



2021-22 Phase One: Continuous Improvement Diagnostic for Districts_07222021_07:39

2021-22 Phase One: Continuous Improvement Diagnostic for Districts

Boone County
Matthew Turner
8330 Us 42
Florence, Kentucky, 41042
United States of America

2021-22 Phase One: Continuous Improvement Diagnostic for Districts

The **Comprehensive District Improvement Plan or CDIP** is defined as a *plan developed by the local school district with input of parents, faculty, staff, and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the district's 2021-22 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Districts

Phase Two: October 1 - November 1

- The Needs Assessment for Districts
- District Assurances
- District Safety Report

Phase Three: November 1 - January 1

- Comprehensive District Improvement Plan
- Executive Summary for Districts
- The Superintendent Gap Assurance
- Professional Development Plan for Districts

Phase Four: January 1 - December 31

- Continuation of Learning Plan for Districts (Due May 1)
- English Learner Plan for Districts (Lau Plan) (Due May 1)
- Progress Monitoring

As superintendent of the district, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that

the comprehensive district improvement plan is developed by the district with input from parents, faculty, staff, and where applicable, representatives of school councils from each school in the district, and other appropriate groups pursuant to ESSA Section 1112(a)(1)(A).

Please enter your name and date below to certify.

Matt Turner, October 1, 2021



2021-22 Phase Two: District Assurances_10132021_09:32

2021-22 Phase Two: District Assurances

Boone County
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2021-22 Phase Two: District Assurances

Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read the assurance and indicate whether your district complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

District Assurances

The district hereby ensures that the FY 2021-2022 District Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

☒ Yes

☐ No

☐ N/A

COMMENTS

Boone County

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-22 Phase Two: The Needs Assessment for Districts_07232021_10:15

2021-22 Phase Two: The Needs Assessment for Districts

Boone County
Matthew Turner
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2021-22 Phase Two: The Needs Assessment for Districts Understanding Continuous Improvement: The Needs Assessment for Districts

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around district goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive district improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all districts to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for districts, each district to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities of this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Student data sets from KY State assessments, local STAR benchmarking, local CASE unit assessments, and local CERT assessments were triangulated and analyzed through our district Professional Learning Community (PLC) framework. This data is analyzed quarterly each year by our District Teaching and Learning Committee, our Learning Support Services team, as well as Principals and teachers in PLC. The data is also reviewed by our schools' School-Based Decision-Making Councils. Student behavior, attendance, and perception data is also collected and analyzed. This

student data can be viewed in the attached documents: "District Quarterly Report 2021-22", "Elementary Yellow Chart"; "Middle Yellow Chart", "High Yellow Chart".

Trends

2. After analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the district saw an 11% increase in novice scores in reading among students in the achievement gap.

- The achievement gap between all students and minority, economically disadvantaged, English Learners, and students with disabilities persists. - Science achievement is low across the district, with proficiency dropping from 38.6% in 2019-20 to 26.1% in 2020-21. - Math proficiency has decreased from 55.4% in 2019-20 to 42.9% in 2020-21.

Current State

3. Plainly state the current condition of the district using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.






Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2020-21 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Please see attachments for review of current academic and non-academic data: "District Quarterly Report 2021-22", "Elementary Yellow Chart"; "Middle Yellow Chart", "High Yellow Chart".

ATTACHMENTS

Attachment Name

-  District Key Elements Phase Two Needs Assessment
-  District Quarterly Report 2021-2022
-  Elementary Yellow Chart
-  High Yellow Chart
-  Middle Yellow Chart

Priorities/Concerns

4. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

1. Proficiency will be raised for all students, including students in consistent gap groups. For example . . . - Reading proficiency for Elementary Hispanic students is approximately 20% lower than all Elementary students as measured by KPREP, CASE, and STAR assessments. - Math proficiency for Elementary economically disadvantaged students is approximately 20% lower than all Elementary students as measured by KPREP, CASE, and STAR assessments. - Reading proficiency for Middle School African American students is approximately 20% lower than all Middle School students as measured by KPREP, CASE, and STAR assessments. - Math proficiency for Middle School English Learners students is approximately 30% lower than all Middle School students as measured by KPREP and 20% lower as measured by CASE and STAR assessments. - Math proficiency for 10th grade economically disadvantaged students is approximately 20% lower than all 10th grade students as measured by KPREP and CASE assessments. 2. We will focus on bringing equity to our students who may be underrepresented, disenfranchised, or marginalized in terms of race, gender identification, special education identification, English language barriers, or socio-economic barriers. 3. Only 26% of students are proficient in Science as measured by KPREP.

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Writing achievement has increased from 44.5% in 2015-16 to 51.1% in 2020-2021. This can be attributed to a focus on authentic literacy and increased writing in all content areas. Schools who have embraced authentic literacy strategies have seen high proficiency rates of 70% in some content areas. The district will leverage the work it has done with LY Learning Standards clarity, the development of proficiency scales, and a district wide standards pacing guide. Analyzing CASE assessment data in Professional Learning Communities (PLC's) informs changes to instruction to ensure all students are learning. The development of district wide common assessments will further this work. We continue to strengthen our culture of continuous improvement with our PLC work, and are confident that our district will continue to grow and improve in proficiency.

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the [Key Elements Template](#).
- b. Upload your completed template in the attachment area below.






After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the district focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

See attached "District Key Elements Phase Two Needs Assessment"

Attachment Summary

Attachment Name	Description	Associated Item(s)
 District Key Elements Phase Two Needs Assessment		• 3
 District Quarterly Report 2021-2022		• 3
 Elementary Yellow Chart		• 3
 High Yellow Chart		• 3
 Middle Yellow Chart		• 3

Key Elements of the Teaching and Learning Environment - District

Key Elements	Evidence
<p>KCWP 1: Design and Deploy Standards</p> <p>What evidence is there that your district continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?</p>	<ul style="list-style-type: none"> • Teacher Ambassadors continue to collect feedback on identified priority standards and pacing guides in order to collaborate on revisions (Title II) • Teacher Ambassador program focused on PL around priority standards in order to clarify proficiency/mastery of priority standards. Refine to 10-12 per course. (Title II) • Highly aligned instruction system: Work with school leadership teams in collaboration with LSS team to continue to develop and implement highly-aligned, research-based curriculum. All BCS educators will build foundational understanding of the priority standards, pacing, and proficiency scales through school level professional learning conversations with guidance and input from TAs, Coaches, Leadership. Expand to CTE and other elective courses. • School Teams work in weekly PLC/ILT meetings in order to address the 4 DuFour Questions of: What do Ss need to know? How do we know if they have learned it? What do we do when they have not learned it? What do we do when they have learned it? • Continue to develop and implement an equitable, accessible, highly aligned, research-based curriculum for all students. Specific work and research and plan development needs to be laser focused on doing this in a VIRTUAL/REMOTE learning environment.

Key Elements of the Teaching and Learning Environment - District

	<ul style="list-style-type: none">• Begin work on assessment literacy and the development of common formative assessments using tools such as Mastery Connect and CASE item banks• Continue to explore, learn, and pilot opportunities and plans for our system to develop and fully support implementation of standards-based learning and grading practices.• As a way to provide feedback to teachers looking through the lens of students in order to improve instructional practice. Focus on an educational opportunity for all learners that is RIGOROUS, RELEVANT, ACCESSIBLE, and EQUITABLE. (ELEOT walk-thrus)
KCWP 2: Design and Deliver Instruction What evidence is there that instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the district?	<ul style="list-style-type: none">• Teachers engage in professional learning around CIA (Curriculum/Instruction/Assessment) cycle, beginning with TA's in Summer 2021, in order to impact student achievement with particular focus on assessment literacy practices with a focus on creating learning opportunities that are RIGOROUS, RELEVANT, ACCESSIBLE, EQUITABLE and culturally responsive for ALL learners.• Intense focus on Primary grades PreK-2 Literacy/Numeracy Development: Support teachers with specific professional development, curriculum resources, vocabulary & phonics support to ensure that all teachers have a thorough understanding of early numeracy skills and "learn to read" processes of phonemes, phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing• LSS will develop and monitor a SHARED drive as a repository for

Key Elements of the Teaching and Learning Environment - District

	<p>Learning Modules specific to targeted audiences that can be used to support schools on an "as-needed" basis. HS- use of Canvas to expand course modules developed by TA's.</p>
<p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p>	<ul style="list-style-type: none"> • District Assessment Calendar • Calendar includes universal screeners, interim benchmarks, and summative assessments
<p>KCWP 4: Review, Analyze and Apply Data</p> <p>What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?</p>	<ul style="list-style-type: none"> • Using the 4DX (4 Disciplines of Execution) model, District will create a visual Data Dashboard (Quarterly Report and "Yellow" sheets) as a way to monitor and support schools. District will include equitable and accessible instructional strategies as LEAD measures. These will be analyzed quarterly using the 6 "Data Questions" from KDE. • RTI 2.0 Taskforce of 6 pilot school "Treatment Teams" will meet regularly in the form of a PDSA team to provide feedback as we work to scale the work in 2020 and beyond to all elementary and middle schools. • Work to build integrated systems that support the whole child including inclusive academic supports (teachers, coaches, teaching and learning team) working directly with student service supports, including counselors, psychologists, social workers. • Seek feedback from RTI 2.0 team to make recommended proposed pacing guide/priority standards adjustments alongside Teacher Ambassadors • Use of CASE assessment as common tool for PLC work district-wide.

Key Elements of the Teaching and Learning Environment - District

	<p>Teachers come together to understand what students know and don't know and develop common approaches and plans on how to improve student achievement on standards and enduring skills and use targeted assessment to ensure student achievement (RTI 2.0 expanded)</p>
<p>KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?</p>	<ul style="list-style-type: none"> • LSS works in partnership with school leadership teams to monitor & evaluate current implementation of programs based on ESSA standards as well as using district data to determine effectiveness, equity, accessibility, and an inclusive learning environment. Focus on this includes VIRTUAL learning environment. • Provide consistent professional learning & PLC opportunities for SpEd teachers and collaborative teachers and SpEd staff in order to build teacher efficacy • Improve monitoring systems to ensure teachers are calibrated with understanding of how to build robust language proficiency with English language learners. • Continue to provide quality professional learning for all teachers centered around developing proficiency (CIA cycles) and increase trainings on SIOP strategies for all teachers working with EL students. • Ensure all schools provide cultural and global competence learning that include a quality world language program, and begin planning/implementing a district dual language immersion program
<p>KCWP 6: Establishing Learning Culture and Environment</p>	<ul style="list-style-type: none"> • Develop a continuum of Comprehensive Mental Health

Key Elements of the Teaching and Learning Environment - District

<p>What evidence is there that your district creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?</p>	<p>Services provided thru a multi-tiered system of inclusive supports utilizing school employed & school district community mental health partnerships to support students, families, and the school community. Student Services in partnership with Hope 4 Boone County Mental Health Task Force will continue & complete its strategic planning process to:</p> <ul style="list-style-type: none">• Optimize school district mental health professionals; school counselors, school psychologists, FRYSC coordinators, social workers and school nurses.• Increase the number and variety of partnerships between schools and community health /mental health organizations.• Build on current programs, services, and strategies used in the Boone County Schools.• Focus on equitable service and resources for all students• Ensure a full array of programs, services and strategies – mental health education and promotion through intensive intervention• Align and integrate school mental health and PBIS ensuring an interconnected systems framework.• Partner with LSS to provide a variety of training to include Trauma informed Care leading to Trauma Informed Schools, Culturally Responsive schools, restorative practices, annual mental health summit, Sources of Strength and other.• Provide additional Youth Mental Health First Aid Training to employees and community members to respond appropriately
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Key Elements of the Teaching and Learning Environment - District

	<p>to young people, support their wellness, identify and respond to early warning signs of mental health difficulties.</p> <ul style="list-style-type: none">• Focus on targeted prevention (including authentic SEL) and intervention programs and services that support mental health, emotional and behavioral well-being of children, youth and young adults, as well as specific mental/behavioral health services and supports that address their emotional and behavioral difficulties.• In partnership with schools, student services, LSS, and SEL Taskforce committee will work to develop curriculum and embed social emotional learning opportunities for ALL students.• Utilize the Persistence to Graduation Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation.• Use of Canvas tool and ILP tool in grades 6-12 will continue to expand in usage.• Work to increase career pathways, CTE course offerings, and utilizing the tools in the ILP to drive student schedules and provide innovative opportunities• Training and supports for counselors, CCR coaches, and teachers using the Academic Planner tool (Infinite Campus) for students, teachers, and parents to have access to academic/pathway planning.• Expand the virtual "ACCEL" program to provide a non-traditional learning opportunity for students within Boone County
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District Data Dashboard						
Academic Data						
Summative Student Performance						
KPREP						
Year	% PD Reading	% PD Math	% PD Science	% PD Social Studies	% PD Writing	Classification
2020-2021	48.3	42.9	26.1		51.1	
2019-2020 *KDE Goals	61.6	55.4	38.6	58.2	49.5	
2018-2019	59.8	53.3	35.7	56.2	47	1 CSI
2017-2018	60.8	52.3	31.6	56.7	42.8	1 CSI/18 TSI/4 Other
2016-2017	60.7	52		64.2	41.6	
2015-2016	61.6	55.8		62.2	44.5	
Formative Student Performance						
STAR: Grades 3 rd – 8 th %PD						
	Reading		Math			
Fall	52%		43%			
Spring						
CERT: 10 th grade % PD						
	Reading		Math			
Fall	37%		6%			
Spring						
CASE: 3 rd – 8 th & 10 th %PD						
	Reading		Math			
October	50%		43%			
January						
March						
Grades (% of students scoring below 80)						
	Term 1	Term 2	Term 3	Term 4		
ELA	26%					
Math	26%					
Science	22%					
Social Studies	23%					
Non-Academic Data						
Student Behavior37%						
	Term 1	Term 2	Term 3	Term 4		
Total # of Referrals	7075					
Total # of In-School Suspensions	135					
Total # of Out-of-School Suspensions	301					
Attendance (% present at school)						
	Term 1	Term 2	Term 3	Term 4		
Students	94.56%					
Teachers	94%					
Perception Data						
	Fall		Spring			
SEL						
Eleot Walkthroughs						

DISTRICT ELEMENTARY: 3RD – 5TH GRADERS
YELLOW HIGHLIGHTS = BELOW STATE AVERAGE

Reading	# Enrolled	# Tested	2021 STATE AVG % PD	2021 KPREP % PD	District Elem Fall STAR % PD	District Elem October CASE %PD	January CASE %PD	March CASE %PD	April STAR %PD	2022 Reading Goal
All Students	4401	4169	39.5	50.2	54%	53%				64.3
White	3250	3101	43.1	54.7	59%	57%				67.4
African American	314	287	20.1	32.6	39%	38%				48.2
Hispanic	465	443	27.9	30.7	30%	30%				47.6
Asian	102	95	48.9	62.1	64%	69%				78
American Indian or Alaska Native	2	2	42.9		0%	0%				
Native Hawaiian or Other Pacific Islander	21	19	31.4	30.0	35%	26%				
Two or More Races	247	232	34.6	43.0	47%	43%				63.1
English Learners + Monitored	514	482	23.7	25.8	31%	34%				41.5
Free/Reduced-Price Meals	1749	1694	30.4	35.4	40%	38%				49.3
Disability-with IEP (Total)	577	493	25.5	24.0	19%	34%				33.8

Math	# Enrolled	# Tested	2021 STATE AVG % PD	2021 KPREP % PD	District Elem Fall STAR % PD	District Elem October CASE %PD	January CASE %PD	March CASE %PD	April STAR %PD	2022 Math Goal
All Students	4401	4159	31.4	47.5	38%	51%				61.1
White	3250	3099	35	51.9	42%	55%				63.5
African American	314	288	11.3	25.7	19%	28%				44.5
Hispanic	465	425	20	27.8	22%	31%				49.1
Asian	102	97	49.9	73.7	72%	85%				87.3
American Indian or Alaska Native	2	2	35.4		50%	0%				
Native Hawaiian or Other Pacific Islander	21	19	22.9	25.0	25%	32%				
Two or More Races	247	229	26.2	39.9	27%	45%				52.4
English Learners + Monitored	514	480	19.1	25.6	26%	35%				46.5
Free/Reduced-Price Meals	1749	1686	21.4	29.2	22%	33%				45.9
Disability-with IEP (Total)	577	492	17.7	18.8	16%	21%				30.7

DISTRICT ELEMENTARY: 3RD – 5TH GRADERS
YELLOW HIGHLIGHTS = BELOW STATE AVERAGE

Overall Achievement Level	Reading					Math				
	Novice	Apprentice	Proficient	Distinguished	Total	Novice	Apprentice	Proficient	Distinguished	Total
IEP										
Autism	19	13	8	4	44	23	12	6	2	43
Developmentally Delayed	10	6	3	2	21	14	4	2	1	21
Emotional Behavior Disability	3	1	1	1	6		2	1	1	4
Hearing Impaired	1		1	1	3	2		1		3
Mild Mental Disability	12	7	1		20	15	4	1		20
Multiple Disabilities	2	1			3	2	1			3
Other Health Impaired	20	23	18	5	66	27	29	9	2	67
Specific Learning Disability	58	59	46	6	169	100	56	11	2	169
Speech Language	46	45	55	14	160	38	59	51	13	161
Traumatic Brain Injury										
Visually Impaired			1		1		1			1
Grand Total	171	155	134	33	493	221	168	82	21	492

Overall Achievement Level	Reading					Math				
	Novice	Apprentice	Proficient	Distinguished	Total	Novice	Apprentice	Proficient	Distinguished	Total
ELL										
1st Year Monitoring	3	17	16	12	48	7	17	12	13	49
2nd Year Monitoring	2	5	15	13	35		6	19	10	35
3rd Year Monitoring		4	11	5	20	1	4	9	6	20
4th Year Monitoring			4	7	11			3	8	11
EL	149	138	73	8	368	138	139	62	26	365
Grand Total	154	164	119	45	482	146	166	105	63	480

DISTRICT MIDDLE
YELLOW HIGHLIGHTS = BELOW STATE AVERAGE

Reading	# Enrolled	# Tested	2021 STATE AVG % PD	2021 KPREP % PD	District MS Fall STAR % PD	District MS Fall October CASE %PD	January CASE %PD	March CASE %PD	April STAR %PD	2022 Reading Goal
All Students	4797	4431	44	49.7	50%	52%				69.9
White	3631	3364	47.3	53.4	55%	56%				73.2
African American	307	278	23.9	28.9	29%	36%				47.2
Hispanic	505	462	33.3	34.1	26%	34%				53.9
Asian	104	100	63.9	74.1	66%	71%				78
American Indian or Alaska Native	3	3	40		67%	100%				--
Native Hawaiian or Other Pacific Islander	28	26	33.5	12.0	27%	31%				58.7
Two or More Races	219	198	40.7	45.8	40%	43%				64.2
English Learners + Monitored	478	447	16.4	14.3	16%	26%				29.9
Free/Reduced-Price Meals	1805	1737	34.2	33.9	33%	36%				54.5
Disability-with IEP (Total)	606	496	20.1	13.3	12%	16%				30

Math	# Enrolled	# Tested	2021 STATE AVG % PD	2021 KPREP % PD	District MS Fall STAR % PD	District MS Fall October CASE %PD	January CASE %PD	March CASE %PD	April STAR %PD	2022 Math Goal
All Students	4797	4426	27.8	38.5	47%	36%				59.1
White	3631	3376	30.7	42.8	51%	39%				62.5
African American	307	270	10.1	16.7	21%	17%				33.9
Hispanic	505	456	17.5	18.9	33%	21%				42.1
Asian	104	99	54.7	75.3	76%	69%				80.7
American Indian or Alaska Native	3	3	22.7		67%	33%				--
Native Hawaiian or Other Pacific Islander	28	26	18.8		20%	15%				43.7
Two or More Races	219	196	22.4	28.6	34%	27%				50.3
English Learners + Monitored	478	450	9.0	10.2	24%	16%				26.9
Free/Reduced-Price Meals	1805	1727	17.9	19.1	30%	19%				41.4
Disability-with IEP (Total)	606	504	11.5	7.1	12%	7%				22

DISTRICT MIDDLE
YELLOW HIGHLIGHTS = BELOW STATE AVERAGE

Overall Achievement Level	Reading					Math				
	Novice	Apprentice	Proficient	Distinguished	Total	Novice	Apprentice	Proficient	Distinguished	Total
IEP										
Autism	26	17	8	2	53	30	15	5	1	51
Emotional Behavior Disability	14	8	5	1	25	13	9	1	1	24
Hearing Impaired	1	1			2		3			3
Mild Mental Disability	24	4	1		29	20	11			33
Multiple Disabilities	3		1		4	4				4
Other Health Impaired	49	22	25		113	48	37	9	2	96
Specific Learning Disability	147	74	29		278	155	95	6		256
Speech Language	14	9	11	1	41	16	11	10		37
Traumatic Brain Injury		2			2	1	1			2
Visually Impaired										
Grand Total	278	137	77	4	496	287	182	31	4	504

Overall Achievement Level	Reading					Math				
	Novice	Apprentice	Proficient	Distinguished	Total	Novice	Apprentice	Proficient	Distinguished	Total
ELL										
1st Year Monitoring	6	7	4		17	5	11	1	1	18
2nd Year Monitoring	15	28	23	1	67	19	31	16	3	69
3rd Year Monitoring	15	23	25	5	68	20	28	17	2	67
4th Year Monitoring	8	28	34	4	74	16	36	18	5	75
EL	138	64	18	1	221	125	88	5	3	221
Grand Total	182	150	104	11	447	185	194	57	14	450

DISTRICT HIGH: 10TH GRADERS
YELLOW HIGHLIGHTS = BELOW STATE AVERAGE

Reading	# Enrolled	# Tested	2021 STATE AVG % PD	2021 KPREP % PD	Fall CERT % PD	October CASE %PD	January CASE %PD	March CASE %PD	April CERT %PD	2022 Reading Goal
All Students	1621	886	37.9	45.9	37%	45%				61.7
White	1259	703	40.7	49.1	41%	49%				64.9
African American	114	47	20.1	18.5	13%	21%				37.2
Hispanic	144	77	27.4	33.7	14%	27%				40.2
Asian	32	19	52.4		37%	58%				67.6
American Indian or Alaska Native	0	0	39.6							--
Native Hawaiian or Other Pacific Islander	7	2	33.3		100%	50%				--
Two or More Races	65	38	33.2	35.8	24%	37%				56.8
English Learners + Monitored	84	44	6.4	8.3	4%	14%				17.7
Free/Reduced-Price Meals	508	264	27.7	30.0	24%	33%				45.1
Disability-with IEP (Total)	132	63	12.6	14.5	8%	13%				29.4

Math	# Enrolled	# Tested	2021 STATE AVG % PD	2021 KPREP % PD	Fall STAR % PD	October CASE %PD	January CASE %PD	March CASE %PD	April STAR %PD	2022 Math Goal
All Students	1621	961	30.3	41.7	6%	41%				58.8
White	1259	744	32.8	44.0	6%	46%				61.9
African American	114	60	12.6	14.3	2%	22%				31.7
Hispanic	144	89	19.8	32.0	2%	16%				40.2
Asian	32	18	55.7		20%	56%				67.1
American Indian or Alaska Native	0	0	37.5							--
Native Hawaiian or Other Pacific Islander	7	4	20.8		0%	25%				--
Two or More Races	65	46	25.1	29.4	6%	37%				53.6
English Learners + Monitored	84	48	6.0		0%	8%				19.1
Free/Reduced-Price Meals	508	319	19.2	23.5	1%	23%				41.4
Disability-with IEP (Total)	132	71	9.2		0%	14%				24.4

DISTRICT HIGH: 10TH GRADERS
YELLOW HIGHLIGHTS = BELOW STATE AVERAGE

Overall Achievement Level	Reading					Math				
	Novice	Apprentice	Proficient	Distinguished	Total	Novice	Apprentice	Proficient	Distinguished	Total
I/EP										
Autism	2	4	1	1	8	3	5	1		9
Emotional Behavior Disability	1	1			2		1	1		2
Hearing Impaired	1				1		1			1
Mild Mental Disability	3	2			5	3	1			4
Multiple Disabilities										
Other Health Impaired	7	2	1		10	9	2			11
Specific Learning Disability	20	11	4		35	16	19	7		42
Speech Language		1	1		2		1	1		2
Grand Total	34	21	7	1	63	31	30	10		71

Overall Achievement Level	Reading					Math				
	Novice	Apprentice	Proficient	Distinguished	Total	Novice	Apprentice	Proficient	Distinguished	Total
ELL										
1st Year Monitoring										
2nd Year Monitoring										
3rd Year Monitoring	1		1		2			1	1	2
4th Year Monitoring		1			1	1	1			2
EL	26	10	5		41	20	22	2		44
Grand Total	27	11	6		44	21	23	3	1	48



2021-22 Phase Two: District Safety Report_10132021_09:32

2021-22 Phase Two: District Safety Report

Boone County
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2021-22 Phase Two: District Safety Report

District Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Finally, pursuant to KRS 158.162, local Superintendents must submit verification to the Kentucky Department of Education that all schools are in compliance by November 1 each year. This diagnostic is the means by which this reporting requirement is fulfilled.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the local board adopted a policy requiring the school council or, if none exists, the principal in each school to adopt and implement an emergency plan as required by KRS 158.162?

Please reference the appropriate board policy number(s) and/or title(s) in the comment box.

Yes - Board of Education Policy 05.4 Safety (Facilities)

2. Has each school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

3. Has each school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

4. Has each school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

5. Has each school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

6. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

7. Are practices in place to control access to each school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

8. Was each school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

Please provide the most recent date of review/revision of the emergency plan for each school in the district in the comment box. If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

9. Did each principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date each school in the district completed this discussion in the comment box. If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

10. During the first 30 instructional days of the current school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

11. During the month of January during the prior school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

12. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Executive Summary for
Districts_11102020_14:54

2020-21 Phase Three: Executive Summary for Districts

Boone County
Matthew Turner
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Florence, Kentucky, 41042
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Generated on 01/04/2022

Boone County

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2020-21 Phase Three: Executive Summary for Districts

Description of the District

Describe the district'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 district serves?

Boone County Schools is the 3rd largest school district in Kentucky with just over 20,000 PreK-12th grade students. The district is comprised of diverse schools that are urban, rural, and suburban, with 15 elementary schools, 6 middle schools, 4 high schools, 1 alternative school (RISE Academy), 1 virtual school (ACCEL), and 1 regional high school (Ignite Institute). We are a growing district experiencing an influx of English language learner students specifically within our more urban schools. Our diverse student population is comprised of: - 2,459 (12.2%) English Language Learners (ELL) - 64 different languages spoken and 100 different birth countries - 2,798 (14.9%) students with physical /emotional/ learning disabilities - 8,072 (40.1%) students are economically disadvantaged The district is experiencing steady, sustained growth, but is also facing the challenge of a teacher shortage. We are focused on continuous improvement, developing and improving systems, and establishing a highly aligned instructional system to support all learners.

District's Purpose

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

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. THEORY OF ACTION: If Boone County Schools operate as Professional Learning Communities 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. CORE VALUES: • Academic excellence • Lifelong learning and continuous improvement • Shared responsibility • Respect for all students • Stakeholder empowerment and engagement • Preparing next generation learners VISION: Every graduate college, career, and life ready

Notable Achievements and Areas of Improvement

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

three years.

Notable achievements and improvements in the last three years: 1. Progress toward implementing a highly aligned instructional system: established learning standards clarity, identified priority standards, created proficiency scales, and pacing guides in content areas. 2. Restructuring and the piloting in select schools of our Multi Tiered System of Supports (MTSS) or "Response to Intervention (RTI) 2.0" to include academic interventions, gifted and talented, Positive Behavioral Intervention and Supports. 3. Commitment to Professional Learning Communities (PLC's) in every school across the district. Areas for improvement in the next three years: 1. Continue to refine the highly aligned instructional system with the addition of common assessments in all content areas and an increased emphasis on mastery learning. 2. Full implementation of the restructured MTSS / RTI 2.0. 3. Full realization of a PLC culture where student outcomes are positively impacted by changes teachers make to instruction as a result of the PLC process. 4. Ensure that all learning opportunities are rigorous, equitable, accessible, and relevant for every student in the district.

Additional Information

Districts Supporting CSI/TSI (including ATSI) Schools Only: Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

Our Assistant Superintendent for Elementary Schools and our Assistant Superintendent for Middle and High Schools meet 1-1 with principals at TSI schools monthly to examine student data, review CSIP strategies specific to each school, and offer supports as needed. Our one CSI school has been circled with support and oversight by the Assistant Superintendent for Middle and High Schools and resources from district staff who are primarily assigned to support this school: math consultant, ELA consultant, and English Learner Coordinator.

Additional Information

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



2021-22 Phase Three: Comprehensive District Improvement Plan_11112021_12:25

2021-22 Phase Three: Comprehensive District Improvement Plan

Boone County
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2021-22 Phase Three: Comprehensive District Improvement Plan

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

Using the Comprehensive District Improvement Plan Template

The template is a complement to the Needs Assessment for Districts. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- a. Develop your Strategic Goals using the [Comprehensive District Improvement Plan Template](#).
- b. Upload your completed Comprehensive District Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process. Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

To address persistent achievement gaps, the district will focus on and provide professional learning regarding the 4 Commitments from the "Opportunity Myth" (https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf):

1. Consistent opportunities to work on grade appropriate (or higher) assignments.
2. Strong instruction where students are doing most of the thinking in the instruction.
3. Deep engagement in what the student is learning.
4. High expectations for students, and a true belief that students will learn on grade level and higher.

See attached "CDIP FINAL with Progress Monitoring" that will be posted in a separate link quarterly (March, June, September, December) on the district website.

ATTACHMENTS

Attachment Name



Boone CDIP FINAL with Progress Monitoring January 2022

Operational Definitions

Goal: Long-term three- to five-year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon, as identified in the Needs Assessment for Districts, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

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

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.


Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Boone CDIP FINAL with Progress Monitoring January 2022	This CDIP document contains the Goals, Objectives, Strategies, Activities, Measures of Success, Process Owners, Progress Monitoring quarterly (March, June, September, December) and Funding Sources.	•



2021-22 Phase Three: Professional Development Plan for Districts_12012021_15:52

2021-22 Phase Three: Professional Development Plan for Districts

Boone County
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United States of America

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2021-22 Phase Three: Professional Development Plan for Districts

The purpose of this diagnostic is to support the district in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the district's mission?

District 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.

2. The needs assessment provides the framework for **all** districts to clearly identify their most critical areas for improvement that will be addressed in the planning process

through the development of goals, objectives, strategies, and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the district's **top two priorities** for professional development that support continuous improvement?

PL Priority #1: 4 Key Commitments from the Opportunity Myth across all grades in all content areas *Deep Engagement *High Expectations *Strong Instruction *On or above Grade Level Tasks PL Priority 32: #2 Continued understanding of the qualities and characteristics of a professional learning community (PLC)

3. How do the identified **top two priorities** for professional development relate to district goals?

By ensuring we are committed to all 4 Key Commitments and operating as a district, school, and team PLC, we will ensure proficiency for all students in reading and math (goals 1 and 2)

4a. For the first priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

*All instructional coaches and building and district leaders of teaching and learning participate in professional learning centered around the 4 Key Commitments in the 4 core content areas of (Reading/Writing, Math, Science, and Social Studies). *All Boone County educators within the 4 key content areas are provided the opportunity to participate in professional learning centered around the 4 Key Commitments.(Reading/Writing, Math, Science, and Social Studies).

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

*Increase in student proficiency in all 4 key content areas. (Reading/Writing, Math, Science, and Social Studies). *Increase in observable practices around the 4 Key Commitments of Strong Instruction, Deep Engagement, High Expectations, and On or Above grade level tasks.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

*Boone County School district will meet the identified proficiency goal in both Reading and Math. Utilizing a common walk-through tool aligned to the 4 Key

Commitments, there will be an increase in observable practices around the 4 Key *Commitments of Strong Instruction, Deep Engagement, High Expectations, and On or Above grade level tasks.

4d. Who is the targeted audience for the professional development?

*Building and district leaders and instructional coaches *All Boone County educators of Reading/Writing, Math, Science, and Social Studies

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students, Teachers, Principals, Building Administrators, District Leaders

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

*Consultants/Coaches in each of the 4 key disciplines *Time *Title II

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

*Voluntary Focus Groups for Instructional Leaders / additional responses to feedback *Year-long Professional Learning Plan *PL is offered in a series; not a stand alone session for teachers and leaders

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

*Classroom observations with walk-through tool (principals, district administrators)
*Observation of PLC participation at grade level or content teams (principals, district administrators) *Periodic collection of grade level tasks for analysis (coaches, consultants, PL coordinator, directors)

5a. For the second priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

*All elementary and middle schools continue to participate in LSS provided RTI 2.0 cohorts, leadership training, and teacher treatment teams. *Teacher ambassadors engage in professional learning around assessment as we address the 4 DuFour questions, specifically Q #2, "How do we know if they have learned it?" *Leaders continue to participate in professional learning around building a healthy culture in order for PLC's to thrive in every school and every team.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

*Every elementary and middle school is scaling the work of RTI 2.0. *All Teacher ambassadors work to curate and create assessment banks that are standards-aligned. *Teacher and leader beliefs that each and every student can and will learn at high levels is increased.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

*Boone County Schools will have a more balanced pyramid with a decrease of student numbers in Tiers 2 and 3. *By August 2022, teachers in TA represented content areas have access to banks of standards-aligned assessments. *Teacher and leader efficacy is improved based on teacher and leader interviews, observations, and discussions.

5d. Who is the targeted audience for the professional development?

*Elementary and middle school teacher leaders and interventionists. *Teacher Ambassadors, Instructional coaches, and building and district leaders (as applicable) *Building and District leaders

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students and Teachers

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

*RTI Coordinator *PL Coordinator *Time *Title II

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

RTI 2.0 Cohorts *On Going PL for Interventionists *Voluntary Focus Groups for Instructional Leaders / additional responses to feedback *Year-long Professional Learning Plan *PL is offered in a series; not a stand alone session for teachers and leaders

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

*Number of students receiving Tier 2 and 3 interventions and remediation (RTI Coordinator) *Assessment bank checks and reviews (PL Coordinator / Outside Consultants) *PLC and Classroom Observations (Principals / District Leaders)

6. Optional Extension: If your district has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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