a cover letter, developing a resume, and interviewing. The coaches will help students make clear connections between what they are learning in the classroom with real life career application.	Career Preparation/Orientation	01/04/2016	06/30/2017	\$0	Learning Support Services, Director of Innovative Programming, High School Principals, Counselors
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Total					\$0	

KDE Comprehensive Improvement Plan for Districts

Boone County

Alternative Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
College and Career Pathways Coach	College and Career Pathways Coaches at the High Schools will work with students, teachers, parents, post-secondary institutions, and businesses to ensure that our students make informed choices regarding career and post-secondary education options, especially in preparation for high-pay, high-growth careers. The coaches will ensure that students optimize opportunities for accessing college scholarships and other college financial resources. They will assist students in developing skills required in a job search such as writing a cover letter, developing a resume, and interviewing. The coaches will help students make clear connections between what they are learning in the classroom with real life career application.	Career Preparation/Orientation	01/04/2016	06/30/2017	\$0	Learning Support Services, Director of Innovative Programming, High School Principals, Counselors
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Total					\$0	

A M Yealey Elementary School

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

Boone County

School Readiness and Brigance	More effectively analyze data from the Brigance screener to create and monitor a learning plan for next steps in Kindergarten instruction. Utilize the Superintendent's Toolbox to address readiness goals and programming for ages birth - age 5. Utilize the School Readiness Summit Team for guidance and leadership, and collaborate with community agencies such as Success By Six, Children's, Inc., and the Northern KY Education Council.	Academic Support Program	01/04/2016	06/30/2017	\$0	Director of Elementary Teaching and Learning; Executive Director of Student and Community Services; Director of Special Education; Coordinator of Preschool; Principals
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Total					\$0	

KDE Needs Assessment

Introduction

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

Data Analysis

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

Boone County Schools continuously asks: what do we have to do in order for all of our students to be college, career, and life ready? What assessments, both required by the state and those that we administer ourselves, provides data that informs our work toward our goal? What is the impact on instruction as a result of this assessment data? And finally, what is our plan to move forward with the results of our overall analysis of assessment, instruction, and non-academic data?

Boone County Schools has had unprecedented input into the development of this plan. The Board of Education engages the community in a 5 year Strategic Plan that guides the yearly improvement planning of our district and each of the 23 schools. Planning and organization of our school system is focused on and around the core of students, teachers, and content. Barriers to that core are intentionally broken down and data is analyzed to ensure growth and improvement. Community members, school board members, parents, council members, district and school administrators, and teachers all come together to generate a plan that addresses the needs of Boone County students.

In Boone County Schools, we seek to determine strengths and weaknesses as identified in multiple forms of data and understand the limitations of certain data points. Analysis of assessment data is comprehensive at both the district and the school level. Data collected from a variety of sources allows us to review not only academic, but behavior, attendance, graduation concerns, and the climate and culture of our schools.

2015 Data

Academic Performance

ACT scores at grade 11- Spring 2015

64.2% of students met the English Benchmark

54.5% of students met the Math Benchmark

57.6% of students met the Reading Benchmark

EXPLORE scores at grade 8 - Spring 2015

70.1% of students met the English Benchmark

41.2% of students met the Math Benchmark

50.3% of students met the Reading Benchmark

23.9% of students met the Science Benchmark

K-Prep Scores - Spring 2015

69.3% = combined reading and math proficiency rate for Elementary students

69.7% = combined reading and math proficiency rate for Middle School students

71.5% = combined reading and math proficiency rate for High School students

Areas of Strengths

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

- Our percentage of students meeting benchmarks in the four subject areas of Explore outpaces the state by an average of 10%.
- 2008-2015 Boone County Schools have gone from 15% of Juniors meeting all four ACT benchmarks to 25% (State 17%).
- The national average ACT score for graduation seniors is a 20.9; our Juniors are at that average.
- Overall, 160 more students tested 11th grade ACT than last year.
- Across the District, we increased the number of students meeting all Benchmark ACT Scores.
- District Percentage of Seniors Scoring a 3 or better on AP exams has increased from 31.6% to 45.1%.

KPREP Overview:

- 8 school raised the Overall scores
- 11 schools raised their Achievement scores
- 9 schools raised their Non-duplicated Gap scores
- 14 schools raised their Growth scores
- 13 schools raised their Reading typical growth
- 10 schools raised their Math typical growth

Opportunities for Improvement

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

-Writing On Demand KPREP scores indicate a need for improved writing instruction. The adoption of a new English Language Arts curriculum in grades K-8 that includes an emphasis on writing instruction in a research based Writer's Workshop framework will address this need.

The gap between achievement All Students and the achievement of Special Education students and English Learners is an area of concern. The strategies and activities listed under the CDIP Non-Duplicated Gap Goal will address this concern.

The number of students scoring at the Novice level on KPREP is a concern. The strategies and activities listed under the CDIP Novice Reduction Goal will address this concern. In order to reduce the ratio of Novice to Distinguished students, the following will be employed:

- Engaging students in experiences that promote content learning, choice and application.
- Consistent and intentional use of formative assessment practices to inform daily instruction.
- Continued focus on content specific literacy and thinking skills in all content areas.
- Integrating technology as a tool for instructional engagement and practice.
- Systemic reading practices that address comprehension, inferencing, vocabulary, and fluency.
- Continued focus on constructed response and students' ability to articulate thoughts in writing.
- Identifying students in the gap areas and designing specific instruction to meet their individual needs.
- Writing instruction that focuses on the modes of writing versus product and form.
- Continued focus on mathematical practices and conceptual understanding of mathematical reasoning and thinking.
- Continued focus on collaboration, creativity and innovation, critical thinking and problem solving, and communication.
- Intentional focus on RTI processes and specifically designed instruction.
- Designing teacher experiences to diagnose student writing with consistent language and tools.
- Provide intentional opportunities for pathways to careers and dual credit opportunities.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

Monitoring and evaluation are integral and individually distinct parts of program preparation and implementation. These are critical tools for forward-thinking strategic positioning, organizational learning and sound management. Boone County Schools operate as Professional Learning Communities (PLC's) focused on high quality instruction for 21st century teaching and learning. These learning communities foster horizontal, vertical and administrative oversight through principal training session, district stakeholder round tables, community work sessions, and school board reporting and planning sessions.

Conclusion

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

Boone County is a district that sets high expectations for students and provides a supportive atmosphere that produces student achievement. Schools are focused on academic rigor, real world relevance, and focused relationships with our parents, students, and community. Boone County Schools will continue to seek to determine strengths and weaknesses as identified in multiple data sets. This blend of data analysis will continue to allow us to review not only academic, but behavior, attendance, graduation concerns, and the climate and culture of our schools. We will provide students with the opportunity to be innovative, problem-solvers, strong communicators, and capable of being engaged in the global community. We will achieve our goal of every graduate achieving Career, College and Life Readiness through our commitment to student empowerment, providing a world class education, and resource optimization.

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:

Increase the average combined reading and math KPREP proficiency rate for all students in the non-duplicated gap group from 39.2% in 2014-15 to 69.5% in 2018-19.

Measurable Objective 1:

demonstrate a proficiency of 57.3% by 06/30/2017 as measured by Overall Achievement Gap on KPREP.

Strategy1:

Equitable Access to Effective Teachers - Recruitment, Professional Learning, Teachers Assignments

Category: Human Capital Management

Research Cited:

Activity - Teacher Assignments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Examine policies and procedures regarding teacher assignment practices to determine whether experienced and effective teachers are equitably distributed within and among the schools.	Policy and Process	01/04/2016	06/30/2017	\$0 - No Funding Required	Assistant Superintendent for Learning Support Services; Director of Human Resources; Principals

Activity - Teacher Recruitment and Retention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Human Resources will continue to explore new ways for recruiting diverse populations of effective teachers. Retention of effective teachers will be achieved by providing teachers a professional and supportive teaching environment.	Recruitment and Retention	11/04/2015	06/30/2017	\$0 - No Funding Required	Director of Human Resources, Asst. Director of Human Resources

Activity - Personalized & Individualized Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide teachers with personalized professional learning that addresses their professional passions and aspirations. Provide individualized professional learning that addresses individual needs as indicated during the Teacher Professional Growth and Effectiveness System process and those needs identified in the individual school CSIPs.	Professional Learning	11/04/2015	06/30/2017	\$0 - Title II Part A	Learning Support Services; Principals

KDE Comprehensive Improvement Plan for Districts

Boone County

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

Goal 1:

Increase the averaged combined reading and math KPREP proficiency rate for elementary and middle school students from 56.5% in 2015 to 78.2% in 2018-19..

Measurable Objective 1:

demonstrate a proficiency of 69.3% for elementary school; 69.7% for middle school; and 71.5% for high school by 06/30/2017 as measured by KPREP.

Strategy1:

Teacher Capacity & Teacher Leadership - Building Teacher Capacity and Teacher Leaders.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional learning opportunities and resources that are intentionally designed to meet the individual needs of teachers, grade level & content area teams, and specific schools for developing instructional capacity. Professional learning will be focused on optimizing resources and strategies that will ultimately empower students and provide students a world class education as described in the District Strategic Plan. Specific areas to address include (but are not limited to) design thinking, formative assessment, KCAS learning progressions, Response to Intervention (RTI), special education models and teaching strategies, Problem-Project-Passion Based Learning (PBL), service learning, personalized learning, blended learning, and technology tools for teaching and learning.	Professional Learning	01/04/2016	06/30/2016	\$3000000 - Title II Part A	Assistant Superintendent of Learning Support Services; Instructional Coaches; Directors of Teaching and Learning, and Technology, Assessment Support, Special Education, and Gifted and Talented Coordinator;

Strategy2:

World Class Education - Through innovative teaching and learning structures, we will provide our students with an engaging and extraordinary world class education that fully prepares graduates who are college, career, and life ready.

Category: Learning Systems

Research Cited: World Class Learners - Yong Zhao

The Buck Institute

KDE Comprehensive Improvement Plan for Districts

Boone County

Activity - Expand Technology & Support for Blended Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that a common definition for blended learning is being utilized district wide and that there is common understanding about its purpose and implementation. Provide a common Learning Management System (LMS) for implementing blended learning. Provide grades 5-8 in 2016, and grades 3-4 in 2017, with 1-1 digital devices (ex. Chromebooks) for every student to expand blended learning opportunities. Provide middle schools with an allocation for an Instructional Technology Assistant to support the deployment and implementation of the 1-1 digital devices. Provide teachers with adequate professional development, and provide schools with support in development a replacement cycle plan for the digital devices.	Technology Academic Support Program	01/04/2016	06/30/2017	\$0 - District Funding	Chief Academic Officer; Assistant Superintendent for Learning Support; Director of Technology; Principals

Goal 2:

Increase the average combined reading and math KPREP proficiency rate for all students in the non-duplicated gap group from 39.2% in 2014-15 to 69.5% in 2018-19.

Measurable Objective 1:

demonstrate a proficiency of 57.3% by 06/30/2017 as measured by Overall Achievement Gap on KPREP.

Strategy1:

Professional Development - Professional development will provide staff with the instruction skills necessary to be effective teachers and leaders as required by PGES.

Category: Professional Learning & Support

Research Cited:

Activity - Students from Diverse Backgrounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intentionally establish, implement, and monitor professional learning in research based strategies for students from diverse backgrounds including, but not limited to students with language barriers, students of poverty, homeless and transient students, refugee students, and students with disabilities to ensure equity and inclusion. Utilize a variety of professional learning platforms such as webinars, short videos, podcasts, and community offerings. Explore and implement research-based strategies for language acquisition, such as Imagine Learning and Fast ForWord.	Academic Support Program	01/05/2015	06/30/2016	\$15000 - Other \$30000 - Title III	Learning Support Services; Assistant Superintendent of Learning Support Services; Executive Director of Student Services; English Learners Coordinator; Principals

KDE Comprehensive Improvement Plan for Districts

Boone County

Activity - Students in Poverty	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional learning opportunities that help building leaders, teachers, and staff to identify the unique learning and social-emotional needs of students and families of poverty. Conduct a poverty book study focused on the work and research of Eric Jensen. Include strategies that are based in Education Neuroscience research.	Professional Learning	11/04/2015	06/30/2017	\$0 - Title I Part A	Title 1 Supervisor, Asst. Superintendent for Learning Support; Learning Support Services

Activity - Supports for English Language Learners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional learning opportunities for teachers in teaching strategies for meeting the unique learning needs of English Learners. Focus specifically on collaborative teaching models that empower both EL and general education teachers with effective language and content instruction tools. Develop innovative instructional models, such as a "newcomer academy" and blended learning tools for meeting English Learner needs. Provide professional learning that develops cultural competency among all staff. Provide para educators with professional learning to develop tools for supporting EL learners and their teachers. Provide professional learning to EL teachers to effectively utilize Ellevation (Data dashboard) for goal setting, progress monitoring of active EL students, and effective collaborative monitoring of students who have been re-designated fully English Proficient (RFEP).	Professional Learning	01/04/2016	06/30/2017	\$0 - Title II Part A	English Learners Coordinator; Learning Support Services.

Activity - Learning Plans Aligned to KY Core Academic Standards (KCAS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will provide support to schools in the development of Personal Learning Plans and implementation Individual Education Plans, Program Service Plans, and Gifted Services Plans aligned with the KY Core Academic Standards and behavioral expectations. Analyze student data including but not limited to STAR, K-PREP, EPAS, SWIS, etc; Use data analysis to plan, review and revise instruction.	Academic Support Program	01/05/2015	06/30/2016	\$5000 - IDEA	Director of Special Education and Special Education Coordinators; Assistant Supt. Learning Support; Gifted Coordinator; Principals

Activity - Addressing Mental Wellness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional learning opportunities for teachers, and staff and the community focused on understanding the impact that mental health issues have on student learning. Provide schools with resources for addressing mental wellness issues, including support for counselors that frees them from administrative duties, allowing them time to address student mental health needs. Continue to seek and provide access to community agency support and services for addressing mental wellness needs in the schools. Develop a multi-tiered continuum of school mental health services.	Professional Learning	11/04/2015	06/30/2017	\$0 - Grant Funds	Executive Director of Student and Community Services; Principals; Counselors

KDE Comprehensive Improvement Plan for Districts

Boone County

Activity - Effective Collaboration and Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish protocol and procedures to expand the use of effective teacher collaboration / co-teaching across the district in all classrooms. Provide training and support for regular and specialized teacher teams on effective collaboration / co-teaching. Implement a monitoring system to assess continuous progress and to inform instructional decisions for student with disabilities, ELL students, and Gifted & Talented students. Formally establish a baseline for effective collaboration / co-teaching. Identify the barriers and address the barriers to effective collaboration / co-teaching.	Academic Support Program	01/05/2015	06/30/2016	\$5000 - Other	Assistant Superintendent of Learning Support Services; Director of Special Education; Special Education Coordinators; Gifted & Talented Services Coordinator; Principals

Activity - Cultural Competence, Diversity & Equity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the refinement and implementation of diversity, equity, and inclusion awareness to include professional learning opportunities for staff on cultural responsiveness to social norms as school demographics continually change. Partner with community agencies and experts for staff development regarding diversity, equity, inclusion, and cultural competency. Develop and foster working relationships with diverse populations of students and families.	Professional Learning	11/04/2015	06/30/2017	\$0 - Title II Part A	Assistant Superintendent for Learning Support Services; Executive Director of Student and Community Services.

Activity - Barriers to Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training, resources and support to address barriers to learning, including but not limited to transience and access to physical / mental health and social services in collaboration with community and parent/caregiver partners. Utilize data from Persistence to Graduation, the Global Appraisal of Individual Needs Short Screen (GAIN-SS), the KY Incentives for Prevention (KIP) Survey, and other relevant data to identify, analyze, and address barriers. Partner with community agencies to provide various services, such as those for mental health, within our schools.	Professional Learning	01/05/2015	06/30/2016	\$0 - No Funding Required	Executive Director of Student Services; Assistant Superintendent of Learning Support Services; Title 1 Coordinator; Director of Pupil Personnel; Community Partners

Narrative:

The TELL survey indicated that teachers are concerned with issues of technology and internet access / reliability and differentiated professional development opportunities. These are addressed in the CDIP.

KDE Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes		

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	The District Improvement Plan can be found at http://www.boone.kyschools.us/ under the "Parent" tab. Individual School Improvement Plans can be found on the individual schools' websites.	

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	The minimum requirements for paraeducators: 1. A high school diploma or GED certificate and 2. Completed 2 years of study at an institution of higher education or 3. Obtained an Associate's Degree or higher degree or 4. Met rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness and mathematics readiness). 12 hrs of professional development annually (18 for preschool) CPR & First Aid/AED cert.	

KDE Comprehensive Improvement Plan for Districts

Boone County

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		

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		

KDE Comprehensive Improvement Plan for Districts

Boone County

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

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

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

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		

KDE Comprehensive Improvement Plan for Districts

Boone County

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

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

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

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		

KDE Comprehensive Improvement Plan for Districts

Boone County

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

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

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

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		

KDE Comprehensive Improvement Plan for Districts

Boone County

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		

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	N/A	We have submitted our application for District of Innovation status, but have not received notification of our status at the time of this report.	

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

Equitable Access Diagnostic

Introduction

Description

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

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the district?	Yes		

What are the barriers?

Potential barriers to equitable access to effective educators include:

1. There may be a lack of experience and understanding regarding the unique learning needs of students in poverty who account for 38% of our student population.
2. There may be a lack of experience and understanding regarding the unique learning needs of the 1,112 students who are English Learners in our district.
3. While our student population is somewhat ethnically diverse, our teaching population is not, and thus several of our students lack access to teachers and adult role models with whom they can relate from a cultural / ethnic perspective.

List the data sources used to identify the barriers.

District demographic data available on the Equity Tab located on our District Report Card.

District teacher recruitment data accessed from the Human Resources Department.

What are the root causes of those identified barriers?

Root causes of these barriers include:

1. Lack of experience in working with students in poverty and with English Learners.
2. Lack of appropriate and quality professional learning regarding the unique learning needs of students in poverty and English Learners.
3. Limited success in recruiting teachers of diverse ethnic backgrounds and/or those who have experience teaching these populations of students.

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

96% of our teachers and leaders are deemed "Exemplary" or "Accomplished" per the Kentucky Professional Growth and Effectiveness System.

Equitable Access Strategies

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

The district ensures that all students - including students of low income, minority students, English Learners, and special education students - are assigned to effective teachers. The district standard practice is to hire only teachers who are teaching in their area of certification and expertise. Teacher ineffectiveness is addressed by school leaders who provide ineffective teachers with professional learning and development intentionally designed to meet individual teacher needs.

As required by KRS 160.345, and by Board of Education Policy 02.4241, "School Council Policies (SBDM)", individual school Site Based Decision Making Councils shall adopt policy to be implemented by the Principal that addresses assignment of students to classes and programs within the school.

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

When unique individual student needs are identified in student data, such as a non-English speaking learner who struggles in mathematics because of a language barrier, careful consideration is given to ensure that the student is assigned to teachers who are properly trained and certified to support and teach these students.

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

Our Human Resources Department sets teacher and leader recruitment and hiring goals that meet or exceed a similar distribution as the population demographic make-up of the county. Human Resources also recruit minority candidates through traditional and non-traditional methods. Some of these methods include posting jobs on the Kentucky Department of Education website and attendance at recruitment fairs at universities with high minority student enrollment.

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

The district employs a recruiter who intentionally seeks teaching candidates who are Highly Qualified and who are experienced in implementing practices targeted to support diverse populations. This recruiter engages with school principals to create and maintain marketing plans for each individual school that help identify needs that are unique to diverse populations. The recruiter participates in traditional methods of recruiting such as job fairs and college visits with these marketing plans in mind.

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

The district encourages referrals from existing employees to increase minority population recruitment. In working with employees of our minority populations, the likelihood of finding and employing talented minority individuals increases. District personnel are actively reaching out to minority candidates and personally inviting them to explore the district as an employment option.

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

In order to retain talented and effective teachers in high poverty, high minority, low achieving schools or schools with higher populations of Limited English Proficient and Exceptional Children and Youth, there is a multi-faceted plan of action in place. This plan covers direct teacher support, community engagement, and a clear sense of vision.

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

Teachers are provided support from instructional coaches assigned to each school building, ample professional development, the ability to provide feedback to administration, and a transparent evaluation Teacher Professional Growth and Effectiveness System process. Instructional coaches provide teachers with strategies from classroom management to differentiation of instruction. The district commits itself to providing relevant, real-world professional development for all staff members, including first year teachers.

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

Each building principal identifies the unique needs of individual teachers with effectiveness ratings below "Accomplished". In collaboration with the teacher, the principal employs the building instructional coach to prepare a growth plan for the teacher. The teacher then works very closely with the instructional coach in the implementation of the growth plan. The instructional coach serves as the mentor for the teacher, providing feedback, effective strategies, and modeling of sound teaching practice.

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

The TELL survey provides teachers with a "voice" that is attractive to teachers in terms of recruitment and retention. Through the TELL survey, teachers can supply district administration with valuable feedback that shapes the vision for the district. It also provides teachers an opportunity to identify professional learning needs of the staff. Learning Support Services personnel review the TELL results and utilize the

data when developing the district professional development plan.

Questions

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

Goal: Increase the average combined reading and math KPREP proficiency rate for all students in the non-duplicated gap group from 39.2% in 2014-15 to 69.5% in 2018-19.

Strategy: Equitable Access to Effective Teachers

Category: Human Capital Management

Description: Recruitment, Professional Learning, Teachers Assignments

Activities:

- Teacher Recruitment and Retention
- Personalized & Individualized Professional Learning
- Teacher Assignments