2020-21 Phase One: Continuous Improvement Diagnostic for Districts_08062020_15:48

2020-21 Phase One: Continuous Improvement Diagnostic for Districts

Kenton County
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United States of America

Table of Contents

2020-21 Phase One: Continuous Improvement Diagnostic for Districts

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the district's 2020-21 diagnostics is as follows:

Phase One: August 1 - October 1
- Continuous Improvement Diagnostic for Districts

Phase Two: October 1 - November 1
- The Needs Assessment for Districts
- District Assurances
- District Safety Report

Phase Three: November 1 - January 1
- Comprehensive District Improvement Plan
- Executive Summary for Districts
- The Superintendent Gap Assurance
- Professional Development Plan for Districts

Phase Four: January 1 - December 31
- Continuation of Learning Plan for Districts (Due May 1)
- Progress Monitoring

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

Please enter your name and date below to certify.
Henry Webb 08/18/2020
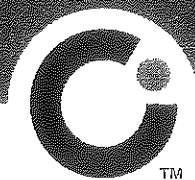
2020-21 Phase Two: The Needs Assessment for Districts_10072020_14:39

2020-21 Phase Two: The Needs Assessment for Districts

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Table of Contents

2020-21 Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the district as well as the processes, practices and conditions that contributed to that state.

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

Protocol

. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of district leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

The Kenton County School District has a variety or processes for reviewing, analyzing and applying data results. Many departments are involved with the process. The Academic Support team reviews the data with district level administrators and consultants. This meeting takes place twice per month. School level leadership meets quarterly at a CIA (Curriculum, Instruction and Assessment) meeting. There is a Director's Meeting monthly where approximately 15 Directors, Executive Directors, Assistant Superintendents, Chief Academic Officer, and Superintendent come together to discuss data and collaborate. Plans for improvement are likewise discussed in weekly District Cabinet meetings with leadership from each of the departments along with our Superintendent. Input is gathered through consultation with school, district, and community stakeholders. School and district data is discussed in Board meetings with the members of the Board of Education. Deeper analysis takes place at monthly principal/assistant principal meetings and level specific monthly Summits. It is beneficial to convene as a variety of groupings to gather input and provide collaboration around the data sets utilized. Our electronic Data Dashboard is used for monitoring progress towards district and school goals. These data sets are the primary focus to make instructional decisions that impact student achievement and improve opportunities for students.

Current State

. Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:
-Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2018 to 2020, the district saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2018-19.
-The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
-Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Current Academic State: *ACT Composite - District 20.15 *ACT Reading Proficiency District - 59.33% * ACT Math Proficiency District - 50.16% *95.7% have Advance Coursework Completion (1447/1512) * Advanced Placement - % scoring 3, 4, or 5 District 55% * Advanced Placement Course Completion 95.2% (955/1003) * 91.6% earned a qualifying score in dual credit courses (783/855) * Graduation Rate District 93.7% (state 90.9%) * 81% of students showed growth on the ACCESS test and 49.6% are proficient or above * 64.5 % of kindergarten students were ready and/or ready with enrichment * According to the MAP (Measures of Academic Progress) scores in the winter of 2020 for grades K-8, 67.48% of students were above the 50th percentile in reading with 54.20% showing growth and 63.51% of students were above the 50th percentile in math with 53.64% showing growth. Non-Academic Current State: 42.9% of students are economically disadvantaged * 91.2% of students have no behavior events * School Climate and Safety survey reports 82.9% of student strongly agree that adults in my school work hard to make sure students are safe and 84.9% of students strongly agree that I know what to do if there is an emergency (lock-down, tornado, earthquake, etc.) at my school * The Impact Survey of Teacher Working Conditions report favorable answers for school climate (58%),

managing student behavior (60%), and school leadership (62%). * At the end of the 2019-2020 seventh month, attendance was at 95.51% for the year.

Priorities/Concerns

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

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

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

The use of the Multi-Tiered System of Supports (MTSS) is in the third year of implementation in the Kenton County School District. Assessment measures we utilize to gather tier I data, are MAP and CERT. In high schools CERT is administered three times per year. In 2020, due to the pandemic, CERT was administered twice. In using the winter winter 2019 CERT data in comparison to the winter 2020 comparison, the data does not show an increase, but a slight decrease. The percent at or above benchmark for the district in the combined subject areas of English, math, reading, and science in 2019 was at 37.7% and decreased to 37.6% (-.1). Even though the decrease is not significant, this data does not show an increase, hence leading us to believe we are not continually strengthening curriculum and use of assessment feedback. Growth for all students with CERT likewise decreased from 61.2% in 2019 to 59.3% in 2020 (-1.9). For our students with disabilities when making a winter 2019 comparison to 2020 with CERT, 11.8% were at or above benchmark in 2019 while 11.2% were at or above benchmark in 2020 (-.6). Again, a slight decrease, as opposed to an upward trend. Students with disabilities decreased in the area of growth with 62.2% making growth in 2019 compared to 59.6% making growth in 2020 (-2.6). Our elementary and middle school students participate in MAP testing three times per year. Likewise, due to the pandemic students last MAP benchmark took place in winter of 2020. According to the 2020 Winter MAP scores for students in grades K-8, there was a slight increase for all students in reading and math performing at or above the 50th percentile. However, math growth decreased from 54.2% in 2019 to 53.6% in winter of 2020 (-.6). In 2019, 30.4% of students with disabilities were above the 50th percentile with 53.2% making growth as opposed to 2020 with 26.4% (-4.0) of students with disabilities above the 50th percentile in reading with 55.86% making growth. Growth did only slightly increase. In math, students with disabilities above the 50th percentile in 2019 was at 30.0% with 58.7% making growth, as compared to 2020 where 27.5% (-2.5) were above the 50th percentile with 52.8% (-5.9) making growth. Other data sets that are utilized to support MTSS in our school district are common assessments. The use of common assessments across the district has been recently implemented in the middle schools to support the priority need of curriculum and

instruction redesign. Elementary schools have been utilizing this tool and High Schools are in the process of developing common assessment measures. However, due to fragmented data across the district, and the pandemic, results could not be tabulated. The creation of common assessments that are aligned to standards with a consistent implementation across the district is a priority area to help strengthen curriculum and assessment. Schools are also implementing a system of monitoring progress towards mastery of standards, which is yielded from the common assessments. Our MTSS data for the past two years shows the following: in 2019 the percentage of students in a tier II or III intervention was at 12.83% in reading, 7.10% in math, 2.28% in behavior, and 3.29% in mental health; then in 2020 data shows 12.28% in reading, 9.14% in math, 2.16% in behavior, and 2.29% in mental health.

Trends

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

The ACT composite continues to stay in a consistent range for the past three years with scores for the district at 20.5 in 2018, 20.3 in 2019, and 20.2 in 2020 for our 11th graders. When looking at graduating 12th grader ACT composite scores, in 2019 our exiting seniors were at 21.32. In 2020, our exiting seniors are at 21.01 as a composite score, which is above the state (19.1) and national (20.6) composite scores. District MAP data for reading is trending up from 65.31% in 2019 to 67.48% in 2020 (+2.17) for all students above the 50th percentile. Math, likewise continues to trend upward with a gain (+2.29) from 2019 with 61.22% in 2019 to 63.51% in 2020 for all students above the 50th percentile. Behavior data has shown an improvement over the past two years with 8.8% of students with behavior events as compared to 2019 with 10.6% of students with behavior events. The economically disadvantaged population has been consistent with 42.9% of the population falling into this category in 2020 and 42.7% in 2019.

Potential Source of Problem

. Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

*KCWP 1: Design and Deploy Standards for our with designing and developing Curriculum Maps * KCWP 2: Design and Deliver Instruction for our work with Pillars of Support, Learning Walks, and Cohorts for Building Capacity * KCWP 3: Design and Deliver Assessment Literacy for our work with adjustments and designing common assessments * KCWP 4: Review, Analyze and Apply Data for our work with the Data Dashboard * KCWP 5: Design, Align, and Deliver Support for our work with MTSS, the Disability Gap Plan, Portrait of a Graduate * KCWP 6: Establishing Learning Culture and Environment for our work towards our goal of all students included in a School Activity, Safety and Security Plans, Social and Emotional Learning,and Diversity and Inclusion Professional Learning

Strengths/Leverages

. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

The Kenton County School District out performed the state in the following areas for 2020. Graduation rate of 93.7% as compared to the state at 90.9%. The district out performed the state averages with ACT scores in the areas of English with 19.7 compared to the state at 18.5; Math with a district score of 19.7 as compared to the state at 18.7; Reading with a district score of 20.5 as compared to the state at 19.4; Science with a district benchmark score of 20.1 as compared to the state at 19.1; and an overall district composite of 20.2 as compared to the stated composite score of 19. Advance Placement Course completion in 2020 was at 95.2%. Kenton County had 63 students complete courses in career pathways, which was an increase over 2019 (+17). In 2020, 81% of students showed growth on the ACCESS testing as compared to 79% in 2019. All schools with a high enough population to have a goal for EL students met the 2020 goal for EL students utilizing the ACCESS results. The district elementary goal was to be at 29.0% of students proficient or above and Kenton County School District (KCSD) students were at 49.6% (+20.6%). The district middle school goal was to be at 30.8% of students proficient or above and KCSD students were at 36.1% (+5.3). The district high school goal was at 12.9% of students proficient or above and KCSD students were at 37.3% (+24.4). The district was above the state for Brigance scores (+4.3) with 55.3% of students ready. The state was at 51.0% for ready kindergarten students. Students above the 50th percentile in MAP for grades K-8 continue to increase in both reading (+2.17) and math (+2.29) in winter of 2020.

Attachment Summary

Attachment Name	Description	Associated Item(s)
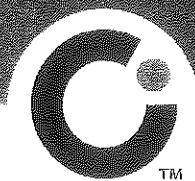
2020-21 Phase Two: District School Safety Report_10082020_06:14

2020-21 Phase Two: District School Safety Report

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Table of Contents

2020-21 Phase Two: District School Safety Report

District School Safety Report

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

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

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

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

Questions Related to the Adoption and Implementation of the Emergency Plan

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

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

Yes, all schools have a safety plan. The Board Policy number is 05.4

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

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

Yes

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

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

Yes, this was emailed to the First Responder Chief for each school, as well as the Kenton County Dispatch and the Kenton County Emergency Management.

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

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

Yes, posted in classrooms.

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes, all schools have conducted the drills required.

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

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

Yes

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

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

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
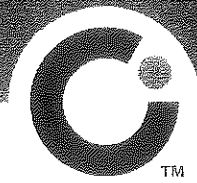
2020-21 Phase Two: District Assurances_10082020_06:10

2020-21 Phase Two: District Assurances

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2020-21 Phase Two: District Assurances - 2020-21 Phase Two: District Assurances_10082020_06:10 - Generated on 12/10/2020

Kenton County

Table of Contents

2020-21 Phase Two: District Assurances

2020-21 Phase Two: District Assurances - 2020-21 Phase Two: District Assurances_10082020_06:10 - Generated on 12/10/2020

Kenton County

Introduction

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

2020-21 Phase Two: District Assurances - 2020-21 Phase Two: District Assurances_10082020_06:10 - Generated on 12/10/2020

Kenton County

District Assurances

1. The district hereby ensures that the FY 2020-2021 District Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

- Yes
- No
- N/A

COMMENTS

2020-21 Phase Two: District Assurances - 2020-21 Phase Two: District Assurances_10082020_06:10 - Generated on 12/10/2020

Kenton County

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Attachment Name	Description	Associated Item(s)
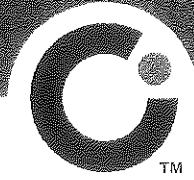
2020-21 Phase Three: Executive Summary for Districts_10222020_08:54

2020-21 Phase Three: Executive Summary for Districts

Kenton County
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Table of Contents

2020-21 Phase Three: Executive Summary for Districts

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

Located in Northern Kentucky, the Kenton County School District is among the largest school districts in the Commonwealth serving over 14,000 students in state-of the art facilities, including 10 elementary schools serving grades K-5; 1 P-8 Academy, 3 middle schools serving grades 6-8; 3 high schools serving grades 9-12, 1 choice career academy serving grades 9-12; 10 preschools serving over 404 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 approximately 1,993, approximately 14.2% of the total student enrollment. 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 10th largest employer in Northern Kentucky. The population of Kenton County is approximately 166,998. Of this group 91% are white, 5% are African-American, and 3% are Hispanic. Ninety percent (90%) are high school graduates and 30% have a Bachelor's degree or higher. Median household income is $61,606: 10% live below the poverty level. - The district is home to students with 36 different home languages. 84% of the students are white, 6% are Hispanic/Latino, 3% are African American, 2% Asian, and 5% other. - The Free and Reduced Lunch population is 42.84%. Seventeen (17) schools have a Free and Reduced Lunch rate over 20% thus qualifying them for Family Resource Youth Service Centers. Seven (7) schools qualify for the community Eligibility Provision (CEP) due to more than 40% of students enrolled at each school receive other federal income based upon assistance. The CEP program provides breakfast and lunch to all students at no charge.- Approximately 11,537 meals are served on a daily basis by food services. Overall attendance rate for all students is 95.96% for the 2018-19 school year and 97.40% as of the official first month in 2019-2020 (last full year of attendance data reported is 18-19 due to COVID-19). - 100% of classrooms provide internet connection, with a student to computer ratio of 1.8:1. - Buses travel over 1.95 million miles each year to service the students within our district. We focus on continued growth and excellence, as in the Kenton County School District, Team Kenton is about ALL kids.

. 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.

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 include: 5 Star School District- 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, ALL students will participate in at least one activity providing a meaningful connection to school beyond the regular classroom and Remain fiscally solvent/efficient.

. 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 2018: Our Students: 21.01 Act average by the class of 2020 - 23 Governor's Scholars (2020) - 4 Governor's School for the Arts participants (2020) - 2 Governor's School for Entrepreneurs participants (2020) - 5 National Merit Finalists (2020) - 3 Presidential Scholars (2020) - 4 ACT Perfect Scores (2020) - 223 Essential Skills Certificates (2020) - 8th Region Girls Soccer Champions at Simon Kenton (2020) - 10th Region Volleyball Champions at Scott (2020) - 95.7% AP completion rate - One selection to the Craft Academy at Morehead State(2020) - One selection to the Commonwealth Honors Academy at Murray State (2020) - $22 million in scholarships by graduating Seniors (2019)- 64% AP pass rate (2019)- 1,723 dual credit courses taken (2019)- 60 internships (2019)- 1 perfect ACT score (2019)- St. Elizabeth NKY Courage Award (2019)- Against All Odds winner (2019)- Career and Technical Academic All-Star (2019)- Academic All-Star (2019) - 2 National Merit Semifinalists (2019)- 4 Regional Youth Leadership

selections (2019)- 2 Gatton Academy selections (2019)- 1 Craft Academy selection-Odyssey of the Mind State Champions (Dixie) (2019)- KTCCCA Class 3A Indoor Track Champions (SK) (2019)- KHSAA Girls Swim Meet State Runner-up (Dixie) (2019)-Wrestling State Champion (Scott) (2019)- State Bowling Champion (SK) (2019)- State All-Girls Large Division Cheerleading Champion (Dixie) (2018)- Class 2A Girls Cross Country State Champions (Scott) (2018, 2019) - 4 Governor's School for the Arts selections (2019)- 34 Governor's Scholars (2019)- $19.9 million in scholarships for graduating Seniors (2018)- Four students selected for Governor's School for Entrepreneurs (2018)- Seven students selected for Governor's School for the Arts (2018)- 33 Governor's Scholars (2018)- One perfect ACT score (2018)- Seven National Merit Semi-Finalists (2018)- Emperor Science Award (2018)- Best in Show at KYAEA State Art Competition (2018)- Three-time state diving champion (2016-2018)-Against All Odds Winner (2018)- Two 2018 Academic All-Stars (2018)- Two Commonwealth Honors Academy participants (2018)- One Gatton Academy participant (2018)- Three Craft Academy participants (2018)- Two Regional Youth Leadership Class of 2019 participants (2018)- State FBLA Champion in Accounting (2018)- Interlochen Center for the Arts participant (2018)- Mock Trial State Champions (2018)- Girls Archery State Champions (2018)- Girls Cross Country 2A State Champions (2018) Our Staff: GoTeachKY Ambassador (2020) - 8 Cincy Magazine Outstanding Educators (2020) - Presidential Award for Excellence in Mathematics and Science Teaching (2020) - 5 new National Board Certified teachers for a total of 62 National Board Certified Teachers (2020) - Kentucky Association of School Resource Officers Kentucky School Resource officer of the Year (2020) - 1 NKYEC LIfetime Achievement Award (2020) - 4 NKYEC Golden Apple Winners (2020) -Milken Outstanding Educator (2019) - Six new National Board Certified Teachers (18-19) Student Services Award winner (SK) (2019)- Kentucky Association of School Resource Officers (KYASRO) -2019 Educator of the Year (Scott) (2019)- Outstanding School Media Librarian by the Northern Kentucky Association of School Librarians (Dixie) (2019)- Kenton County Alliance Champion (SK) (2018)- Two 2018 Golden Apple Winners- 2018- C3 Outstanding Educator- 2018 -Hope Street Group Kentucky Teacher - Fellow 2018 Music Educator Award Quarterfinalist - Our District: -EnergyStar Partner of the Year (2020) - Taylor Mill Elementary recognized as a Model Professional Learning Community at Work (2020) - Six 4 -star schools in 2018-2019-6 OASIS Awards (2019)- 2018 Energy Star Partner of the Year for Sustained Excellence Areas for Improvement: .The use of the Multi-Tiered System of Supports (MTSS) is in the third year of implementation in the Kenton County School District. Assessment measures we utilize to gather tier I data, are MAP and CERT. In high schools CERT is administered three times per year. In 2020, due to the pandemic, CERT was administered twice. In using the Winter to Winter 2019 and 2020 CERT data in the district in the combined subject areas of English, math, reading, and science in 2019 was at 37.7% and decreased to 37.6% (-.1) in 2020. Growth for all

students with CERT likewise decreased from 61.2% in 2019 to 59.3% in 2020 (-1.9). For our students with disabilities when making a winter 2019 comparison to 2020 with CERT, 11.8% were at or above benchmark in 2019 while 11.2% were at or above benchmark in 2020 (-.6). Students with disabilities decreased in the area of growth with 62.2% making growth in 2019 compared to 59.6% making growth in 2020 (-2.6). Our elementary and middle school students participate in MAP testing three times per year. Likewise, due to the pandemic students last MAP benchmark took place in winter of 2020. According to the 2020 Winter MAP scores for students in grades K-8, there was a slight increase for all students in reading and math performing at or above the 50th percentile. However, math growth decreased from 54.2% in 2019 to 53.6% in winter of 2020 (-.6). In 2019, 30.4% of students with disabilities were above the 50th percentile with 53.2% making growth as opposed to 2020 with 26.4% (-4.0) of students with disabilities above the 50th percentile in reading with 55.86% making growth. In math, students with disabilities above the 50th percentile in 2019 was at 30.0% with 58.7% making growth, as compared to 2020 where 27.5% (-2.5) were above the 50th percentile with 52.8% (-5.9) making growth. Our MTSS data for the past two years shows the following: in 2019 the percentage of students in a tier II or III intervention was at 12.83% in reading, 7.10% in math, 2.28% in behavior, and 3.29% in mental health; then in 2020 data shows 12.28% in reading, 9.14% in math, 2.16% in behavior, and 2.29% in mental health. Data from the past three years state assessments shows student with disabilities continues to be a need for overall improvement. Overall this is some improvement; however, the gap is still large. For example, the percentage of students scoring Proficient or Distinguished in Reading in elementary and middle school has improved but not at the same pace as all students. Elementary: 34.1% 2017 to 31.9% 2018 to 31.4% 2019 -Middle School: 16.9% 2018 to 21.4% 2019. For our high school students, the four year graduation rate for our students with disabilities has shown improvement but continues to be a focus due to the gap with general education students: 67% for students with disabilities compared to for all students 91.7% in 2017 compared to 72.6% for students with disabilities compared to for students with disabilities compared to 94.6% for all students for all students 2018 to 81.6% for students with disabilities compared to 94.6% for all students 2019 to 71.7% for students with disabilities compared to 93.7% for all students in 2020.

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

N/A

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

The Kenton County School District (KCSD) employs 1,711 staff members; 958 of which are certified and 753 are classified. Of the District's core academic teachers, 100% are highly qualified under the guidelines of No Child Left Behind, 62 teachers are National Board certified and the average years of teaching experience is 12.6. The transportation department employs 116 bus drivers and 46 bus monitors. Buses log 11,578 miles per day and transport approximately 10,150 students (including private school students). There are 169 buses, serving 91 traditional routes and 20 special needs routes. Student Nutrition employs 17 cafeteria managers and 107 cafeteria workers. On average, 3,533 breakfasts, and 8,004 lunch meals are served daily to students. In March of 2020, as a result of the COVID-19 pandemic the Kenton County School District (KCSD) began Non-Traditional Instruction (NTI). This had a significant impact on the overall day-to-day operations. When students returned for the 20-21 school year a blended model was approached whereby families had the option to choose hybrid, full time synchronous, or virtual instruction. Primary students in grades K-3 were able to return five days per week. Utilizing the guidance provided by KDE, the Kenton County School District 2020-21 Re-entry Guidance Document was born to address the areas of Health and Safety, Teaching and Learning, Social and Emotional Support, Operations, and Co/Extracurricular Activities. Individual schools in the district; likewise, created their own school specific Guidance Document. To provide transparency to all stakeholders, a COVID-19 Data Dashboard was created to track the number of students for in-person learning and weekly numbers of staff and students in quarantine. The dashboard also recorded the number of positive COVID-19 cases within the district since August 2020. The dashboard provides the necessary information needed to make informed decisions regarding safety of students within our blended model. To ensure the teachers were prepared to deliver instruction through a blended model, over 800 teachers were trained in August of 2020 in the LMS of Google, including Google Classroom, Google Meet, and Google Forms. Kenton County Schools is working to become a 1:1 district with the recent purchase of 4,525 chrome notebooks. To support staff with the 1:1 initiative, the KCSD Technology Integration Handbook was developed and implemented, which incorporated the positions of Instructional Technology Coach, Asset Coordinator, and STLP coach into each school. Academic program consultants have been charged with integrating technology into classrooms to enhance deeper learning of content and build 21st Century. Technology integration has been included in the learning walk forms utilized throughout the district. Calibration for all administrative team members on the learning walk forms with integration of technology takes place during Curriculum, Instruction, and Assessment meetings. In

the spring of 2020, the KCSD implemented the mental health screener, Terrace Metrics. Terrace Metrics was again implemented in the fall of 2020, when students returned for in-person instruction. Schools increased the facilitation of social and emotional learning direct instruction, with lessons centered on resiliency, grief, and other topics. Mental health supports have also been provided to teachers and staff for a ten week virtual program called, "The Art of Mental Health." We continue to provide schools with professional learning around trauma informed care and developing the skills of the counselors with the use of the Terrace Metrics reports to target skill deficits. In the fall of 2020, The Young Scholars Academy (YSA) opened with 78 juniors participating in a collaborative model with Northern Kentucky University. The juniors attend classes full time at Northern Kentucky University obtaining dual credits with a focus on STEM courses and Integrated Studies. The YSA offers small group advising, intervention plans and community building. The program will expand to hold both juniors and seniors in 21-22. Initiatives the KCSD is committed to are: -Safety and Security- District safety and security projects over the last year have included continued renovations on Scott High School, secure vestibule entrances were constructed at River Ridge Elementary and Ryland Heights Elementary. The media center at R C Hinsdale Elementary was reconfigured to make the pod type classrooms more secure. Security cameras were added to all elementary schools and upgraded at the middle and high schools to cover all public and parking lot areas. Electronic access control was added to exterior doors at all school locations. All schools have been ENERGY STAR certified. -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. – Extracurriculuar -The district offers a selection of over 150 extracurricular activities, including over 17 sports between the schools. -The Ignite Institute- Each Ignite College uses an inquiry-based/ performance-based method where the lines between "technical" and "academic" are deliberately blurred. Much of the class work is project-based and incorporates real world applications in the areas of Biomedical Sciences, Engineering, Media Arts, Computer Science, Logistics, and Future Educator. Each student receives a clear pathway to an associate's degree before they graduate high school. – SBDM- School Based Decision Making (SBDM) councils promote shared leadership. 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. -Gifted and Talented- High potential learners at the primary level and identified gifted students in grades four through twelve are provided articulated services to differentiate their instruction. 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). -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. There are 36 different languages represented, with Spanish as the most prevalent language. -AP/Dual Credits- Over 15 Advanced Placement courses are offered at the high schools. 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 program is available at no cost to the family (other than meal fees if the household does not qualify for meal benefits). Preschool classrooms are located in ten of the elementary schools in the Kenton County School District. Each classroom is staffed to meet the needs of the participating students with a certified teacher and at least one teaching assistant. -Special Education- In The Kenton County School District, we believe that ALL children can learn at high levels regardless of their ethnicity, ability, gender, socioeconomic 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). - 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 ten 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, Kenton Elementary and White's Tower Elementary.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Three: Professional Development Plan for Districts_10222020_08:56

2020-21 Phase Three: Professional Development Plan for Districts

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

Table of Contents

2020-21 Phase Three: Professional Development Plan for Districts

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

Annual Professional Development Plan:

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

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

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

1. What is the district's 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.

2. The needs assessment provides the framework for **all** districts to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies, and activities.

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

The use and implementation of the Multi-Tiered System of Support (MTSS) is a priority for our school district, as outlined in the district action plan. The Kenton County School District is in the third year of implementation with MTSS. Providing quality tier I, II, and III instruction aligned to state standards and then determining if students are mastering state standards are the areas we continue to improve upon. Therefore, the first top priority focuses on the need for curriculum and instruction redesign, also outlined in the district action plan, through the use of curriculum maps aligned to the state standards for all three levels: elementary, middle, and high that are common among all schools. Following the redesign of curriculum and instruction, the second priority is the re-design and development of district wide common assessments to determine whether students have mastered state standards. Common assessment will be re-designed and developed to be implemented at all three levels across all schools. School specific dashboards are designed to monitor individual student progress by content, and/or teacher, and/or grade level. This also includes the special education students and the progress being made towards individual IEP goals.

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

CDIP Proficiency Goal - By 2024, the district will increase the combined reading and math proficiency for all students from 61.6% in 2019 to 81.0% (elementary), from 59.0% in 2019 to 79.6% (middle), and from 51.6% in 2019 to 76.3% (high), as measured by the school report card proficiency data. District Goal 1: 5 Star School District Demonstrating Student Success District Goal 2: Every KCSD School 5 Star Rating CDIP GAP Goal - By 2024, the district will increase the combined reading and math proficiency for students with disabilities from 27.7% in 2019 to 64.3% (elementary), from 16.9% in 2019 to 57.2% (middle), and from 18.7% in 2019 to 56.6% (high), as measured by the school report card proficiency data. District Goal 1: 5 Star School District Demonstrating Student Success District Goal 2: Every KCSD School 5 Star Rating CDIP Separate Academic Indicator Goal - By 2024, the district will increase the combined science, social studies, and writing proficiency for all students from 55.9% in 2019 to 76.4% (elementary), and from 45.7% in 2019 to 75.8% (middle) along with high school writing proficiency from 48.0% in 2019 to 79.6%, as measured by the school report card proficiency data. District Goal 1: 5 Star School District Demonstrating Student Success District Goal 2: Every KCSD School 5 Star Rating CDIP Goal Graduation Rate - By 2024, the district will increase the graduation rate from 93.7% in 2020 to 95%, as measured by the school report card 4-year adjusted cohort graduation rate. District Goal 5: KCSD Graduation Rate 95%

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

The first priority need focuses on the development and re-design of common curriculum maps to support curriculum and instruction (tier I within MTSS). The three high schools will have lead teachers for 11 common courses in English, Social Studies, Math , and Science come together to provide input around identifying essential standards to be assessed and ensuring a common understanding of the essential standards. A refinement of curriculum maps based upon the inquiry standard and inquiry practices is taking place for social studies in the middle schools and elementary schools. A re-alignment of 3rd, 4th, and 5th grade curriculum maps to standards that address science phenomena is taking place at the elementary level. Short term changes that need to occur is the technical side of outlining the standards at each grade/course, aligning the curriculum maps, determining pacing of standards within a timeline, and gathering teacher and principal input. The long term changes are adaptive in nature that need to occur to meet the goal. The use of the curriculum maps at each school, adoption by the SBDM councils, and making the curriculum maps a regular part of planning, practice and implementation, especially during school PLC meetings for the design and delivery of instruction.

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

The intended results are to utilize the curriculum maps to ensure state standards are being implemented by teachers across the district in a consistent manner. The belief by teachers in the value of understanding what the standard requires the child to be proficient at in each content area. The outcome for the students is to ensure students have had an opportunity to be instructed in the state standards and multiple practice opportunities whereby teachers have elicited evidence of students interacting and engaging with the standards. With the support of the aligned curriculum maps for ALL students, we will be able to meet the CDIP and District goals.

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

Indicators of success will be the reduction of students needing a tier II or tier III intervention within the MTSS structrue. Students demonstrating proficiency to mastery level on the assessment of state standards through common assessments

that are district-wide. Also, meeting the percentages of the district and CDIP goals outlined above.

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

Teachers and administrators are the intended audience for the professional development.

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

Students will be impacted by the professional development, as the curriculum maps and alignment of state standards will strengthen tier I, II, and III instruction. Teachers will be impacted as they will be better equipped with how to instruct to the standards, and implement pacing guidelines to ensure standards are being taught. Principals and district leaders will be impacted as learning and academic achievement levels increase from students, hence meeting district goals and CDIP goals.

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

Resources needed to support the professional development taking place center around involving the teaching staff in the process, as well as district leadership. Teachers and district leadership will participate through embedded PD, PD taking place in the summer, Professional Learning Communities (PLC), and through stipend funds for teachers participating after school which will cost approximately $3,392.00.

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

Ongoing supports will be provided for the professional development implementation with coaching lead by district academic program consultants, PLC meetings, district and school level learning walks, and the continuation of curriculum and instruction redesign with the further refinement and development of common curriculum maps district-wide.

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

data analysis.

The professional development will be monitored through PLC meetings and progress on curriculum maps monitored by principals, the adoption of the common curriculum maps monitored by SBDM Councils, the district Data dashboard displaying data that determines the mastery of standards as indicated by Common Assessments monitored by principals and district leaders, other formative and summative assessment data as tracked by individual schools and monitored by principals and school supervisors, and progress towards standard for ALL students including special education students as indicated by school level dashboards monitored by principals and school level leadership. KPREP, ACT, and other state data indicators will be monitored for evidence by all stakeholders. Academic program consultants, principals, and district level leadership are those responsible to oversee implementation of professional development. Data is monitored at the school level regularly as common assessments are administered through school dashboards, at the district level regularly through the district data dashboard, and reviewed through the school report card for state tests.

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

The second priority goal focuses on the re-design and development of district wide common assessments to determine mastery of standards. The use of district-wide common assessments are a tool utilized to support the MTSS structure, as outlined in our district action plan. Common Assessment results are a data indicator that has effective use when triangulating data to make determinations for tier I, tier II, or tier III instruction. The three high schools will have lead teachers for the 11 common courses in English, Social Studies, Math , and Science come together to provide input around identifying essential standards to be assessed and ensuring a common understanding of the essential standards. From this understanding comes the development of the common curriculum maps, and the creation of common assessments will follow aligned to the standards. For elementary social studies, the development of common assessments based upon the inquiry standard and inquiry practices will take place. A refinement of current common assessments to include the inquiry based questions will take place at the middle school level. In science, the development of 4th grade common assessments aligned to standards that address science phenomena is taking place at the elementary level. Middle schools will work to refine existing common assessments for science. Short term changes that need to occur is the technical side of aligning the common assessments at each grade level to the standards, determining the pacing of implementation and number of

common assessments for each grade level, align the common assessments to mirror state assessments, and gathering teacher and principal input. The long term changes are adaptive in nature that need to occur to meet the goal. The use of the common assessments at each school, working to analyze results through data driven PLC meetings, planning for targeted instruction and remediation to ensure all students master standards, tracking and monitoring progress through school level and district level dashboards, monitoring the gap groups within the school, and use with the MTSS process.

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

The intended results are to utilize the common assessments to ensure students have the opportunity to demonstrate mastery of state standards and the belief held by teachers and district leadership that the data provided by the common assessment will help in the delivery and design of instruction. The common assessments are to be utilized to make determinations for individual students within the MTSS process. With the support of the district-wide common assessments we will be able to meet the CDIP and District goals.

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

Indicators of success will be the reduction of students needing a tier II or tier III interventions in MTSS, as the use of the common assessments will give results that indicate whether a student needs remediation within the core instruction and additional instructional supports and opportunities to master standards, before being referred to the MTSS process. Overall, students will be prepared for state assessments over state standards, which will allow the district to meet the percentages outlined within the CDIP goals.

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

Teachers and administrators are the intended audience for the professional development.

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

Students will be impacted by the professional development, as the use of district-wide common assessments that are aligned to standards will strengthen tier I, II, and III instruction. Teachers will be impacted as they will be better equipped on how

to best instruct the standards, implement pacing guidelines to ensure standards are being taught, and provide remediation to targeted students that did not master standards as indicated by the results of the common assessment. Principals and district leaders will be impacted as learning and academic achievement levels increase from students, hence meeting district goals and CDIP goals.

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

Resources needed to support the professional development taking place center around involving the teaching staff in the process, as well as district leadership. Teachers and district leadership will participate through embedded PD, PD taking place in the summer, Professional Learning Communities (PLC), and through stipend funds for teachers participating after school which will cost approximately $3,392.00.

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

Ongoing supports will be provided for the professional development implementation with coaching lead by district academic program consultants, PLC meetings, district and school level learning walks, and the continuation of curriculum and instruction redesign with the further refinement and development of common assessments district-wide.

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

The professional development will be monitored through data driven PLC meetings monitored by principals, the district Data dashboard displaying data that determines the mastery of standards as indicated by Common Assessments monitored by principals and district leaders, other formative and summative assessment data as tracked by individual schools and monitored by principals and school supervisors, and progress towards standard for ALL students including special education students as indicated by school and district level dashboards monitored by principals and district level leadership. KPREP, ACT, and other state data indicators will be monitored for evidence by all stakeholders. Academic program consultants, principals, and district level leadership are those responsible to oversee implementation of professional development. Data is monitored at the

school level regularly as common assessments are administered through school dashboards, at the district level regularly through the district data dashboard, and reviewed through the school report card for state tests.

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

    N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
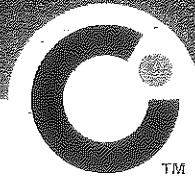
2020-21 Phase Three: The Superintendent Gap
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2020-21 Phase Three: The Superintendent Gap Assurance

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

Table of Contents

2020-21 Phase Three: The Superintendent Gap Assurance

This district-level report fulfills KRS 158.649(9), which requires superintendents to report to the Commissioner of Education any school within the district that fails to meet its targets to reduce the gap in student achievement for any student group for two consecutive years.

. As superintendent of the district, I hereby certify either:

o No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years; or.

● Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.

It's about ALL kids.

Mission

The mission of the Kenton County School District is to provide a world class education ensuring ALL students are transition ready and prepared for the 21st Century Economy.

Core Beliefs

- It's About All KIDS
- It is our responsibility to ensure every student reaches their 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

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%
- All Students Reading on Grade Level Exiting 3rd
- Beginning in 4th grade, ALL students will participate in at least one activity providing a meaningful connection to school beyond the regular classroom
- Remain fiscally solvent/efficient

1

Proficiency Goal: By 2024, the district will increase the combined reading and math proficiency for all students from 61.6% in 2019 to 81.0% (elementary), from 59.0% in 2019 to 79.6% (middle), and from 51.6% in 2019 to 76.3% (high), as measured by the school report card proficiency data.
Goal 1: 5 Star School District Demonstrating Student Success
Goal 2: Every KCSD School 5 Star Rating

Proficiency Objective 1: By 2024, the district will increase the combined reading and math proficiency for all students from 61.6% in 2019 to 69.6% (elementary), from 59.0% in to 67.4% (middle), and from 51.6% in 2019 to 62.1% (high), as measured by the school report card proficiency data.

Strategy	Activity/ Action Step	Measure/Evidence of Success (Products/Deliverables)	Progress Monitoring of Action(s)	Funding
KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align, Deliver Support Classroom Activities KCWP 4: Review, Analyze, and Apply Data	**Implementation of MTSS Model with Fidelity** Ensure congruency is present between standards, learning targets, and assessment measures. Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments (Assessments for Learning). Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Plan for and implement active student engagement strategies. Use formative and summative evidence to inform what comes next for individual students and groups of students.	• Data Dashboard • Formative/summative assessment data • Anecdotal data • School Plans • Monitoring Reports • Survey Feedback	• Continue refinement of MTSS system to include tiered progression charts and district windows for progress monitoring checks • Ongoing systemic support of implementation with feedback • Ongoing Professional Development for growth in all aspects of the MTSS system • Systemic process for schools to share best practices/success with other schools (i.e. visits/leading professional growth) • Standing MTSS PLC	No additional funding

	Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. Ensure that all users of assessment data use information to benefit student learning. Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.			
KCWP 5: Design, Align, Deliver Support Classroom Activities	**Learning Walk Implementation** Utilize daily formative data collection tools, benchmark data, summative data, non-academic data, formative and summative teacher observations, and/or learning walk details to ensure high levels of teacher effectiveness and student achievement	• Data dashboard • Learning Walk Feedback Reviews • Formative/Summative assessment data • Anecdotal Data • School organizational plan for Learning Walks	• ALL School Level Administrators engage in Learning Walks • Strategic process to ensure that every staff member is receiving feedback monthly. With emphasis on those needing additional support, feedback to staff, systemic process to follow up on feedback • Calibration of learning walk documents and feedback • Best practice feedback shared for systemic growth • Celebration/Recognition of leadership meeting/exceeding expectations	No additional funding

Growth Goal: By 2023, the district will increase the percentage of students showing growth in MAP for elementary reading from 65.11% in Spring 2019 to 74.05%; for elementary math from 65.02% in Spring 2019 to 71.85%; for middle school reading from 49.08% in Spring 2019 to 74.8%; and for middle school math from 53.91% in Spring 2019 to 75.7%.

Goal 1: 5 Star School District Demonstrating Student Success
Goal 2: Every KCSD School 5 Star Rating

Growth Objective 1: By 2021, the district will increase the percentage of students showing growth in MAP for elementary reading from 65.11% in Spring 2019 to 65.7%; for elementary math from 65.02% in Spring 2019 to 65.57%; for middle school reading from 49.08% in Spring 2019 to 61.75%; and for middle school math from 53.91% in Spring 2019 to 62.72%.

| KCWP 2: Design and Deliver Instruction | **Curriculum and Assessment redesign P-12** Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. 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. | Data dashboard Formative/summative assessment data Anecdotal Review SBDM Approval School Monitoring | District led curriculum timelines/map and common assessment review/revisions/development P-12: High School, Science, Social Studies Extending standards based report card development through 2nd grade District support/guidance/feedback on mastery of standards by students one time per grading period Refining protocols and common expectations for administering all district assessments Common assessments scheduled on district assessment calendar and administered electronically | $3,392.00 |

Gap Goal: By 2024, the district will increase the combined reading and math proficiency for students with disabilities from 27.7% in 2019 to 64.3% (elementary), from 16.9% in 2019 to 57.2% (middle), and from 18.7% in 2019 to 56.6% (high), as measured by the school report card proficiency data.

Goal 1: 5 Star School District Demonstrating Student Success
Goal 2: Every KCSD School 5 Star Rating

Gap Objective 1: By 2021, the district will increase the combined reading and math proficiency for students with disabilities from 27.7% in 2019 to 42.9% (elementary), from 16.9% in 2019 to 31.6% (middle), and from 18.7% in 2019 to 30.6% (high), as measured by the school report card proficiency data.

| KCWP 2: Design and Deliver Instruction | **Pillars of Support Plan** 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. | Data dashboard Formative/summative assessment data Anecdotal data Survey Feedback School Support Plans/Measurable Goals & Objectives | Identify targeted measurable goals for specific assistance and measure progress, reported annually Clearly define the role of school leadership to support the work, co-lead/engage in the work, and ensure continuity in the work between district staff visits Monthly TIER III progress meeting with building leadership | No additional funding |

KCWP 4: Review, Analyze, and Apply Data KCWP 2: Design and Deliver Instruction	**Disability Gap Plan** Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. Ensure proper data collection efforts are implemented in Running Record documentation. Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments (Assessments for Learning). Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	• Data dashboard • Formative/summative assessment data • Anecdotal data • Survey Feedback	• Systemic process to analyze data specific to learning gaps in school/district • SPED folder compliance reviews to ensure student success toward goals continuation • Monthly Learning Walks in all schools to determine trends to support tier I interventions for schools	No additional funding

Separate Academic Indicator Goal: By 2024, the district will increase the combined science, social studies, and writing proficiency for all students from 55.9% in 2019 to 76.4% (elementary), and from 45.7% in 2019 to 75.8% (middle) along with high school writing proficiency from 48.0% in 2019 to 79.6%, as measured by the school report card proficiency data.

Goal 1: 5 Star School District Demonstrating Student Success
Goal 2: Every KCSD School 5 Star Rating.

Separate Academic Indicator Objective 1: By 2021, the district will increase the combined science, social studies, and writing proficiency for all students from 55.9% in 2019 to 62.2% (elementary), and from 45.7% in 2019 to 61.3% (middle) along with high school writing proficiency from 48.0% in 2019 to 67.4%, as measured by the school report card proficiency data.

Strategy	Activity/ Action Step	Measure/Evidence of Success (Products/Deliverables)	Progress Monitoring of Action(s)	Funding
KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data KCWP 5: Design, Align, Deliver Support Classroom Activities	**Implementation of MTSS Model with Fidelity** Ensure congruency is present between standards, learning targets, and assessment measures. Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments (Assessments for Learning). Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Plan for and implement active student engagement strategies. Use formative and summative evidence to inform what comes next for individual students and groups of students. Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. Ensure that all users of assessment data use information to benefit student learning. Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.	• Data Dashboard • Formative/summative assessment data • Anecdotal data • School Plans • Monitoring Reports • Survey Feedback	• Continue refinement of MTSS system to include tiered progression charts and district windows for progress monitoring checks • Ongoing systemic support of implementation with feedback • Ongoing Professional Development for growth in all aspects of the MTSS system • Systemic process for schools to share best practices/success with other schools (i.e. visits/leading professional growth) • Standing MTSS PLC	No additional funding

| KCWP 2: Design and Deliver Instruction | Curriculum and Assessment redesign P-12 Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. 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. | • Data dashboard
• Formative/summative assessment data
• Anecdotal Review
• SBDM Approval
• School Monitoring | • District led curriculum timelines/map and common assessment review/revisions/development P-12: High School, Science, Social Studies
• Extending standards based report card development through 2nd grade
• District support/guidance/feedback on mastery of standards by students one time per grading period
• Refining protocols and common expectations for administering all district assessments
• Common assessments scheduled on district assessment calendar and administered electronically | $3,392.00 |

Strategy	Activity/ Action Step	Measure/Evidence of Success (Products/Deliverables)	Progress Monitoring of Action(s)	Funding
KCWP 4: Review, Analyze, and Apply Data	Transition Ready/Pathways Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	• Data Dashboard • Counselor Utilization • Counselor Report for SB8	• Acclimate stakeholders to the Career Pathway Handbook 2020-2021 with intentional utilization of information for transitional points in P-12 • High Schools will follow :High School Mastery of Standards / Transition Ready Plan	No additional funding

KCWP 6: Establishing Learning Culture and Environment	Ensure that student conferencing occurs on a regular basis and such discussions support a culture for learning. Encourage student opportunity in self-monitoring behavior, including progress monitoring of goals.			
KCWP 6: Establishing Learning Culture and Environment	**Portrait of Graduate Implementation** Adopt a district/school-wide system or initiative to build character development. Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.	• Product Review • Data Dashboard • Anecdotal • Student Artifacts	• Portrait of a Graduate Roll Out Plan	No additional funding

Graduation Rate Goal: By 2024, the district will increase the graduation rate from 93.7% in 2020 to 95%, as measured by the school report card 4-year adjusted cohort graduation rate.
Goal 5: KCSD Graduation Rate 95%

Graduation Rate Objective 1: By 2021, the district will increase the graduation rate from 93.7% in 2020 to 94.5%, as measured by the school report card 4-year adjusted cohort graduation rate.

Strategy	Activity/ Action Step	Measure/Evidence of Success (Products/Deliverables)	Progress Monitoring of Action(s)	Funding
KCWP 4: Review, Analyze, and Apply Data	**Transition Ready/Pathways** Ensure that formative assessment practices allow students to	• Data Dashboard • Counselor Utilization • Counselor Report for SB8	• Acclimate stakeholders to the Career Pathway Handbook 2020-2021 with intentional utilization of information for transitional points in P-12	No additional funding at this time

KCWP 5: Design, Align, Deliver Support Classroom Activities KCWP 6: Establishing Learning Culture and Environment	understand where they are going, where they currently are, and how they can close the gap. Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation. Encourage student opportunity in self-monitoring behavior, including progress monitoring of goals. Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, etc.		• High Schools will follow :High School Mastery of Standards / Transition Ready Plan	
KCWP 6: Establishing Learning Culture and Environment	Portrait of Graduate Implementation Adopt a district/school-wide system or initiative to build character development. Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.	• Product Review • Data Dashboard • Anecdotal • Student Artifacts	• Portrait of a Graduate Roll Out Plan	No additional funding

Impact Survey Goal: By 2024, the district will increase the topic of resources within the Impact Survey from 38% favorable to 46% favorable.

Impact Survey Objective 1: By 2022, the district will increase the topic of resources within the Impact Survey from 38% favorable to 42% favorable.

Strategy	Activity/ Action Step	Measure/Evidence of Success (Products/Deliverables)	Progress Monitoring of Action(s)	Funding

KCWP 5: Design and Deliver Instruction
 	
KCWP 6: Establishing Learning Culture and Environment
	1 to 1 Technology Implementation
	
	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.
	
	Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, etc.
		• Data Dashboard
		• Implementation Guide Development
		• Learning Walk Data
			• Systemic training: (i.e. google classroom/meet for staff/students
			• Handbook development
			   o Process for logistics for devices
			   o Training for admin/teachers 1,6,9
			   o Revise role for STC
			   o Impact on quality instruction to include utilization of SAMR
			   o Digital Driver's License
				No additional funding at this time

KCWP 5: Design, Align and Deliver Support Classroom Activities KCWP 6: Establishing Learning Culture and Environment Classroom Activities	**Two-way Effective Communication** Ensure that Needs Assessment results are reflected in the systemic approach to funding expenditures that support school improvement efforts. Ensure that funding allocations are allowable per state and federal funding matrices, non-supplanting of funds guidance, local policy and SBDM policy where applicable. Encourage participation by all stakeholders in open forums focused on continuous improvement planning, including evaluating the current state, triangulating data sources, identifying of the desired state, creating action steps for goal attainment.	• Date from school level surveys, polls, questionnaires, etc.	• District model for schools of clear, consistent messages and streamlines communication to create an awareness of resources and technology initiatives through district website, district Twitter account, district memo, district leadership team meetings, etc. • Recommended school level communication that generates feedback and seeks input from all constituents providing a voice around the quality of resources, including but not limited to technology, using similar modes for communication as the district, such as school newsletters, school Twitter accounts, staff meetings, etc.	No additional funding

	Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc.			

ADDITIONAL DISTRICT INITIATIVES NOT REQUIRED THROUGH KDE CDIP GUIDELINES:

Goal 6: KCSD Attendance Rate 96.25%

Action Step	Evidence of Success (Products/Deliverables)	Action(s)
Individual School Attendance/Participation Plan Implementation	• Data Dashboard/Monthly Attendance/Participation Data: District/School • Monthly Schedule Gap Reports	• Assist schools with development of attendance plan • Weekly attendance/participation reports • Identify schools of greater need for additional support guidance. Share best practices among schools, monitor, give feedback Ensure every student is scheduled appropriately with no schedule gaps • Celebrate success monthly • Ensure any increase in attendance/participation is a result of kids receiving education daily which is the purpose of attendance goal

Goal 7: All 3rd Graders reading on Grade Level exiting primary

Action Step		Evidence of Success (Products/Deliverables)	Action(s)	
KCWP 2: Design and Deliver Instruction	Curriculum and Assessment redesign P-12 Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the	• Data dashboard • Formative/summative assessment data • Anecdotal Review • SBDM Approval • School Monitoring	• District led curriculum timelines/map and common assessment review/revisions/development P-12: High School, Science, Social Studies • Extending standards based report card development through 2nd grade	$3,392.00

11

|		• District support/guidance/feedback on mastery of standards by students one time per grading period • Refining protocols and common expectations for administering all district assessments • Common assessments scheduled on district assessment calendar and administered electronically	
standard, development and gradual release phases, and arrival at standards mastery. 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.			

Goal 8: Beginning in 4th grade ALL KCSD students will participate in at least one activity providing a meaningful connection to school beyond the regular classroom

Action Step	Evidence of Success (Products/Deliverables)	Action(s)
Individual School Student Engagement Strategies	Monthly Student Engagement Data	• Student Engagement Coordinator (SEC) works individually with schools to develop strategies • SEC Shares engagement opportunities across district (i.e. schools with higher percentages opportunities and strategies to engage kids) • Identify schools of greater need for additional support guidance • Celebrate success monthly • Review data collection process-Data Dashboard

Goal 9: Remain Fiscally Solvent and Efficient

Action Step	Evidence of Success (Products/Deliverables)	Action(s)
Implementation of time and attendance electronic data collection system	• Development of Implementation Plan • Review of Completed Plan Components	• Issue ID badges for all district employees • Install time collection devices at all locations • Training on program implementation • Time work collected electronically

World Class Initiatives		
Action Step	Evidence of Success (Products/Deliverables)	Action(s)
Safety and Security Plan implementation (Safety is KCSD #1 Priority)	• Completion of Scope of Work developed by Safety Committee and approved by the KCSD Board • Anecdotal • State Safety Audit	• Develop Safety/Security Compliance Document and assure implementation for SB 1 • Fully utilize Navigate Prepare/ Threat Assessment Program during the 2021 School yea • Complete construction scope of work for safety project. • Utilize school safety team to include reviewing and implementing necessary changes to ensure compliance with SB1 safety language and State Marshall Audit feedback
Diversity/Inclusion Training	• Data Dashboard • Completion of Scope of Work developed district in partnership with contractor • Anecdotal	• Diversity and Inclusion Plan • Make It Plain KCSD Notes/Plan
Building Capacity through cohort model(s)	• Survey Data • Anecdotal Data • Reports Gathered from Process	• Review/Revise existing cohort models to ensure world class growth • Revise Plan for implementation for 2021 for Rank Change Program designed for Excellence in the "Cycle of Quality Instruction"
Policy/Procedure systemic review/implementation	• Leadership Awareness and Implementation-Anecdotal	• Systemic Approach to Policy/Procedure Review • Systemic Approach to implementation of specific policies (i.e. fees/field trips)
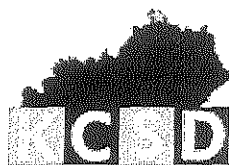
Multi-Tiered System of Support (MTSS)

Clicking on the MTSS title will take you to the Index.

Click on ▲ to access forms for each tier of instruction.

Click symbol below for:

- ▣ MTSS/RTI PLC Process
- ▣ Data PLC Process
- ☐ Quality Instruction PLC Process
- ▣ Data Dashboard

PORTRAIT OF A GRADUATE

Tier 3

Social
Behavioral
Mental Health Interventions and Strategies

Tier 3

Behavioral
Mental Health
Social/Emotional Interventions and Strategies

Academic Tier 2

Academic Interventions/Strategies

Behavior Tier 2

Academic Tier 1

Core Expectations
Quality Instruction

Behavior Tier 1

PBIS
Social and Emotional Learning
Adult Advocate for Every Child