



KDE Comprehensive Improvement Plan for Districts

Fort Thomas Independent

28 N Ft Thomas Ave
Fort Thomas, KY 41075

TABLE OF CONTENTS

Introduction.....	1
-------------------	---

Executive Summary

Introduction.....	3
Description of the School System.....	4
System's Purpose.....	5
Notable Achievements and Areas of Improvement.....	7
Additional Information	8

Comprehensive District Improvement Plan 2015-2016

Overview.....	10
Goals Summary.....	11
Goal 1: K-PREP Combined Reading and Math Proficiency.....	12
Goal 2: Novice Reduction.....	15
Goal 3: Gap Reduction.....	16
Goal 4: College and Career Readiness.....	17
Goal 5: Graduation Rate.....	19
Activity Summary by Funding Source.....	21
Activity Summary by School.....	25

KDE Needs Assessment

Introduction.....	31
Data Analysis.....	32

Areas of Strengths..... 33

Opportunities for Improvement..... 34

Oversight and Monitoring..... 35

Conclusion..... 36

Compliance and Accountability - Districts

Introduction..... 38

Planning and Accountability Requirements..... 39

KDE Assurances - District

Introduction..... 42

District Assurances..... 43

Equitable Access Diagnostic

Introduction..... 50

Needs Assessment..... 51

Equitable Access Strategies..... 52

Questions..... 54

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?

The Fort Thomas Independent School District has served the community of Fort Thomas, Kentucky for over 100 years. Located just across the river from downtown Cincinnati, Fort Thomas is a residential community for professionals who work throughout the metropolitan area. With a convenient location, great schools, lovely homes and friendly community feel, Fort Thomas is an attractive option for families with school age children. As such, the housing market is very strong and the school district has experienced steady growth in student population.

In Kentucky, there are a number of independent school districts which exist in order to serve individual communities. In many cases these independent districts are a throwback to an earlier time in which the local school was the centerpiece of every small town in America. That is still very much the case in Fort Thomas. There is an incredible sense of pride and ownership among our stakeholders. Many of our students have parents, and in some cases grandparents, who also went to school here. They maintain a very clear understanding that the success of the school district is directly tied to the economic vitality of our community. As a result, our schools have tremendous local support.

The Fort Thomas Independent School District is made up of five schools, Johnson Elementary, Moyer Elementary, Woodfill Elementary, Highlands Middle School and Highlands High School. The current student population is approximately 3077 in grades P-12. While over 90% of those students reside within the community of Fort Thomas, there are currently 222 out of districts students who attend on a tuition basis. These students come from at least five different counties in both Kentucky and Ohio. Demand is very strong for out of district spots. There is currently a waiting list at nearly every grade level. The overall student population is 92.16% Caucasian, 1.22% African American, 2.01% Hispanic, 1.28% Asian and 3.26% Mixed Origin. Approximately 14% of our students qualify for free or reduced lunch.

The school district has over 320 certified and classified employees. As is the case with our student population, staff members come from a number of surrounding counties in both Kentucky and Ohio. Our certified salary schedule is among the highest in Kentucky. This enables us to attract top-notch candidates for both teaching and administrative positions. All certified staff are considered Highly Qualified.

There is a culture of high expectations which is evident in our schools and throughout the entire Fort Thomas community. Excellence in academics, the arts and athletics are way of life here. From being ranked as the top school district in Kentucky to winning state championships of all varieties, our students and staff are extremely focused on meeting those expectations.

While we are certainly proud of the rich tradition of success that has been established within the Fort Thomas Independent Schools, we recognize the potential danger in resting on past accomplishments. Our challenge as a school district is to build on that tradition by focusing on continuous improvement. If we aspire to provide students with a world-class education and ensure that they are truly ready for success in a global knowledge-based economy, we must be forward focused. Our decision to engage in the AdvancED district accreditation process is directly tied to these desired outcomes. We hope to leverage this opportunity to produce world-class results.

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.

During the 2012-13 school year, we utilized a very creative process to engage a variety of stakeholders in revising our district's Mission and Vision. This was a pivotal moment in time for the Fort Thomas Independent School District. It allowed us the opportunity to ask essential questions about our fundamental purpose and to redefine our vision for the future. The resulting mission and vision statements describe that fundamental purpose and the reality which must exist in order for us to live it. We have worked very hard over the last three years to clearly articulate our mission and vision with all stakeholders, and to ensure that all goals, decisions and actions are aligned.

Our academic program is designed to produce the outcomes described in the district's mission and vision statements. We provide students with a very comprehensive educational experience that is focused on the whole child. All students K-12 are exposed to world language, art, music, physical education and a rigorous core curriculum. The scope and sequence is aligned with college and career readiness. Students have open access to Advanced Placement courses at the high school level and our core curriculum is designed to ensure that all have the skills necessary to leverage that opportunity. We maintain a very intentional focus on key 21st century skills and are currently engaged in a digital conversion initiative designed to increase our capacity to effectively utilize technology as a transformative instructional tool.

Mission

Rich in tradition and focused on the future, the Fort Thomas Independent School District provides engaging and challenging learning experiences which foster creativity, curiosity and innovation, while inspiring all students to pursue lifelong learning and become productive members of the global community.

Vision Statements

Our students engage in a variety of experiences that foster creativity and curiosity, demonstrating the skills and dispositions needed to solve real-world problems and to become caring and productive members of the global community.

Our teachers exhibit a student-centered passion for teaching and a deep understanding of content, utilizing research-based strategies to challenge and meet the needs of all learners.

Our support staff plays a crucial role in student achievement, contributing to all aspects of the educational process.

Our leadership maintains high expectations, works collaboratively with all stakeholders, focuses on a shared mission and demonstrates a commitment to individual student growth and achievement.

Our parents are an important resource in their child's education, serving as essential participants in a partnership of mutual respect.

Our community, as a valued partner, reciprocates our desire to develop a highly-skilled workforce that demonstrates civic pride, global citizenship and service to others.

Our instruction focuses on individual student growth toward mastery of college and career readiness standards and instills a passion for lifelong learning.

Our technology is utilized by teachers and students in transformative ways to enhance student achievement and to make real-world global connections.

Our District's culture welcomes all stakeholders and allows students to feel safe, encouraged, nurtured and challenged to achieve at high levels.

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.

Fort Thomas Independent is currently ranked as the top performing K-12 school district in the state of Kentucky based on state assessment data. We were recognized in 2014 by the Kentucky Department of Education as a District of Distinction. This designation is reserved for districts that have met all student achievement goals in all schools. Less than 3% of Kentucky school districts achieved this status.

Johnson Elementary was named a National Blue Ribbon School of Excellence for the second time in 2014. Moyer Elementary, Woodfill Elementary and Highlands High School have all earned this distinction. Fort Thomas has more National Blue Ribbon schools than any other public school district in Kentucky.

For the last three consecutive school years, the graduating senior class of Highlands High School has achieved an average ACT composite score of 24 or higher. This is well above both state and national averages. During that same three year period, over 60% of all seniors graduated having earned college credit based on their AP performance.

In 2013, the National Partnership for 21st Century Skills named Highlands High School an Exemplar School. This distinction has been earned by only a small group of high schools across the country. In addition, Highlands is consistently recognized by national publications such as US News and World Report, Newsweek and The Washington Post as being one of the best high schools in the nation.

Forbes named Fort Thomas Independent as one of America's best public school districts for the housing buck in 2013. Recently, Niche.com (2015) recognized Fort Thomas as the top public school district in Kentucky.

While there is a great deal of evidence to indicate that the overall performance of our students is very high relative to their peers at both the state and national levels, we recognize the need to ensure that each individual student is making adequate progress toward college and career readiness. Much of our current focus is on the effective use of data to inform instructional practice and promote individual student growth. The district leadership team has established the following goals for the 2015-16 school year.

1. Ensure individual student growth and achievement through the effective utilization of data to purposefully and reflectively guide instruction.
2. Foster a culture of collaboration focused on professional growth and quality instruction.
3. Engage all students in relevant, real-world experiences that promote innovation and creativity through collaboration, communication, and critical thinking.

Additional Information

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

One of the characteristics which makes Fort Thomas very unique is the incredible level of engagement that exists on the part of all stakeholders. Our students are very involved in a variety of co-curricular and extra-curricular activities. The overall percentage of students at the high school level who participate in clubs, organizations, performance groups or teams is approximately 90%.

Parental involvement and community engagement are equally as strong. Our schools are filled daily with parents, grandparents and community volunteers who tutor students, make bulletin boards and even serve lunch. We have extremely active PTO's in each school and numerous other support organizations for the arts and athletics which provide incredible financial support.

Perhaps the greatest single example of the high level of community engagement that exists within our district is the Fort Thomas Education Foundation. This organization strives to provide our students with a private school experience in a public setting. Since 2001, the FTEF is responsible for contributing over \$9.5 million for facilities improvements and awarding \$580,000 in teacher grants. There are very few public school districts in the country which have such a robust education foundation.

Comprehensive District Improvement Plan 2015-2016

Overview

Plan Name

Comprehensive District Improvement Plan 2015-2016

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	K-PREP Combined Reading and Math Proficiency	Objectives: 3 Strategies: 6 Activities: 11	Organizational	\$1035000
2	Novice Reduction	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	Gap Reduction	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$60000
4	College and Career Readiness	Objectives: 1 Strategies: 4 Activities: 7	Organizational	\$841000
5	Graduation Rate	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$51000

Goal 1: K-PREP Combined Reading and Math Proficiency

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for elementary students from 74.8% to 78.5% by 10/01/2016 as measured by the School Report Card Next Generation Learners Achievement Data.

Strategy 1:

Reading/Math Instruction - All students are exposed to daily literacy and numeracy instruction with remediation provided for students needing additional support.

Category: Continuous Improvement

Research Cited: Journeys and Everyday Math are research-based programs aligned to the Kentucky Core Academic Standards.

Activity - Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students are exposed to daily language arts instruction utilizing Journeys and other resources. Schools: Woodfill Elementary School, Moyer Elementary School, Johnson Elementary School	Academic Support Program	08/18/2015	10/01/2016	\$75000	District Funding	Teachers, administrators , support staff
Activity - Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students are exposed to daily math instruction utilizing Everyday Math and additional resources. Schools: Woodfill Elementary School, Moyer Elementary School, Johnson Elementary School	Academic Support Program	08/18/2015	10/01/2016	\$100000	District Funding	Teachers, administrators , support staff
Activity - iReady Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receive a minimum of 100 minutes per week of additional personalized online instruction in reading and math to support and reinforce the concepts being taught in the classroom. Schools: Woodfill Elementary School, Moyer Elementary School, Johnson Elementary School	Academic Support Program	08/18/2015	10/01/2016	\$35000	District Funding	Teachers, administrators , support staff

Strategy 2:

Remediation and Enrichment - Teachers and administrators will utilize data to inform instructional decisions regarding individual student learning, progress, and placement.

Category: Continuous Improvement

KDE Comprehensive Improvement Plan for Districts

Fort Thomas Independent

Activity - PLC Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level support teams will meet regularly to discuss student performance and progress based on several sources of student data. Student placement and/or services may be adjusted as a result of the findings in these meetings. Schools: Woodfill Elementary School, Moyer Elementary School, Johnson Elementary School	Academic Support Program	08/18/2015	10/01/2016	\$0	No Funding Required	Teachers, administrators , support staff

(shared) Strategy 3:

Curriculum and Instruction - Teachers will utilize best practices and all available resources to design and implement lessons that promote mastery of the Kentucky Core Academic Standards for reading and math.

Category: Continuous Improvement

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will post and reference daily learning targets which are written in student-friendly language. Schools: All Schools	Academic Support Program	08/18/2015	10/01/2016	\$0	No Funding Required	Classroom Teachers

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will frequently utilize formative assessment data to guide and inform instruction. Schools: All Schools	Academic Support Program	08/18/2015	10/01/2016	\$0	No Funding Required	Classroom Teachers

Measurable Objective 2:

collaborate to increase the averaged combined reading and math K-PREP scores for middle school students from 75.9% to 76.8% by 10/01/2016 as measured by the School Report Card Next Generation Learners Achievement Data.

(shared) Strategy 1:

Curriculum and Instruction - Teachers will utilize best practices and all available resources to design and implement lessons that promote mastery of the Kentucky Core Academic Standards for reading and math.

Category: Continuous Improvement

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will post and reference daily learning targets which are written in student-friendly language. Schools: All Schools	Academic Support Program	08/18/2015	10/01/2016	\$0	No Funding Required	Classroom Teachers

KDE Comprehensive Improvement Plan for Districts

Fort Thomas Independent

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will frequently utilize formative assessment data to guide and inform instruction. Schools: All Schools	Academic Support Program	08/18/2015	10/01/2016	\$0	No Funding Required	Classroom Teachers

Strategy 2:

Targeted Support/Personalized Learning - Students will utilize support programs designed to maximize their individual academic performance.

Category: Continuous Improvement

Research Cited: All support programs are research-based.

Activity - ALEKS Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will utilize ALEKS math, a computer-based program that allows for additional personalized instruction based on individual student needs. Schools: Highlands Middle School, Highlands High School	Academic Support Program	08/18/2015	10/01/2016	\$15000	District Funding	Teachers and administrators

Activity - Reading Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional reading support, as indicated by classroom performance and assessment data, will receive additional reading instruction. Schools: Highlands Middle School, Highlands High School	Academic Support Program	08/18/2015	10/01/2016	\$10000	District Funding	Teachers and administrators

Activity - PEAK Volunteer Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community volunteers will work one-on-one with students needing individual support in reading and/or math. Schools: Highlands Middle School	Academic Support Program	08/18/2015	10/01/2016	\$0	No Funding Required	Teachers, administrators, community volunteers

Strategy 3:

Digital Conversion - Students and teachers will be provided with a Macbook Air to facilitate relevant, real-world, and global learning experiences which engage students and better prepare them for post-secondary experiences.

Category: Integrated Methods for Learning

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive Improvement Plan for Districts

Fort Thomas Independent

Students and teachers will utilize the computers to facilitate meaningful real-world learning experiences that support and reinforce other classroom learning. Schools: Highlands Middle School, Highlands High School	Technology	08/18/2015	10/01/2016	\$800000	District Funding	Teachers, administrators, technology department, assistant superintendent
---	------------	------------	------------	----------	------------------	---

Measurable Objective 3:

collaborate to maintain or increase the averaged combined reading and math End-of-Course (EOC) Scores (currently at 80.2%) by 10/01/2016 as measured by the School Report Card Next Generation Learners Achievement Data.

(shared) Strategy 1:

Curriculum and Instruction - Teachers will utilize best practices and all available resources to design and implement lessons that promote mastery of the Kentucky Core Academic Standards for reading and math.

Category: Continuous Improvement

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will post and reference daily learning targets which are written in student-friendly language. Schools: All Schools	Academic Support Program	08/18/2015	10/01/2016	\$0	No Funding Required	Classroom Teachers

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will frequently utilize formative assessment data to guide and inform instruction. Schools: All Schools	Academic Support Program	08/18/2015	10/01/2016	\$0	No Funding Required	Classroom Teachers

Strategy 2:

Released Items - Teachers will utilize released test items in instruction.

Category: Continuous Improvement

Activity - Test Question Bank	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the use of EOC released items and sample test questions into their classroom instruction so that students are familiar with both content and format. Schools: Highlands High School	Academic Support Program	08/18/2015	10/01/2016	\$0	No Funding Required	Teachers

Goal 2: Novice Reduction

Measurable Objective 1:

collaborate to reduce the number of novice students in reading and math so that the averaged combined novice rate for the district falls from 3% in 2015 to 1.5% by 10/01/2019 as measured by the School Report Card Next Generation Learners Achievement Data.

Strategy 1:

Collaboration - Utilizing classroom and assessment data, support teams will collaborate to increase the numbers of students who are proficient in reading and math.

Category: Continuous Improvement

Activity - Advisory Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level and team member teachers, along with support staff and administrators, will meet regularly to discuss student performance and growth. Instructional decisions regarding student placement and participation in intervention programs will be made in these meetings when supported by data. Schools: All Schools	Behavioral Support Program, Academic Support Program	08/18/2015	10/01/2019	\$0	No Funding Required	Teachers, Administrator s, Support Staff

Goal 3: Gap Reduction

Measurable Objective 1:

collaborate to increase proficiency for students in identified gap groups at all grade levels by 10/01/2016 as measured by the School Report Card Next Generation Learners Achievement Data.

Strategy 1:

STAR Enterprise Assessment - Teachers will utilize STAR data to guide instruction and increase student learning.

Category: Continuous Improvement

Activity - Remediation and Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize STAR Enterprise data for students in RTI and special education programs to determine appropriate interventions and remediation strategies. Schools: All Schools	Academic Support Program	08/18/2015	10/01/2016	\$30000	District Funding	Teachers

KDE Comprehensive Improvement Plan for Districts

Fort Thomas Independent

Activity - Monitor and Support Individual Student Growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will track individual student and classroom STAR data, meet with teachers, and monitor classroom activities to ensure all students are growing. Schools: All Schools	Academic Support Program	08/18/2015	10/01/2016	\$30000	District Funding	Teachers and administrators

Strategy 2:

Decrease Suspension Rate - Collaborate to reduce the number of special education students who are suspended as measured by year-end Infinite Campus reports.

Category: Management Systems

Activity - Data Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review suspension data monthly to determine trends, patterns, successes, and challenge areas. Schools: All Schools	Behavioral Support Program	08/18/2015	10/01/2016	\$0	No Funding Required	Teachers, Administrators

Activity - Alternatives to Suspension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize a discipline review team to prevent or reduce suspensions by recommending appropriate alternatives to suspensions and ensuring that students with excessive behavioral referrals have a behavior support plan. Schools: All Schools	Behavioral Support Program	08/18/2015	10/01/2016	\$0	No Funding Required	Teachers, Administrators

Goal 4: College and Career Readiness

Measurable Objective 1:

achieve college and career readiness by maintaining or increasing our current percentage (88%) of students identified as college and/or career ready by 10/01/2016 as measured by the School Report Card Next Generation Learners Achievement Data.

Strategy 1:

Targeted Interventions - Students not meeting benchmark reading or math scores will be identified and given additional support during the school day.

Category: Continuous Improvement

Activity - Transition Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive Improvement Plan for Districts

Fort Thomas Independent

Specialized courses in math and English/reading will be required for those seniors not meeting ACT benchmarks. Schools: Highlands High School	Academic Support Program	08/18/2015	10/01/2016	\$0	No Funding Required	English and math classroom teachers, guidance counselors, administration
--	--------------------------	------------	------------	-----	---------------------	--

Activity - Career Clusters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upon entry into high school, students will be advised regarding various options for career clusters and career pathways. Schools: Highlands High School	Career Preparation/Orientation	08/18/2015	10/01/2016	\$0	No Funding Required	Guidance counselors and administration

Activity - Computer-based Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing extra support in reading and math (as determined by classroom performance, STAR Enterprise scores, EPAS scores, etc.) will utilize programs such as ALEKS or Reading Plus for remediation. Schools: Highlands Middle School, Highlands High School	Academic Support Program	08/18/2015	10/01/2016	\$10000	District Funding	Teachers and administration

Strategy 2:

Effective Instruction - Teachers are highly qualified and knowledgeable regarding both content and effective pedagogy.

Category: Human Capital Management

Activity - Hire and Support Highly Qualified Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Only the most qualified teachers will be hired, and teachers new to Fort Thomas Independent Schools will participate in a year-long series of seminars for induction and professional learning. Schools: All Schools	Recruitment and Retention	08/18/2015	10/01/2016	\$1000	District Funding	District and School Leadership

Strategy 3:

Comprehensive Assessment System - All students in grades K-8, as well as special needs students at the high school, will take the STAR Enterprise assessment a minimum of three times per year to measure achievement and to monitor growth in reading and math.

Category: Continuous Improvement

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive Improvement Plan for Districts

Fort Thomas Independent

Teachers will collaborate with each student in grades K-8 to set appropriate growth goals on the assessment. Areas for improvement will be identified and discussed with the student. Targeted interventions will take place for students as needed. Schools: All Schools	Academic Support Program	08/18/2015	10/01/2016	\$30000	District Funding	Teachers, Students, Administrators
--	--------------------------	------------	------------	---------	------------------	------------------------------------

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the STAR Enterprise assessment for progress monitoring with students who are in RTI (Response to Intervention) to ensure appropriate growth. Adjustments to the students' learning program will be made as needed. Schools: All Schools	Academic Support Program	08/18/2015	10/01/2016	\$0	No Funding Required	Teachers, Administrators

Strategy 4:

Digital Instruction - Students and teachers will be administered a computer for individual instructional use.

Category: Integrated Methods for Learning

Activity - Technology Enhancement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will each be assigned a laptop that can be accessed from the classroom or from home at the point of need. Technology specialists will be available to help teachers construct lessons that allow students to utilize technology to do things they could not do without it. Schools: Highlands Middle School, Highlands High School	Technology	08/18/2015	10/01/2016	\$800000	District Funding	Teachers, Administrators, Technology Department

Goal 5: Graduation Rate

Measurable Objective 1:

collaborate to maintain a graduation rate of at least 97.6% by 10/01/2016 as measured by the School Report Card Next Generation Learners Achievement Data.

Strategy 1:

Support Strategies - Highlands High School will implement support strategies for students who are struggling and may consider leaving school before graduation.

Category: Persistence to Graduation

Activity - Freshman Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive Improvement Plan for Districts

Fort Thomas Independent

Incoming ninth-grade students will participate in a mentoring program to help ease their transition to high school. Schools: Highlands High School	Academic Support Program	08/18/2015	10/01/2016	\$1000	Other	Guidance Counselors and Administrators
---	--------------------------	------------	------------	--------	-------	--

Activity - Specialized Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing extra support will be scheduled in courses designed to meet their individual needs and/or remediate skills. Schools: Highlands High School	Academic Support Program	08/18/2015	10/01/2016	\$0	No Funding Required	Teachers, Administrators, Guidance Counselors

Activity - Student Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize homeroom to explain and advise students regarding various opportunities for school involvement. Schools: Highlands High School	Academic Support Program	08/18/2015	10/01/2016	\$0	No Funding Required	Teachers

Activity - Academic Achievement Coordinator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An academic achievement coordinator will be hired to support at-risk students. Schools: Highlands Middle School, Highlands High School	Behavioral Support Program, Parent Involvement, Academic Support Program	08/18/2015	10/01/2016	\$50000	Title I Part A	Academic Achievement Coordinator, Teachers, Guidance Counselors, Administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring	Teachers will utilize the STAR Enterprise assessment for progress monitoring with students who are in RTI (Response to Intervention) to ensure appropriate growth. Adjustments to the students' learning program will be made as needed.	Academic Support Program	08/18/2015	10/01/2016	\$0	Teachers, Administrators
Career Clusters	Upon entry into high school, students will be advised regarding various options for career clusters and career pathways.	Career Preparation/Orientation	08/18/2015	10/01/2016	\$0	Guidance counselors and administration
Data Review	Review suspension data monthly to determine trends, patterns, successes, and challenge areas.	Behavioral Support Program	08/18/2015	10/01/2016	\$0	Teachers, Administrators
Transition Courses	Specialized courses in math and English/reading will be required for those seniors not meeting ACT benchmarks.	Academic Support Program	08/18/2015	10/01/2016	\$0	English and math classroom teachers, guidance counselors, administration
PEAK Volunteer Program	Community volunteers will work one-on-one with students needing individual support in reading and/or math.	Academic Support Program	08/18/2015	10/01/2016	\$0	Teachers, administrators, community volunteers
PLC Team Meetings	Grade level support teams will meet regularly to discuss student performance and progress based on several sources of student data. Student placement and/or services may be adjusted as a result of the findings in these meetings.	Academic Support Program	08/18/2015	10/01/2016	\$0	Teachers, administrators, support staff
Student Involvement	Teachers will utilize homeroom to explain and advise students regarding various opportunities for school involvement.	Academic Support Program	08/18/2015	10/01/2016	\$0	Teachers
Test Question Bank	Teachers will implement the use of EOC released items and sample test questions into their classroom instruction so that students are familiar with both content and format.	Academic Support Program	08/18/2015	10/01/2016	\$0	Teachers

KDE Comprehensive Improvement Plan for Districts

Fort Thomas Independent

Alternatives to Suspension	Utilize a discipline review team to prevent or reduce suspensions by recommending appropriate alternatives to suspensions and ensuring that students with excessive behavioral referrals have a behavior support plan.	Behavioral Support Program	08/18/2015	10/01/2016	\$0	Teachers, Administrators
Specialized Courses	Students needing extra support will be scheduled in courses designed to meet their individual needs and/or remediate skills.	Academic Support Program	08/18/2015	10/01/2016	\$0	Teachers, Administrators, Guidance Counselors
Advisory Team Meetings	Grade level and team member teachers, along with support staff and administrators, will meet regularly to discuss student performance and growth. Instructional decisions regarding student placement and participation in intervention programs will be made in these meetings when supported by data.	Behavioral Support Program, Academic Support Program	08/18/2015	10/01/2019	\$0	Teachers, Administrators, Support Staff
Formative Assessment	Teachers will frequently utilize formative assessment data to guide and inform instruction.	Academic Support Program	08/18/2015	10/01/2016	\$0	Classroom Teachers
Learning Targets	All teachers will post and reference daily learning targets which are written in student-friendly language.	Academic Support Program	08/18/2015	10/01/2016	\$0	Classroom Teachers
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Achievement Coordinator	An academic achievement coordinator will be hired to support at-risk students.	Behavioral Support Program, Parent Involvement, Academic Support Program	08/18/2015	10/01/2016	\$50000	Academic Achievement Coordinator, Teachers, Guidance Counselors, Administrators
Total					\$50000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Hire and Support Highly Qualified Teachers	Only the most qualified teachers will be hired, and teachers new to Fort Thomas Independent Schools will participate in a year-long series of seminars for induction and professional learning.	Recruitment and Retention	08/18/2015	10/01/2016	\$1000	District and School Leadership

KDE Comprehensive Improvement Plan for Districts

Fort Thomas Independent

iReady Instruction	Students receive a minimum of 100 minutes per week of additional personalized online instruction in reading and math to support and reinforce the concepts being taught in the classroom.	Academic Support Program	08/18/2015	10/01/2016	\$35000	Teachers, administrators, support staff
Technology Integration	Students and teachers will utilize the computers to facilitate meaningful real-world learning experiences that support and reinforce other classroom learning.	Technology	08/18/2015	10/01/2016	\$800000	Teachers, administrators, technology department, assistant superintendent
Computer-based Intervention	Students needing extra support in reading and math (as determined by classroom performance, STAR Enterprise scores, EPAS scores, etc.) will utilize programs such as ALEKS or Reading Plus for remediation.	Academic Support Program	08/18/2015	10/01/2016	\$10000	Teachers and administration
Math Instruction	All students are exposed to daily math instruction utilizing Everyday Math and additional resources.	Academic Support Program	08/18/2015	10/01/2016	\$100000	Teachers, administrators, support staff
Goal Setting	Teachers will collaborate with each student in grades K-8 to set appropriate growth goals on the assessment. Areas for improvement will be identified and discussed with the student. Targeted interventions will take place for students as needed.	Academic Support Program	08/18/2015	10/01/2016	\$30000	Teachers, Students, Administrators
Remediation and Interventions	Teachers will utilize STAR Enterprise data for students in RTI and special education programs to determine appropriate interventions and remediation strategies.	Academic Support Program	08/18/2015	10/01/2016	\$30000	Teachers
Reading Plus	Students needing additional reading support, as indicated by classroom performance and assessment data, will receive additional reading instruction.	Academic Support Program	08/18/2015	10/01/2016	\$10000	Teachers and administrators
Reading Instruction	All students are exposed to daily language arts instruction utilizing Journeys and other resources.	Academic Support Program	08/18/2015	10/01/2016	\$75000	Teachers, administrators, support staff
Monitor and Support Individual Student Growth	Administrators will track individual student and classroom STAR data, meet with teachers, and monitor classroom activities to ensure all students are growing.	Academic Support Program	08/18/2015	10/01/2016	\$30000	Teachers and administrators
Technology Enhancement	Teachers and students will each be assigned a laptop that can be accessed from the classroom or from home at the point of need. Technology specialists will be available to help teachers construct lessons that allow students to utilize technology to do things they could not do without it.	Technology	08/18/2015	10/01/2016	\$800000	Teachers, Administrators, Technology Department
ALEKS Math	All students will utilize ALEKS math, a computer-based program that allows for additional personalized instruction based on individual student needs.	Academic Support Program	08/18/2015	10/01/2016	\$15000	Teachers and administrators
Total					\$1936000	

Other

KDE Comprehensive Improvement Plan for Districts

Fort Thomas Independent

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Freshman Mentoring	Incoming ninth-grade students will participate in a mentoring program to help ease their transition to high school.	Academic Support Program	08/18/2015	10/01/2016	\$1000	Guidance Counselors and Administrators
Total					\$1000	

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
Learning Targets	All teachers will post and reference daily learning targets which are written in student-friendly language.	Academic Support Program	08/18/2015	10/01/2016	\$0	Classroom Teachers
Formative Assessment	Teachers will frequently utilize formative assessment data to guide and inform instruction.	Academic Support Program	08/18/2015	10/01/2016	\$0	Classroom Teachers
Advisory Team Meetings	Grade level and team member teachers, along with support staff and administrators, will meet regularly to discuss student performance and growth. Instructional decisions regarding student placement and participation in intervention programs will be made in these meetings when supported by data.	Behavioral Support Program, Academic Support Program	08/18/2015	10/01/2019	\$0	Teachers, Administrators, Support Staff
Remediation and Interventions	Teachers will utilize STAR Enterprise data for students in RTI and special education programs to determine appropriate interventions and remediation strategies.	Academic Support Program	08/18/2015	10/01/2016	\$30000	Teachers
Monitor and Support Individual Student Growth	Administrators will track individual student and classroom STAR data, meet with teachers, and monitor classroom activities to ensure all students are growing.	Academic Support Program	08/18/2015	10/01/2016	\$30000	Teachers and administrators
Data Review	Review suspension data monthly to determine trends, patterns, successes, and challenge areas.	Behavioral Support Program	08/18/2015	10/01/2016	\$0	Teachers, Administrators
Alternatives to Suspension	Utilize a discipline review team to prevent or reduce suspensions by recommending appropriate alternatives to suspensions and ensuring that students with excessive behavioral referrals have a behavior support plan.	Behavioral Support Program	08/18/2015	10/01/2016	\$0	Teachers, Administrators
Hire and Support Highly Qualified Teachers	Only the most qualified teachers will be hired, and teachers new to Fort Thomas Independent Schools will participate in a year-long series of seminars for induction and professional learning.	Recruitment and Retention	08/18/2015	10/01/2016	\$1000	District and School Leadership
Goal Setting	Teachers will collaborate with each student in grades K-8 to set appropriate growth goals on the assessment. Areas for improvement will be identified and discussed with the student. Targeted interventions will take place for students as needed.	Academic Support Program	08/18/2015	10/01/2016	\$30000	Teachers, Students, Administrators

KDE Comprehensive Improvement Plan for Districts

Fort Thomas Independent

Progress Monitoring	Teachers will utilize the STAR Enterprise assessment for progress monitoring with students who are in RTI (Response to Intervention) to ensure appropriate growth. Adjustments to the students' learning program will be made as needed.	Academic Support Program	08/18/2015	10/01/2016	\$0	Teachers, Administrators
Total					\$91000	

Woodfill Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Instruction	All students are exposed to daily language arts instruction utilizing Journeys and other resources.	Academic Support Program	08/18/2015	10/01/2016	\$75000	Teachers, administrators, support staff
Math Instruction	All students are exposed to daily math instruction utilizing Everyday Math and additional resources.	Academic Support Program	08/18/2015	10/01/2016	\$100000	Teachers, administrators, support staff
iReady Instruction	Students receive a minimum of 100 minutes per week of additional personalized online instruction in reading and math to support and reinforce the concepts being taught in the classroom.	Academic Support Program	08/18/2015	10/01/2016	\$35000	Teachers, administrators, support staff
PLC Team Meetings	Grade level support teams will meet regularly to discuss student performance and progress based on several sources of student data. Student placement and/or services may be adjusted as a result of the findings in these meetings.	Academic Support Program	08/18/2015	10/01/2016	\$0	Teachers, administrators, support staff
Total					\$210000	

Moyer Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Instruction	All students are exposed to daily language arts instruction utilizing Journeys and other resources.	Academic Support Program	08/18/2015	10/01/2016	\$75000	Teachers, administrators, support staff
Math Instruction	All students are exposed to daily math instruction utilizing Everyday Math and additional resources.	Academic Support Program	08/18/2015	10/01/2016	\$100000	Teachers, administrators, support staff
iReady Instruction	Students receive a minimum of 100 minutes per week of additional personalized online instruction in reading and math to support and reinforce the concepts being taught in the classroom.	Academic Support Program	08/18/2015	10/01/2016	\$35000	Teachers, administrators, support staff
PLC Team Meetings	Grade level support teams will meet regularly to discuss student performance and progress based on several sources of student data. Student placement and/or services may be adjusted as a result of the findings in these meetings.	Academic Support Program	08/18/2015	10/01/2016	\$0	Teachers, administrators, support staff

KDE Comprehensive Improvement Plan for Districts

Fort Thomas Independent

Total**\$210000****Johnson Elementary School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Instruction	All students are exposed to daily language arts instruction utilizing Journeys and other resources.	Academic Support Program	08/18/2015	10/01/2016	\$75000	Teachers, administrators, support staff
Math Instruction	All students are exposed to daily math instruction utilizing Everyday Math and additional resources.	Academic Support Program	08/18/2015	10/01/2016	\$100000	Teachers, administrators, support staff
iReady Instruction	Students receive a minimum of 100 minutes per week of additional personalized online instruction in reading and math to support and reinforce the concepts being taught in the classroom.	Academic Support Program	08/18/2015	10/01/2016	\$35000	Teachers, administrators, support staff
PLC Team Meetings	Grade level support teams will meet regularly to discuss student performance and progress based on several sources of student data. Student placement and/or services may be adjusted as a result of the findings in these meetings.	Academic Support Program	08/18/2015	10/01/2016	\$0	Teachers, administrators, support staff
Total					\$210000	

Highlands Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ALEKS Math	All students will utilize ALEKS math, a computer-based program that allows for additional personalized instruction based on individual student needs.	Academic Support Program	08/18/2015	10/01/2016	\$15000	Teachers and administrators
Reading Plus	Students needing additional reading support, as indicated by classroom performance and assessment data, will receive additional reading instruction.	Academic Support Program	08/18/2015	10/01/2016	\$10000	Teachers and administrators
PEAK Volunteer Program	Community volunteers will work one-on-one with students needing individual support in reading and/or math.	Academic Support Program	08/18/2015	10/01/2016	\$0	Teachers, administrators, community volunteers
Technology Integration	Students and teachers will utilize the computers to facilitate meaningful real-world learning experiences that support and reinforce other classroom learning.	Technology	08/18/2015	10/01/2016	\$800000	Teachers, administrators, technology department, assistant superintendent

KDE Comprehensive Improvement Plan for Districts

Fort Thomas Independent

Computer-based Intervention	Students needing extra support in reading and math (as determined by classroom performance, STAR Enterprise scores, EPAS scores, etc.) will utilize programs such as ALEKS or Reading Plus for remediation.	Academic Support Program	08/18/2015	10/01/2016	\$10000	Teachers and administration
Technology Enhancement	Teachers and students will each be assigned a laptop that can be accessed from the classroom or from home at the point of need. Technology specialists will be available to help teachers construct lessons that allow students to utilize technology to do things they could not do without it.	Technology	08/18/2015	10/01/2016	\$800000	Teachers, Administrator s, Technology Department
Academic Achievement Coordinator	An academic achievement coordinator will be hired to support at-risk students.	Behavioral Support Program, Parent Involvement, Academic Support Program	08/18/2015	10/01/2016	\$50000	Academic Achievement Coordinator, Teachers, Guidance Counselors, Administrator s
Total					\$1685000	

Highlands High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ALEKS Math	All students will utilize ALEKS math, a computer-based program that allows for additional personalized instruction based on individual student needs.	Academic Support Program	08/18/2015	10/01/2016	\$15000	Teachers and administrators
Reading Plus	Students needing additional reading support, as indicated by classroom performance and assessment data, will receive additional reading instruction.	Academic Support Program	08/18/2015	10/01/2016	\$10000	Teachers and administrators
Technology Integration	Students and teachers will utilize the computers to facilitate meaningful real-world learning experiences that support and reinforce other classroom learning.	Technology	08/18/2015	10/01/2016	\$800000	Teachers, administrators , technology department, assistant superintendent
Test Question Bank	Teachers will implement the use of EOC released items and sample test questions into their classroom instruction so that students are familiar with both content and format.	Academic Support Program	08/18/2015	10/01/2016	\$0	Teachers
Transition Courses	Specialized courses in math and English/reading will be required for those seniors not meeting ACT benchmarks.	Academic Support Program	08/18/2015	10/01/2016	\$0	English and math classroom teachers, guidance counselors, administration

KDE Comprehensive Improvement Plan for Districts

Fort Thomas Independent

Career Clusters	Upon entry into high school, students will be advised regarding various options for career clusters and career pathways.	Career Preparation/Orientation	08/18/2015	10/01/2016	\$0	Guidance counselors and administration
Computer-based Intervention	Students needing extra support in reading and math (as determined by classroom performance, STAR Enterprise scores, EPAS scores, etc.) will utilize programs such as ALEKS or Reading Plus for remediation.	Academic Support Program	08/18/2015	10/01/2016	\$10000	Teachers and administration
Technology Enhancement	Teachers and students will each be assigned a laptop that can be accessed from the classroom or from home at the point of need. Technology specialists will be available to help teachers construct lessons that allow students to utilize technology to do things they could not do without it.	Technology	08/18/2015	10/01/2016	\$800000	Teachers, Administrator s, Technology Department
Freshman Mentoring	Incoming ninth-grade students will participate in a mentoring program to help ease their transition to high school.	Academic Support Program	08/18/2015	10/01/2016	\$1000	Guidance Counselors and Administrator s
Specialized Courses	Students needing extra support will be scheduled in courses designed to meet their individual needs and/or remediate skills.	Academic Support Program	08/18/2015	10/01/2016	\$0	Teachers, Administrator s, Guidance Counselors
Student Involvement	Teachers will utilize homeroom to explain and advise students regarding various opportunities for school involvement.	Academic Support Program	08/18/2015	10/01/2016	\$0	Teachers
Academic Achievement Coordinator	An academic achievement coordinator will be hired to support at-risk students.	Behavioral Support Program, Parent Involvement, Academic Support Program	08/18/2015	10/01/2016	\$50000	Academic Achievement Coordinator, Teachers, Guidance Counselors, Administrator s
Total					\$1686000	

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?

All five of our schools are performing extremely well under the Unbridled Learning accountability system in Kentucky. With our most recent assessment data, Fort Thomas Independent ranked number one out of all 173 school districts in our state. The district was classified by the Kentucky Department of Education as a "District of Distinction" in 2012, 2014, and 2015. Each of our schools is labeled "Distinguished" and ranks in the 96th percentile or higher among all schools in the state.

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?

Areas of strength include a graduation rate of 96% and a college and career readiness rate of 88%. Overall achievement scores are very high.

Opportunities for Improvement

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

Opportunities for improvement include meeting proficiency goals in reading at the elementary level and increasing achievement for students in our identified gap groups.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

Star Enterprise serves as a universal screener that allows us to monitor student growth throughout the year and make instructional adjustments as needed. Teachers and administrators utilize PLC time to analyze student performance data and plan additional instruction, intervention, or enrichment opportunities as needed to maximize each student's learning.

Conclusion

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

Our next steps will be to evaluate the success of our assessment and intervention programs based upon student results and make recommendations for any changes that may need to be made for next year, particularly in regard to staffing and scheduling at the elementary level. Additional professional development opportunities will be provided for teachers on topics such as utilizing data to better inform instruction, differentiating instruction, standards-based instruction, and developing assessments to measure student mastery.

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:

College and Career Readiness

Measurable Objective 1:

achieve college and career readiness by maintaining or increasing our current percentage (88%) of students identified as college and/or career ready by 10/01/2016 as measured by the School Report Card Next Generation Learners Achievement Data.

Strategy1:

Effective Instruction - Teachers are highly qualified and knowledgeable regarding both content and effective pedagogy.

Category: Human Capital Management

Research Cited:

Activity - Hire and Support Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Only the most qualified teachers will be hired, and teachers new to Fort Thomas Independent Schools will participate in a year-long series of seminars for induction and professional learning.	Recruitment and Retention	08/18/2015	10/01/2016	\$1000 - District Funding	District and School Leadership

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

Goal 1:

Novice Reduction

Measurable Objective 1:

collaborate to reduce the number of novice students in reading and math so that the averaged combined novice rate for the district falls from 3% in 2015 to 1.5% by 10/01/2019 as measured by the School Report Card Next Generation Learners Achievement Data.

Strategy1:

Collaboration - Utilizing classroom and assessment data, support teams will collaborate to increase the numbers of students who are

proficient in reading and math.

Category: Continuous Improvement

Research Cited:

Activity - Advisory Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level and team member teachers, along with support staff and administrators, will meet regularly to discuss student performance and growth. Instructional decisions regarding student placement and participation in intervention programs will be made in these meetings when supported by data.	Behavioral Support Program Academic Support Program	08/18/2015	10/01/2019	\$0 - No Funding Required	Teachers, Administrators, Support Staff

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	http://www.fortthomas.kyschools.us/	

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	No	We do have one teacher who is emergency certified for the grade level she is teaching even though she is a certified teacher.	

Label	Assurance	Response	Comment	Attachment
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	Our district provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

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

KDE Comprehensive Improvement Plan for Districts

Fort Thomas Independent

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.	N/A		

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.	N/A		

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		

KDE Comprehensive Improvement Plan for Districts

Fort Thomas Independent

Label	Assurance	Response	Comment	Attachment
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	Our district ensures proper maintenance of records according to federal program guidelines.	Yes		

Label	Assurance	Response	Comment	Attachment
19.	Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds.	Yes		

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

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

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

KDE Comprehensive Improvement Plan for Districts

Fort Thomas Independent

Label	Assurance	Response	Comment	Attachment
23.	Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget.	Yes		

Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that set-aside funds for neglected institutions in the district are expended on identified student needs.	Yes		

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	Yes		

Label	Assurance	Response	Comment	Attachment
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	Yes		

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

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

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		

KDE Comprehensive Improvement Plan for Districts

Fort Thomas Independent

Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes		

Label	Assurance	Response	Comment	Attachment
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.	Yes		

Label	Assurance	Response	Comment	Attachment
34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes		

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

KDE Comprehensive Improvement Plan for Districts

Fort Thomas Independent

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?

We were unable to identify any barriers.

List the data sources used to identify the barriers.

TELL Survey Data
PGES Data
School Report Card Data

What are the root causes of those identified barriers?

Not applicable.

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

We have a highly effective, very experienced staff.

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.

While we do not have a district policy on this topic, we do make every effort to hire the most effective and experienced teachers available so that every child is in the classroom of an effective teacher.

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?

Based on our data, we do not have any ineffective or out-of-field teachers.

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

As a district, we do not analyze student level data to design targeted recruitment of teachers and leaders.

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?

When completing the hiring process, the district hires teachers with the appropriate disposition and background to meet the needs of all of the students they will be serving.

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?

When completing the hiring process, the district hires teachers with the appropriate disposition and background to meet the needs of all of the students they will be serving.

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.

Teachers receive ongoing training in best practices for highly effective instruction. In addition, our district has a very competitive salary

schedule. We minimize distractions and protect instructional time. As a result, teachers feel supported and want to stay.

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

In addition to the district professional learning that is required for all staff, teachers who are new to our district are also required to participate in two days of New Teacher Orientation, as well as a series of six Educational Study Seminars (for a total of 9 additional hours).

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

Not applicable

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

TELL results have been reviewed by building and district level administration, as well as by the Board of Education. We feel that our positive TELL results provide us with a recruiting advantage and encourage current teachers to stay in our district.

Questions

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

Our goal as a district is continuous improvement in all areas. As a district, we want to provide an engaging, challenging, and safe learning environment for all students delivered by the most highly qualified, highly effective teachers available.