December 2017 Phase III: Executive Summary for Districts_11172017_15:03

Phase III: Executive Summary for Districts

Kenton County
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Phase III: Executive Summary for Districts

Executive Summary

Description of the District

> Describe the district 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?

Located in Northern Kentucky, the Kenton County School District is the sixth largest school district in the Commonwealth serving over 14,600 students in state-of the art facilities, including 10 elementary schools serving grades K-5; 1 P-8 STEAM Academy, 3 middle schools serving grades 6-8; 3 high schools serving grades 9-12, 1 choice career academy serving grades 9-12; 9 preschools serving nearly 350 three and four year old students, also housed in elementary schools. Programs for students with disabilities are accessible in every school and program. The number of students identified with an educational disability is nearly 2000, approximately 14% of the total student enrollment. Kenton County is a blend of suburban and rural areas experiencing population growth of 4.8% over the last 8 years. Located at the Northern tip of the state, the district encompasses a geographic area of approximately 164 square miles. The Kenton County School District is the 4th largest employer in Kenton County and the 11th largest employer in Northern Kentucky. The population of Kenton County is approximately 164,945. Of this group 91% are white, 5% are African-American, and 3% are Hispanic. Eighty-nine percent (89%) are high school graduates and 29% have a Bachelor's degree or higher. Median household income is $54,296: 13% live below the poverty level. - The district is home to students with 37 different home languages. 88% of the students are white, 4% are Hispanic/Latino, 2% are African American, 2% Asian, and 4% other. - The Free and Reduced Lunch population is 43.66%. Sixteen (16) schools have a Free and Reduced Lunch rate over 20% thus qualifying them for Family Resource Youth Service Centers. - Overall attendance rate for all students is 95.8%. - 100% of classrooms provide internet connection, with a student to computer ratio of 1.8:1. - Approximately 15,000 meals are provided daily by food service. - Buses travel over 3 million miles each year to service the students within our district. With a new Superintendent at the helm as of July 2017, we look forward to continued growth and excellence, as in the Kenton County School District, Team Kenton is about ALL kids.

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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 The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are college and/or career ready and prepared for the 21st Century Economy. Core Beliefs It's About ALL Kids. It is our responsibility to ensure every child reaches his or her maximum learning potential. All students deserve a safe positive and supportive environment. Every student should have an adult advocate in the school setting. Students learn best when actively engaged in the learning process. Maintaining high expectations leads to higher levels of student achievement. All students are inspired to learn when provided rigorous, relevant, innovative and creative learning opportunities in a positive environment. Recognition and appreciation of cultural, social, physical, and economic differences creates a healthy learning community. Sharing and using results to inform our decisions about instruction, resources, and curriculum leads to higher levels of student achievement. Students, educators, staff, families, business, and the community share in the responsibility for creating an environment in which all students can learn and succeed at high levels. High quality public education is essential to our

democracy and economic growth. District-Wide Goals 5 Star School District (Demonstrating Student Success) Every School 5 Star Transition Readiness Rate (CCR) 95% ACT 22 Graduation Rate 95% Attendance 96.25% Students Reading on Grade Level Exiting 3rd-95% Beginning in elementary (Primary), ALL students will participate in at least one activity providing a meaningful connection to school beyond the regular classroom Remain fiscally solvent/efficient

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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: State and National Highlights since 2015-16 Our Students - Over $12 million in Scholarship Money earned by the Class of 2017 - 30 Governor's Scholars (2017) - 8 Governor's School for the Arts Participants (2017) - National Yes I Can! Award Nominee (2017) - Two LGEC Regional Winners (2017) - Overture Award Finalist (2017) - KHSSA Girls Soccer Student-Athlete of the Year (2017) - UCA (Cheerleading) National Champions (2017) - Two perfect ACT scores (2017) - Six National Merit Semi-Finalists (2017) - Back to back state diving champion (2016 and 2017) - State wrestling champion (2017) - Three National Merit Semifinalists (2016) - State Diving Champion (2016) - State Wrestling Champion (2016) - Jefferson Award for Outstanding Service (2016) - Over $15 million in Scholarships earned by the Class of 2016 - 27 students selected for Governor's Scholars Program (2016) - Three National Scholastic Writing Awards (2016) - One National Scholastic Art Award (2016) - State Mock Trial Winner (2016) - Read180 National Award Winner (2016) - One National Merit Semifinalist (2015) Our Staff - 2017 KY Teacher of the Year finalist (Carla Oetinger, Ryland Heights) - STAK Transportation Garage of the Year (2017) - 2017 KyAEA Art Teacher of the Year (Charity Harrier, Simon Kenton) - 2017 Ann S. Booth Mathematics Education Service and Achievement Award - 2017 Hope Street Group Kentucky Teacher - Fellow 2018 Music Educator Award Quarterfinalist - Two New National Board Certified Teachers (2016) - Counselor Advocate of the Year (2016) - PAEMST Award Finalist (2016) - Kentucky Middle School Music Teacher of the Year (2016) - PLTW Computer Science Teacher of the Year (2016) - KyAEA High School Art Teacher of the Year (2016) - 66 National Board Certified Teachers (2015) - Delta Kappa Gamma - Alpha Gamma State "Women of Vision" Award (2015) - Delta Kappa Gamma - Educational Excellence in the Classroom Award (2015) Our District - 2017 Energy Star Partner of the Year – Sustained Excellence - All preschools: 5-Star Rating from the Cabinet for Health and Family Services (2017) - Energy Star Partner of the Year for Sustained Excellence (2016) - KySTE Outstanding Leader Award (2016) - STAK Outstanding Superintendent Award (2016) - NSPRA Honorable Mention Winner (2016) - 12 OASIS Awards (2016) - Distinguished District with Eight Distinguished Schools, including three top 20 Schools of Distinction and two High-Performing Schools, in 2015-16 School Report Card -100% Tobacco Free - Energy Star Partner of the Year for Sustained Excellence (2015) Areas for Improvement: Students with Disabilities continue to score below the state as compared to all students in Reading and Math. - High School Reading %Proficient/Distinguished Students with Disabilities District 41.1/ State 43.9 - High School Math %Proficient/Distinguished Students with Disabilities District 10/ State 12.4 - Middle Reading %Proficient/Distinguished Students with Disabilities District 17.7/ State 26.4 - Middle Math %Proficient/Distinguished Students with Disabilities District 13.5/ State 19.1 - Elementary Reading %Proficient/Distinguished Students with Disabilities District 33.8/ State 35.6 - Elementary Math %Proficient/Distinguished Students with Disabilities District 25.6/State 28.8 Students are below the state average for meeting College and Career Readiness. - College and Career Readiness District 63.2/ State 65.1 - 14% of high school seniors are Career Ready The 4-year cohort graduation rate decreased. - The average high school 4-year cohort graduation rate declined from 93.3% in 2016 to 92.2% in 2017.

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Additional Information

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

Kenton County Academies of Innovation and Technology The Kenton County Academies of Innovation and Technology (KCAIT) are in their sixth year and available to any high school student enrolled in the Kenton County School District. Each academy uses an inquiry-based/performance-based method where the lines between "technical"and "academic" are deliberately blurred. All scholars use technology to research, produce, and present across disciplines. Much of the class work is project-based and incorporates real world application. Scholars with interests in STEM (Science, Technology, Engineering, and Mathematics) are encouraged to apply. Curriculum is framed around answering questions and solving problems. Integration means we address issues as they are found in the real world: in teams, studying questions and themes that cut across academic disciplines. Teachers collaborate within an academy to develop coherent programs by intersecting their curricula wherever possible. Each academy has a technical and two core content classes. The core content classes are taught with an emphasis and "flavor" of the career class. Each core content class covers the same curriculum as the core content classes taught at the traditional high schools. However, academy core content classes are unique because they are taught by integrating the topics taught in the career class. Scholars have seven different academies in which to apply to enroll. Each offer credits the same as their high schools. Scholars attend for half a day and the other half a day at their traditional high school. The seven career academies are: Biomedical Sciences, Engineering, Informatics/Computer Sciences, Military Prep, Future Educator, Women in Engineering and the Gemini College Academy. District Community The Kenton County School District offers strong systems to support all schools. Local school communities make decisions about ways to enhance those systems for their children through School Based Decision Making Teams (SBDM). School councils promote shared leadership among those who are close to the students. Membership of each council includes parents, teachers and an administrator of the school. The council has the responsibility to set school policy and make decisions which shall provide an environment to enhance student achievement and help meet the goals. Making decisions through shared decision making results in a greater commitment to implementing decisions that will enhance the achievement of students. During the last school year approximately 10,000 parents attended at least one parent teacher conference. There are also a number of volunteers that provide service within the school setting. Approximately 40,000 hours were logged last year by adults volunteering their services. The district employs 1,728 staff members. Of those 963 are certified employees 765 are classified staff. Of the district's core academic teachers, 100% are Highly Qualified under the guidelines of No Child Left Behind. 58 teachers are National Board Certified. The average years of teaching experience is 13. The transportation department employs 141 full time bus drivers, and 7 mechanics. Buses log 10,810 miles per day and transport approximately 10,475 students (including private school students). There are 178 buses, including 21 special needs buses and 12 preschool buses. Facilities are maintained by 8 maintenance technicians (3 HVAC, 1 Plumber, 2 Carpenters, 1 Electrician, 1 Mail Carrier) and 82 custodians. Green Energy The Kenton County School District believes school buildings should use less energy, demonstrate sound environmental practices and serve as fundamental tools for learning. All of our school construction and/or renovation projects focus on high performance features, student involvement, and increased student performance. The commitment of the Kenton County School District to high performance, sustainable school design can be demonstrated by a number of firsts: - First LEED® Silver Certified school in Kentucky - First schools to receive consecutive ENERGY STAR® Labels - First true daylit school in Kentucky - First school with rainwater catchment - First school with solar PV Our newest school facilities

feature high performance design features such as: - Daylight harvesting - Solar panels - Rainwater catchment systems - Vital signs systems - Green building materials - Geothermal heating and cooling - Vegetated roofs - ICF (insulated concrete forms) walls We believe that school construction and renovation projects provide excellent opportunities for student involvement and rigorous and relevant instruction. Most recently, the students at Fort Wright Elementary School, KCAIT Edgewood Campus, Woodland Middle, and Scott High Schools were involved with the construction/renovation of their schools in many ways. School district expenditures play an important role in the Kenton County School District economic environment. The district is committed to compensation and professional development to attract and retain effective staff. Salary schedule increases have been implemented for the past five years along with teacher training funded through grants and budget allocations. Technology infrastructure upgrades and equipment additions are evident throughout district schools providing the foundation for more innovative teaching practices, access to additional lessons and online activities for students in all grade levels. Efficiency in staffing, energy conservation measures, and strategic use of grant funds have kept General Fund total expenditure growth to 2.9% over the past three years. Retirement plan funding is currently being reviewed by the state legislature and will affect future benefits expenditures for all state government divisions. The General Fund expenditure contingency has averaged 8.8% of the total budget in 2015-2017. The Kenton County School District has levied three nickels against local property assessment, which will support continued improvement with the capital construction program. Community Engagement The Community Engagement department communicates the district's goals to the public utilizing technology, network television, marketing, and public relations. - Superintendent Student Leadership Advisory- Students from each of the three high schools meet to advise the superintendent on the needs of their schools in relation to the overall district goals. - Bornlearning- Early childhood development program in our elementary schools helps create a sense of community for families and gives strategies to ensure kindergarten readiness. - @TheKCSD- Twitter account that now has more than 7 thousand followers in the district to share the great news at all of our schools. - The district offers a selection of over 150 extracurricular activities, including over 17 sports between the schools. - Community Education-The district welcomes adults and children into our schools throughout the year to participate in a wide range of community learning projects. Our goal is to continue to add worthwhile programs that are school and/or community generated to give students and families in our areas a closer connection to our schools. - Business Partnerships-The district has extensive partnerships with our business community. All seven KCAIT (Kenton County Academies of Innovation and Technology) have business advisory members who work directly with students, advising them of their research projects twice a year. Post-Secondary partners include, Gateway Community College, Thomas More College, Northern Kentucky University, University of Cincinnati, and Cincinnati State. Our students hold apprenticeships with over 50 different companies, including St. Elizabeth Hospital, Mazak, Duke Energy, and JC Penney's. - The District Communication Department provides, both instructional and informational videos found on YouTube, accessed through the district's home webpage. - Education Foundation-Created by alumni, the Kenton County Education Foundation is a nonprofit organization that provides scholarships to students to pursue post-secondary education. Since 1988 the foundation has awarded over $100,000 to over 100 seniors. - #TeamKenton Foundation is a newly formed non-profit organization whose goal is to raise money for Kenton County students and has in it's bylaws that no salaries shall be paid from monies raised by the foundation. Gifted and Talented The Kenton County School District identifies and serves gifted youth within our schools to ensure an appropriate level of instruction to reach the potential of each student. High potential learners at the primary level and identified gifted students in grades four through twelve are provided articulated services to differentiate their instruction, therefore meeting their individual needs. Our schools offer multiple service delivery options such as acceleration, honors and Advanced Placement courses, collaborative teaching, special counseling services, distance learning, enrichment services,

independent study, mentorship, resource services, seminars, and individualized or cluster grouping differentiated instructional strategies to students in the PTP- Primary Talent Pool (Grades K-3) or students formally identified in grades four through twelve. EL The Kenton County EL (English Learners) Program is designed to assist students with limited English proficiency to speak, read, write and comprehend the English language, and to meet challenging state content goals to close the gap between LEP (limited English proficient) students and non-LEP students. A high-quality language instructional program with qualified personnel is implemented to prepare LEP students to successfully attain English and participate in all-English classrooms. State and district academic assessments are used to assess annual progress in English and in academic achievement. The LEP student population is equitably represented in gifted education, special education and in all other services provided for all students. Currently, there are 342 English Language Learners in the district. This population represents students in grades preschool through high school. There are 37 different languages with Spanish as the most prevalent language. AP/Dual Credits Over 31 Advanced Placement classes are offered at the high schools. The percent of scores on AP exams that were a 3 or higher is 68%. Students at all district high schools are also eligible to earn dual credits through select courses in partnership with Northern Kentucky University, Thomas More College, Murray State University, Kentucky State University, Eastern Kentucky University, Morehead State University, Gateway Community and Technical College, and many others. Preschool Program The Kenton County Preschool Program is a Five Star Rated Program serving children who meet eligibility criteria as defined by the Kentucky Department of Education. The preschool program is available to families with four-year-old children who are income eligible, as well as families with three and four-year-old children with delays in their development, regardless of income. The family must reside in the Kenton County School District in order to attend the preschool program. The program is available at no cost to the family (other than lunch fees if the child is not free lunch eligible). Preschool classrooms are located in nine of the elementary schools in the Kenton County School District, serving the needs of approximately 350 preschool children. Each classroom is staffed to meet the needs of the participating students with a certified teacher and at least one teaching assistant. The majority of current preschool teachers are Master's level teachers with an Interdisciplinary Early Childhood Education (IECE) teaching certificate. All teaching assistants in the preschool program have completed curriculum training and receive ongoing professional development. Special Education In The Kenton County School District, we believe that ALL children can learn at high levels regardless of their ethnicity, ability, gender, socio-economic status, native language, or whether they have a disability. A wide variety of programs and services are available to students with exceptionalities within the Kenton County School District to ensure all students have access to a Free Appropriate Public Education (FAPE). These services focus on increasing student achievement and postsecondary outcomes by providing access to a rigorous curriculum in the Least Restrictive Environment. All schools provide special education and related services for students with academic and social emotional deficits by offering specially designed instruction and support within the general education classroom and resource room as prescribed by their IEP. For our more complex learners, the KCSD offers specialized programs throughout our district should the ARC determine it's required to ensure FAPE. Students with low-incidence disabilities, autism, or emotional behavior disabilities have access to high-quality academics and the program modifications and supports required for success. Special education consultants with expertise in behavior, autism, instructional strategies, and compliance allow direct support and training to teachers. Related service personnel work collaboratively with district and building level staff to support individual student needs. Special education leads are identified at each building to receive additional training to empower teacher leaders and establish resources within the building for supporting student needs. Additionally, an assistive technology team is available to provide training to teachers and support students by identifying appropriate communication devices, and other tools essential for access and independence. Title I The Title I program, one of the largest federal aid programs, sends money to the school districts based on

census counts of children from low-income families and children in several smaller categories, such as foster children, homeless children and those living in correctional institutions. Those schools with 40% or more of their population low income are served with a "Schoolwide" program. Kenton County has nine schools that receive schoolwide funding - Beechgrove Elementary, J. A. Caywood Elementary, Ft. Wright Elementary, Piner Elementary, River Ridge Elementary, Ryland Elementary, Taylor Mill Elementary, Summit View Academy, and White's Tower Elementary. Schools with less than 40 percent low income, that are identified as Title 1, offer a "Targeted Assistance" program where participating students receive instruction to increase achievement on the state standards. Kenton County has one school that receives Targeted Assistance funding Kenton Elementary. Instructional Technology Kenton County Schools is integrating technology into classrooms to enhance deeper learning of content and build 21st Century skills based off of the seven ISTE (International Society for Technology in Education: https://www.iste.org/standards/for-students) standards for students. District consultants work with teachers in ways to; gather and utilize student data, create digital tools to help instruction i.e. formative assessments and assessment analyzers, and help students/teachers collaborate more utilizing various technology tools.

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eProve diagnostics

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

eProve diagnostics

December 2017 CDIP Phase II: Equitable Access to Effective Educators District Diagnostic_10092017_13:21

CDIP Phase II: Equitable Access to Effective Educators District Diagnostic

Kenton County
Henry Webb
1055 Eaton Dr
Fort Wright, Kentucky, 41017
United States of America

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CDIP Phase II: Equitable Access to Effective Educators District Diagnostic

Equitable Access to Effective Educators District Diagnostic

Equity Data Analysis:

Provide a brief analysis of the completed district data chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators. This data analysis should be included in the Comprehensive District Improvement Plan needs assessment. The analysis should address items and/or themes highlighted in yellow. **NOTE:** Attachments Required

-Most recent teacher turnover data for the Kenton County School district is 12.92% from 2017. - Teachers with experience of three years or less is 22.93% this year. Schools in the Kenton County School District engage in ongoing analysis of student data to determine staffing need, individualized for each building. For example, if data analysis identifies a need in the area of mathematics a staffing plan is developed by the school which emphasizes opportunities of math support and enrichment through classes with increased frequency, intensity or duration. Highly qualified and effective staff are then recruited and hired. Job fairs, collaboration with university partners and social media are a few methods that the district utilizes to recruit highly skilled teachers. In many cases, the district's excellent reputation and competitive salary structure entice diverse teachers and leaders to want to become part of the district's instructional team. Teachers are hired using each school's SBDM consultation policy. Beyond the initial hiring process, administrators follow SBDM policies for student assignment when placing students into classes each year. All teachers are highly qualified for the courses they are teaching and extensive professional learning is given for those teaching EL or Exceptional students regardless of their previous experience. No pattern of assigning inexperienced or ineffective teachers is noted at any schools. The Kenton County School District emphasizes quality instructional practices in every classroom every day for every student. Our commitment to quality instructional practices guides our hiring screening process and yields a highly qualified and effective teaching staff. Through monthly feedback to teachers following Professional Practices Rubric (PPR) Walks, teachers refine their teaching practices to meet the differentiated needs of students in their classrooms. Through dynamic leadership, administrative support and professional learning, teachers and leaders in the highest poverty schools have some of the highest overall accountability indices in the district. Nurturing the belief that all students can learn at high levels has been proven to be true through state and local assessment data. When schools or teachers struggle with meeting the needs of students, additional support and assistance is provided through instructional consultants, professional learning and targeted guidance. Quality instructional practices are identified, recognized and rewarded in the Kenton County School District. Through PPR Walk Feedback Forms, teachers are provided written feedback and recognition of the effective instructional practices that were observed. The district webpage also identifies accomplishments and achievements of school staff. Furthermore, staff are publicly recognized at the annual Excellence in Education Dinner and at monthly school board meetings.

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Barriers and Root Causes:

Identify your district's **barriers** to ensuring equitable access to effective educators for the students most at-risk (students experiencing poverty, minority students, English Learners, students with disabilities) in the district. Explain the **reasons** why these barriers exist. **NOTE:** Attachments Optional

Barriers that are sometimes seen in hiring highly skilled personnel include: - Certification requirements in high schools coupled with changes in course guide offerings - Availability of personnel with certification for teaching students with disabilities - Availability of teachers with unique certifications such as world languages, business, and specific career fields - Availability of

teachers with certifications in specialized science fields such as biology, chemistry, and physics We believe that the best way to retain quality teachers is to continue to train and help them grow to have success with their students. For this reason, we have established and continue to refine the following: - District New Teacher Orientation/Professional Development - All first year teachers complete the Kentucky Teacher Internship Program. - Schools differentiate the professional learning offered to experienced, yet new teachers to the district through assigning a mentor, and/or having standing new teacher trainings to fill any necessary gaps of understanding with programs, procedures, structures, etc. - District consultants are regularly used to support new teachers. Consultants work with teachers through Professional Learning Community meetings and in classrooms. - Our district has developed guidelines for teacher support and assistance. This document gives the evaluators guidance on how to provide tiered support and assistance to teachers in order to improve performance and meet performance expectations. - District expectation for principals/assistant principals: visit each classroom providing coaching feedback at least once per month. - Principals and Assistant Principals are trained monthly on best practices in curriculum, instruction, and assessment. Often times this is a train the trainer type session. A big part of this monthly meeting is the ongoing coaching and calibration with our Professional Practices Rubric/Quality Instruction Feedback. - Professional Growth Academy (PGA) sessions are developed based on areas of need as noted through data and PPR Walks.

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Goal Setting:
Complete the District Equity Measures tab within the Equity Workbook. Updated and/or new measures should reflect the analysis of data, barriers, and root causes as listed above. Review the equity measures within this diagnostic and the goals in your CDIP. How are the concerns that have surfaced in the District Equity Measures, analysis of data, barriers and reasons for the barriers reflected in current CDIP goal(s)?

• If so, insert the associated CDIP goal(s) in the cell below.
• If not, create new SMART goal(s) to include in your CDIP to reflect this concern and insert it in the cell below.

***Goals should be set high enough to encourage and inspire increased effort while still being attainable.
NOTE: Attachments Optional

Goal 1- Proficiency: The district will increase the combined reading and math proficiency for all students from 62.5% in 2017 to 78.1% in 2019 (elementary), from 57.1% in 2017 to 76.5% in 2019 (middle), and from 50.4% in 2017 to 73.2% in 2019 (high), as measured by the school report card proficiency data.

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Strategies and Activities:
Identify **at least one** strategy and activity to address **each goal** identified above that is/will be embedded in the Comprehensive District Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve educator effectiveness; and strategies to retain educators, particularly in high needs schools. Once implemented, these should assist the district in meeting the equity-related goals set in the previous section.

***The purpose is to ensure that equitable access to effective educators is incorporated into district planning.
NOTE: Attachments Optional

Strategy- KCWP 2: Design and Deliver Instruction Activity- Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
⊞ KCSD Equity Data	District Data as of Fall 2017	

Schools (Rank from highest to lowest poverty)	Students Enrolled (SRC or IC) #	Certified Teachers (SRC) #	Minority Students (SRC or IC) #	%	# of Minority Certified Teachers (SRC) #	%	# of Minority Principals and Assistant Principals (Payroll) #	%	Students experiencing Poverty (Free/Reduced Priced Meals) (SRC or IC) #	%	English Learners (SRC or IC) #	%	Students with Disabilities (SRC or IC) #	%	Teachers that are teaching one or more courses out-of-field (HR) #	%	KTIP, new (0 years experience), or emergency certified (KTIP Coordinator) #	%	Teachers with 1-3 years of experience (Payroll) #	%	Teachers with 4 or more years of experience (Payroll) #	%	# of Principals and Assistant Principals with 0-3 years of experience (Payroll) #	%	Percentage of teacher turnover (IC) #	%	Percentage of National Board Certified Teachers #	%	*Self-Selected Indicator (Optional) #	%	*Self-Selected Indicator (Optional) #	%
JA Caywood ES	640	36	174	27%	0	0.00%	0	0.00%	392	61.25%	64	10.00%	107	16.72%	0	0.00%	1	2.78%	5	13.89%	30	83.33%	0	0.00%	4	11.11%	3	8.33%				
Beechgrove ES	727	43	115	16%	0	0.00%	0	0.00%	435	59.83%	18	2.48%	120	16.51%	0	0.00%	4	9.30%	8	18.60%	31	72.09%	0	0.00%	3	6.98%	5	11.63%				
River Ridge ES	1044	58	245	23%	0	0.00%	0	0.00%	568	54.41%	96	9.20%	177	16.95%	0	0.00%	2	3.45%	13	22.41%	43	74.14%	1	33.00%	10	17.24%	9	15.52%				
Ft Wright ES	466	32	111	24%	1	3.13%	0	0.00%	248	53.22%	18	3.86%	78	16.74%	0	0.00%	0	0.00%	4	12.50%	28	87.50%	0	0.00%	1	3.13%	2	6.25%				
Piner ES	367	24	18	5%	0	0.00%	0	0.00%	173	47.14%	5	1.36%	63	17.17%	0	0.00%	1	4.17%	3	12.50%	20	83.33%	0	0.00%	3	12.50%	1	4.17%				
White's Tower ES	583	37	43	7%	0	0.00%	0	0.00%	271	46.48%	4	0.69%	108	18.52%	0	0.00%	3	8.11%	6	16.22%	28	75.68%	0	0.00%	7	18.92%	2	5.41%				
Taylor Mill ES	615	41	80	13%	0	0.00%	0	0.00%	283	46.02%	10	1.63%	97	15.77%	0	0.00%	2	4.88%	14	34.15%	25	60.98%	0	0.00%	6	14.63%	2	4.88%				
Summit View Academy	1467	89	174	12%	0	0.00%	0	0.00%	639	43.56%	13	0.89%	242	16.50%	0	0.00%	3	3.37%	21	23.60%	65	73.03%	0	0.00%	11	12.36%	3	3.37%				
Ryland Heights ES	555	33	46	8%	0	0.00%	0	0.00%	240	43.24%	6	1.08%	90	16.22%	0	0.00%	1	3.03%	1	3.03%	31	93.94%	0	0.00%	3	9.09%	9	27.27%				
Woodland MS	725	41	87	12%	2	4.88%	0	0.00%	313	43.17%	3	0.41%	111	15.31%	0	0.00%	2	4.88%	19	46.34%	20	48.78%	0	0.00%	8	19.51%	0	0.00%				
Turkey Foot MS	1145	55	223	19%	1	1.82%	0	0.00%	468	40.87%	29	2.53%	97	8.47%	0	0.00%	4	7.27%	14	25.45%	37	67.27%	0	0.00%	14	25.45%	2	3.64%				
Dixie Heights HS	1448	72	252	17%	1	1.39%	0	0.00%	554	38.26%	44	3.04%	152	10.50%	0	0.00%	2	2.78%	10	13.89%	60	83.33%	0	0.00%	9	12.50%	4	5.56%				
Scott HS	998	49	108	11%	3	6.12%	0	0.00%	381	38.18%	4	0.40%	102	10.22%	0	0.00%	3	8.33%	6	16.67%	40	81.63%	0	0.00%	6	12.24%	2	4.08%				
Kenton ES	642	36	52	8%	0	0.00%	0	0.00%	245	38.16%	5	0.78%	99	15.42%	0	0.00%	3	8.33%	6	16.67%	27	75.00%	0	0.00%	9	25.00%	1	2.78%				
Twenhofel MS	798	42	46	6%	1	2.38%	0	0.00%	304	38.10%	0	0.00%	88	11.03%	0	0.00%	1	2.38%	9	21.43%	32	76.19%	0	0.00%	3	7.14%	0	0.00%				
Simon Kenton HS	1838	91	126	7%	2	2.20%	0	0.00%	588	31.99%	5	0.27%	189	10.28%	0	0.00%	2	2.20%	19	20.88%	70	76.92%	0	0.00%	3	3.30%	9	9.89%				
RC Hinsdale ES	617	35	75	12%	0	0.00%	0	0.00%	113	18.31%	18	2.92%	44	7.13%	0	0.00%	0	0.00%	1	2.86%	34	97.14%	1	50.00%	3	8.57%	4	11.40%				
TOTAL / DISTRICT AVERAGE	14675	814	1975	13%	2	1.29%	2	0.00%	6215	43.66%	342	2.44%	1964	14.09%	0	0.00%	31	3.94%	162	18.99%	621	77.08%	2	4.88%	2	12.92%	58	7.30%	0	-	0	-

Measures	2016-2017 Baseline	2017-2018	2018-2019	2019-2020
Working Conditions -- Managing Student Conduct	81.30%	81.30%	85.00%	85.00%
Working Conditions -- Community Engagement and Support	88.00%	88.00%	90.40%	90.40%
Working Conditions -- School Leadership	86.40%	86.40%	89.12%	89.12%
Percentage of New and KTIP Teachers	3.94%	3.94%	3.94%	3.94%
Percentage of Teacher Turnover	12.92%	11.95%	10.98%	10.00%

Please complete all columns. **Rows 2-6 are required**.
The 2016-17 Baseline data is what was submitted for school year 16-17.

Working Conditions, Percentage of New and KTIP Teachers, and Teacher Turnover data can be found in the Equity Tab of the School Report Card. Use this data to complete the baseline and establish goals. If the district is achieving a high level of success, it may be better to plan for sustainability rather than to make a goal of 100% or 0%, as applicable. If 100% or 0% are entered as goals the cell will automatically highlight in red to bring this to your attention.
For example, if the managing student conduct score is 97%, the district may choose to set a goal to maintain the score rather than increase it to 100%.

Districts may choose to add additional goals to this table, see some examples above.

***Districts and schools are not required to report teacher or principal effectiveness data to the KDE. However, teacher and leadership effectiveness is essential to ensuring equitable access to effective teachers.** Districts and schools should include this data in the analysis of equitable access to effective educators and in the goals, strategies, and activities of the Comprehensive District Improvement Plan. The data can be analyzed apart from this data, removed from the data table before submission, or left in the table.

Goals should be challenging yet attainable.

December 2017 CDIP Phase III: The Superintendent Gap Assurance_11172017_15:03

CDIP Phase III: The Superintendent Gap Assurance

Kenton County
Henry Webb
1055 Eaton Dr
Fort Wright, Kentucky, 41017
United States of America

Last Modified: 11/21/2017
Status: Open

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CDIP Phase III: The Superintendent Gap Assurance

GAP Target Assurance

As superintendent of the district, I hereby certify that:

○ No school in the district has failed to meet its gap target for two (2) consecutive years.

● **The following School(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below.**

COMMENTS

Please enter your comments below.

Beechgrove Elementary, Dixie Heights High School, Fort Wright Elementary, JA Caywood Elementary, Kenton Elementary, Piner Elementary, RC Hinsdale Elementary, River Ridge Elementary, Ryland Elementary, Scott High School, Simon Kenton High School, Summit View Academy, Taylor Mill Elementary, Turkey Foot Middle School, Twenhofel Middle School, Woodland, Middle School

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

eProve diagnostics

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

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

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

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

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

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

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

Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.

- There are 4 required school-level goals:
  For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.
  For high school: Proficiency, Gap, Graduation rate, and Transition readiness.

- There can be multiple objectives for each goal.

- There can be multiple strategies for each objective.

- There can be multiple activities for each strategy.

1: Proficiency

State your <mark>*Proficiency*</mark> **Goal**

Goal 1: The district will increase the combined reading and math proficiency for all students from 62.5% in 2017 to 78.1% in 2019 (elementary), from 57.1% in 2017 to 76.5% in 2019 (middle), and from 50.4% in 2017 to 73.2% in 2019 (high), as measured by the school report card proficiency data.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
• 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	• KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
The district will increase the combined reading and math proficiency for all elementary students from 62.5% in 2017 to 73.7% in 2018; for all middle school students from 57.1% in 2017 to 71.7% in 2018; and for all high school students from 50.4% in 2017 to 67.8% in 2018 as measured by the school report card proficiency data.	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Plan strategically in the selection of high yield instructional strategy usage within lessons. Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Ensure congruency is present between standards, learning targets, and assessment measures.	Plan of Excellence visits Monitor implementation of Instructional Growth and Development/ Teacher Leader & Induction Program Implementation Plan Monitor implementation of Kindergarten Readiness Implementation Plan	-Harney, Owens, M. Setters- Tier III (semester), Tier II (annually), Tier I (as needed) -Owens, M. Setters- (implementation plan monthly monitoring) -Zimmer (w/Owens support)- (implementation plan monthly monitoring)	Title II PreK
	KCWP 3: Design and Deliver Assessment Literacy	Create formative and summative assessments that are aligned to the standards. Use classroom assessments to inform teacher's instructional decisions. Use assessment evidence to certify student competency or program effectiveness. Use summative evidence to inform what comes next for individual students and groups of students.	Plan of Excellence visits Data Dashboard Monitoring w/ next step planning Ongoing interim data analysis	-Harney, Owens, M. Setters- Tier III (each semester), Tier II (annually) - Cabinet data review (monthly, trimester, semester)	n/a

2: Gap

State your <mark>Gap</mark> Goal

Goal 2: The district will increase the combined reading and math proficiency for non-duplicated gap students from 49.9% in 2017 to 71.3% in 2019 (elementary), from 41.5% in 2017 to 68.3% in 2019 (middle), and from 34.6% in 2017 to 66.6% in 2019 (high), as measured by the school report card proficiency data.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* - 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	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* - KCWP1: Design and Deploy Standards - Continuous Improvement Activities - KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities - KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities - KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities - KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
The district will increase the combined reading and math proficiency for elementary non-duplicated gap students from 49.9% in 2017 to 65.5% in 2018; for middle school non-duplicated gap students from 41.5% in 2017 to 62.0% in 2018; and for high school non-duplicated gap students from 34.6% in 2017 to 59.9% in 2018, as measured by the school report card proficiency data.	KCWP 4: Review, Analyze, and Apply Data	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. Assess with formative and summative assessments that are aligned to the standards and learning targets. Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (using SWOT analysis), creation SMART goals for improvement, and development of a method of quality assurance monitoring.	Plan of Excellence Visits Data Dashboard Monitoring w/ next step planning	-Harney, Owens, M. Setters- Tier III (each semester), Tier II (annually) - Cabinet data review (monthly, trimester, semester)	n/a
	KCWP 5: Design, Align, and Deliver Support	Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. Develop school culture supports, both academic and behavioral, to promote and support learning for all.	Monitor the implementation of Advisor/Advisee/Adult Advocate Implementation Plan for every child Monitor the implementation of a systemic process for compliance and instruction for students with disabilities	- Turner (implementation plan monthly monitoring) - Harney (implementation plan monthly monitoring)	n/a

3: Graduation rate
State your *Graduation rate* **Goal**

Goal 3: The district will increase the graduation rate from 92.2% in 2017 to 95.2% in 2020, as measured by the school report card 4-year adjusted cohort graduation rate.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* ● 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	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* ● KCWP1: Design and Deploy Standards - Continuous Improvement Activities ● KCWP2: Design and Deliver Instruction - Continuous Improvement Activities ● KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities ● KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities ● KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities ● KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
The district will increase the graduation rate from 92.2% in 2017 to 93.8% in 2018, as measured by the school report card 4-year adjusted cohort graduation rate.	KCWP 6: Establishing Learning Culture and Environment	Ensure that student conferencing occurs on a regular basis and such discussions support a culture for learning. Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc.	Monitor the implementation of Advisor/Advisee/Adult Advocate Implementation Plan for every child Data Dashboard Monitoring w/ next step planning	- Turner (implementation plan monthly monitoring) - Cabinet data review (monthly, trimester, semester)	Title I
	KCWP 5: Design, Align, and Deliver Support	Create and monitor a "Watch (Cusp) List" for students performing below proficiency. Develop school culture supports, both academic and behavioral, to promote and support learning for all. Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation.	Monitor the implementation of Advisor/Advisee/Adult Advocate Implementation Plan for every child Data Dashboard Monitoring w/ next step planning	- Turner (implementation plan monthly monitoring) - Cabinet data review (monthly, trimester, semester)	n/a

4: Growth

State your *Growth* Goal

Goal 4: By 2022, the district will increase the percentage of students showing growth in MAP for elementary reading from 48.1% in Spring 2017 to 74.05%; for elementary math from 43.7% in Spring 2017 to 71.85%; for middle school reading from 49.6% in Spring 2017 to 74.8%; and for middle school math from 51.4% in Spring 2017 to 75.7%.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* ● 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	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)* ● KCWP1: Design and Deploy Standards - Continuous Improvement Activities ● KCWP2: Design and Deliver Instruction - Continuous Improvement Activities ● KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities ● KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities ● KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities ● KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
By Spring 2018, the district will increase the percentage of students showing growth in MAP for elementary reading from 48.1% in Spring 2017 to 53.29%; for elementary math from 43.7% in Spring 2017 to 49.33%; for middle school reading from 49.6% in Spring 2017 to 54.64%; and for middle school math from 51.4% in Spring 2017 to 56.26%.	KCWP 4: Review, Analyze, and Apply Data	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. Assess with formative and summative assessments that are aligned to the standards and learning targets. Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (using SWOT analysis), creation SMART goals for improvement, and development of a method of quality assurance monitoring.	Plan of Excellence Visits Data Dashboard Monitoring w/ next step planning	-Harney, Owens, M. Setters- Tier III (each semester), Tier II (annually) - Cabinet data review (monthly, trimester, semester)	n/a
	KCWP 5: Design, Align, and Deliver Support	Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. Develop school culture supports, both academic and behavioral, to promote and support learning for all.	Monitor the implementation of Advisor/Advisee/Adult Advocate Implementation Plan for every child Monitor the implementation of a systemic process for compliance and instruction for students with disabilities	- Turner (implementation plan monthly monitoring) - Harney (implementation plan monthly monitoring)	n/a

5: Transition readiness
State your <mark>*Transition readiness*</mark> **Goal**

Goal 5: By 2022, the district will increase the percentage of students transition ready in grade 5 (measured by P/D in all areas of Reading, Math, Social Studies and Writing) from 39.29% in 2017 to 69.65%; in grade 8 (measured by P/D in all areas of Reading, Math, Social Studies and Writing) from 33.13% in 2017 to 66.57%; in grade 12 (College/Career Readiness calculations) from 63.2% in 2017 to 81.6%.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* ● 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	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* ● KCWP1: Design and Deploy Standards - Continuous Improvement Activities ● KCWP2: Design and Deliver Instruction - Continuous Improvement Activities ● KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities ● KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities ● KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities ● KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2018, the district will increase the percentage of students transition ready in grade 5 (measured by P/D in all areas of Reading, Math, Social Studies and Writing) from 39.29% in 2017 to 45.36% and in grade 8 from 33.13% in 2017 to 39.82%.	KCWP 4: Review, Analyze, and Apply Data	Develop a system for student monitoring using data notebooks. Use assessment data to help students assess and adjust their own learning.	Data Dashboard Monitoring w/ next step planning	- Cabinet data review (monthly, trimester, semester)	n/a
	KCWP 5: Design, Align, and Deliver Support	Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning.	Monitor the implementation of Advisor/Advisee/Adult Advocate Implementation Plan for every child Monitor the implementation of One to One/ Personalized Learning Implementation Plan	- Turner (implementation plan monthly monitoring) - Chavez (w/Harney support)- (implementation plan monthly monitoring)	n/a
Objective 2: By 2018, the district will increase the percentage of students transition ready in grade 12 (College/Career	KCWP 1: Design and Deploy Standards	Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures. Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	Monitoring of Implementation Plan for increasing career pathway options	- O'Hara (w/Banta & M.Setters support)- (implementation plan monthly monitoring)	n/a

Readiness calculations) from 63.2% in 2017 to 66.9%.	KCWP 4: Review, Analyze, and Apply Data	Develop a system for student monitoring using data notebooks. Use assessment data to help students assess and adjust their own learning.	Data monitoring for industry certifications Data Dashboard Monitoring w/ next step planning	- O'Hara (w/Banta & M.Setters support)- (implementation plan monthly monitoring) - Cabinet data review (monthly, trimester, semester)	n/a
	KCWP 5: Design, Align, and Deliver Support	Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning.	Monitoring of Implementation Plan for increasing student internships/apprenticeships Monitor the implementation of One to One/ Personalized Learning Implementation Plan	- O'Hara (w/Banta & M.Setters support)- (implementation plan monthly monitoring) - Chavez (w/Harney support)- (implementation plan monthly monitoring)	n/a