

## 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 21<sup>st</sup> Century Economy.*

## Core Beliefs

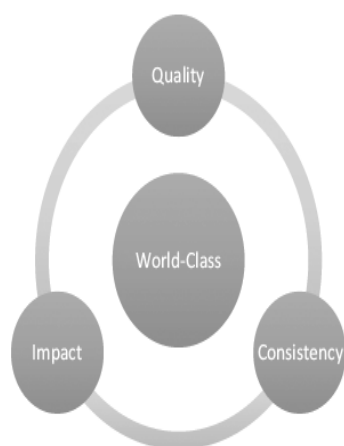
- **It's About ALL Kids.**
- It is our responsibility to ensure every child reaches his or her maximum learning potential.
- All students deserve a safe positive and supportive environment.
- Every student should have an adult advocate in the school setting.
- Students learn best when actively engaged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

## District-Wide Goals

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

## Defining World Class—

(Include International Comparison)



**Quality: the superiority or fitness of instruction.** Does the school deliver the results it is supposed to deliver? Does it teach students to the maximum of their potential? Are students world-class in their abilities, dispositions, and readiness for what comes next?

**Consistency: the ability to repeat strong performances over and over again.** Recall the mantra of the Four Seasons Hotels: Can we deliver quality for every person every time? Anyone can get test scores up with a bit of effort, but that isn't the key to unlocking world-classness. World-class schools yield consistently good results from most students, year in and year out.

**Impact:** Are students prepared to the maximum extent possible for the next grade or the next school, for college and career, or for lifelong success? Does the school prepare students to be the best they can be and to be able to compete and succeed in the world? In short, does the school have a lasting and positive effect on students?

# KCSD

## Big Rock Work

*Essential Question: How does the use of the resource improve teaching and learning in a measurable way over time?*

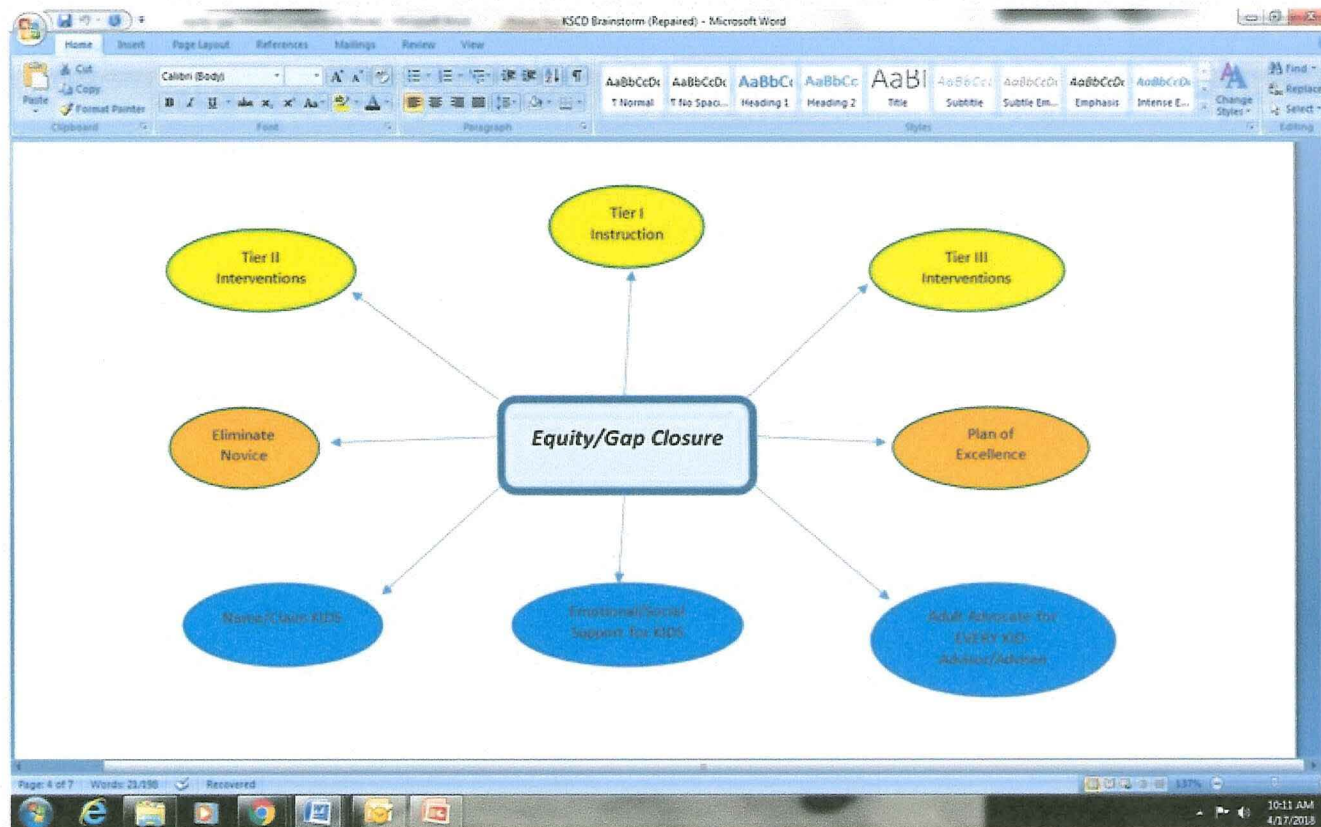




# Sub Committee Work

- Read 180
- System 44
- Springboard
- KTAP
- PASS
- EL
- Special Education Instructional Focus

# Gap Closure-Equity





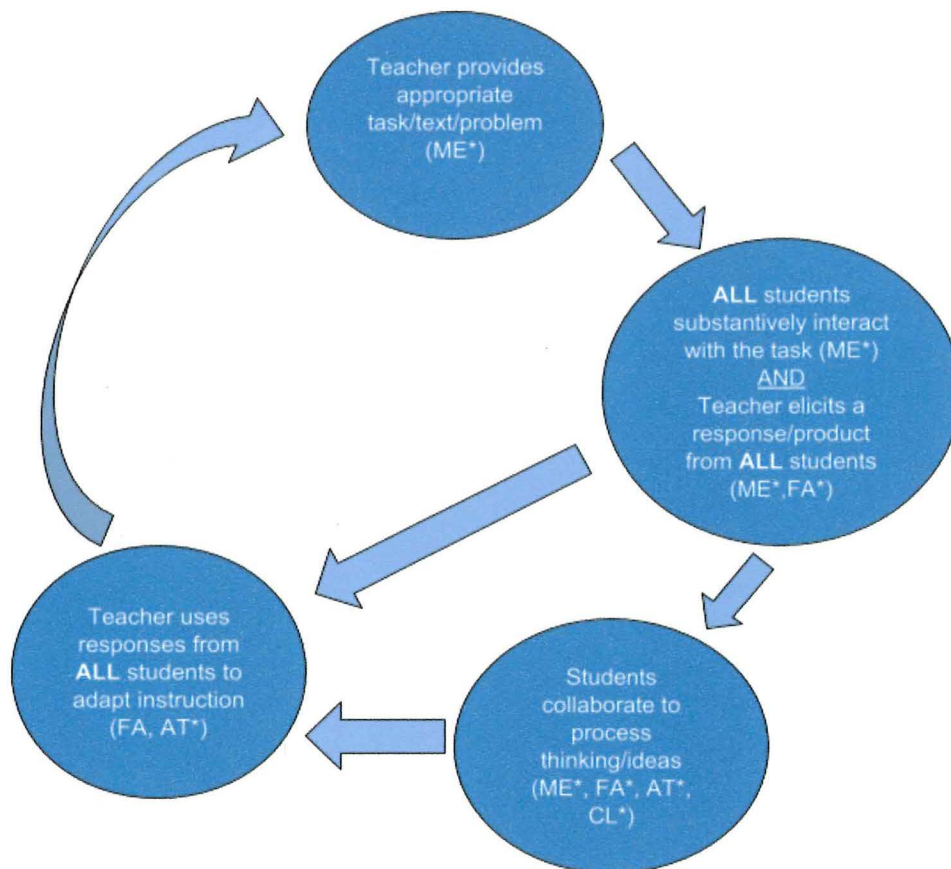
# *Core Expectations for Quality Instruction*

Core Expectations Link:

<http://bit.ly/KCSDCore>

## Core Expectations for Quality Instruction

(ALL Kids, All Contents, All Grades)



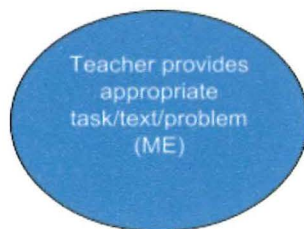
[Suggest Resources](#)

\*ME-Meaningful Engagement  
\*FA- Formative Assessment  
\*AT- Accountable Talk  
\*CL- Collaborative Learning

Number of cycles in a class period depends on the complexity of the tasks.



## Teacher Provides Appropriate Task/Text/Problem (ME)



Appropriate task/text/problems:

- Focus on measurable targets toward the standards for the course
- Vary in complexity throughout a class period

Within a class period as the cycle repeats, tasks should vary in complexity. Quick knowledge checks are appropriate, but daily instruction must also include tasks with a high cognitive demand. (See chart below.)

Tasks of Varying Levels of Complexity	
<b>Quick Knowledge/Comprehension Checks</b> These brief tasks/questions assess students' knowledge and comprehension.  <b>Examples</b> <ul style="list-style-type: none"><li>● Select ____</li><li>● Describe ____</li><li>● Locate ____</li><li>● Classify ____</li><li>● Define ____</li><li>● Find ____</li><li>● Identify ____</li><li>● List ____</li><li>● Explain ____</li></ul>	<b>Tasks with a High Cognitive Demand</b> These tasks/questions offer an opportunity for multiple correct answers with support/evidence or require the application of criteria with explanation.  <b>Examples</b> <ul style="list-style-type: none"><li>● Construct a model/argument/representation</li><li>● Critique how well ____ meets a given criteria and justify ____</li><li>● Defend/Argue a claim with supporting evidence</li><li>● Compare/Contrast multiple representations or viewpoints</li><li>● Analyze common errors/misconception</li><li>● Make and test a conjecture/hypothesis</li><li>● Analyze for key elements</li><li>● Find examples of ____ and draw connections to ____</li><li>● Devise a solution for ____</li><li>● Draw conclusions with support</li></ul>

Meaningful Engagement Resources:

[Planning Form](#)

[Reflection Form](#)

[Exemplar Video](#)

[Additional Resources](#)

[Special Ed/Interventions](#)

## All Students Substantively Interact and Teacher Elicits a Response From All Students (ME, FA)



Substantive (significant/important) interaction with an appropriate task yields a response/product from all students that the teacher can formatively assess for level of understanding toward the target or standard.

Substantive student interaction demonstrating meaningful engagement varies based on the task complexity. (i.e. Quick Knowledge/Comprehension Checks, Tasks with a High Cognitive Demand). Quick knowledge checks are appropriate, but daily instruction must also include tasks with a high cognitive demand.

Quick Knowledge/Comprehension Checks	
Interaction	Product
<p>Teacher sets short time limits that require all students to interact with the task, text, or problem quickly and produce a response.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Select _____</li> <li>• Locate _____</li> <li>• Classify _____</li> <li>• Define _____</li> <li>• Find _____</li> <li>• Identify _____</li> <li>• List _____</li> </ul>	<p>Products from all students are accessible to the teacher immediately to determine level of understanding.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Accurate labeling of text/problem</li> <li>• Physical response to selected questions (thumbs up/down, 1-5, 4 corners)</li> <li>• Accurate Identification/correction of an error</li> <li>• Posted brief response (whiteboard, Post-it notes, Plicker response, Kahoot)</li> </ul>

Tasks with High Cognitive Demand	
Interaction	Product
<p>Teacher sets extended time limits for all students to interact with tasks that offer an opportunity for multiple correct answers with support/evidence or require the application of criteria with explanation.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Compare/Contrast multiple representations or viewpoints</li> <li>• Defend/Argue a claim with supporting evidence</li> <li>• Analyze common errors/misconception</li> <li>• Make and test a conjecture/hypothesis</li> <li>• Analyze _____ for key elements</li> <li>• Draw conclusions with support</li> <li>• Critique how well _____ meets a given criteria and justify _____</li> </ul>	<p>Throughout the extended time given, developing products from all students are accessible to the teacher for formative assessment/adaptation.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Solution with explanation of approach</li> <li>• Paragraph citing text to defend a claim</li> <li>• Model demonstrating representation of concept</li> <li>• Analysis of text/problem annotating key components</li> <li>• Hypothesis/conjecture with plan to test</li> <li>• Chart demonstrating similarities/differences</li> </ul>

[Planning Form](#)

[Exemplar Video](#)

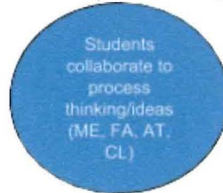
[Reflection Form](#)

[Additional Resources](#)

[Special Ed/Interventions](#)



## Students Collaborate to Process Thinking/Ideas (ME, FA, AT, CL)



**Students collaborate** to process thinking/ideas in response to complex tasks/texts/problems.

**When considering collaborative activities, instruction includes:**

- individual accountability for all students
- collaborative time with partner(s)
- whole group debrief

Collaborative Task Components	
<p><b>Individual Task</b> Give all students <u>instructions</u> and <u>timing</u> for an <b>individual task</b> before collaboration. <b>Examples:</b> Take ___ minutes to ___ individually.</p> <ul style="list-style-type: none"> <li>• Make a list of ___</li> <li>• Solve ___</li> <li>• Do a Quick Write that ___</li> <li>• Find examples of ___</li> <li>• Mark evidence of ___</li> <li>• Explain how ___ differs significantly from ___</li> <li>• Describe how the similarities between ___ are represented by ___</li> <li>• Explain ___ based on the data from ___</li> </ul> <p><i>Student products demonstrate correctness, understanding, and readiness for collaborative work. They also provide an opportunity to redirect student thinking and clear up critical misconceptions.</i></p>	<p><b>Small-Group Task</b> Give students instructions and expectations for the collaborative task: <b>Examples:</b> Consider the individual responses from your group members. Take ___ minutes and collaborate to ___.</p> <ul style="list-style-type: none"> <li>• Compare responses.</li> <li>• Create a shared response that is better than individual responses.</li> <li>• Reach consensus on ___.</li> <li>• Determine the best/most efficient answer/method from your group and explain how/why.</li> <li>• Look for common answers/support.</li> <li>• List the top/most important three responses/ideas.</li> <li>• Use definition or criteria to determine the best answer.</li> <li>• Group multiple representations of the same concept.</li> </ul> <p><i>Collaboration allows students to further process content, concepts, and skills assessed by the individual task through active engagement of all members.</i></p>
<p><b>Whole-Group Task</b> Consider the following for debrief:</p> <ul style="list-style-type: none"> <li>• Key content points</li> <li>• Different methods/approaches</li> <li>• Effective/Perceptive thinking</li> </ul> <p><i>Make student-derived, critical information and key ideas visible by charting them (with or without student names) so that other students can record them, compare them to their own product, and/or refer back to them.</i></p>	

[Planning Form](#)

Exemplar Video

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[Additional Resources](#)

[Special Ed/Interventions](#)

## Teacher Uses Responses From ALL Students to Adapt Instruction (FA)



In order to effectively adapt instruction, teachers must consider responses from **ALL** students during Individual or small group tasks.

Responses from **ALL** can be gathered efficiently by:

- Using [technology](#)
- Circulating to evaluate individual/small group responses
- Collecting student responses on whiteboards

Examples of Instructional Adaptations	
Few students demonstrate a high level of understanding.	<p>With the whole class</p> <ul style="list-style-type: none"> <li>• Clarify your expectation for the task; students try again</li> <li>• Address issues with a pre-requisite skill</li> <li>• Capture student responses on the board and address common misconceptions</li> <li>• Use a different approach/method</li> <li>• Incorporate multiple modalities/representations/manipulatives</li> </ul>
Most students demonstrate some level of understanding.	<p>With the whole class</p> <ul style="list-style-type: none"> <li>• Clarify your expectation for the task; students revise their response</li> <li>• Capture, display and share student thinking                             <ul style="list-style-type: none"> <li>○ Elaborate on student responses</li> <li>○ Discuss multiple approaches</li> <li>○ Consider efficiency of student approaches</li> <li>○ Address common misconceptions</li> </ul> </li> <li>• Do a similar task at the same level</li> </ul>
Most students demonstrate a high level of understanding.	<p>While most move on to the next task, pull a small group to</p> <ul style="list-style-type: none"> <li>• Address specific misconceptions</li> <li>• Use a different approach/method</li> <li>• Incorporate multiple modalities/representations/manipulatives</li> </ul>

[Planning Form](#)

Exemplar Video

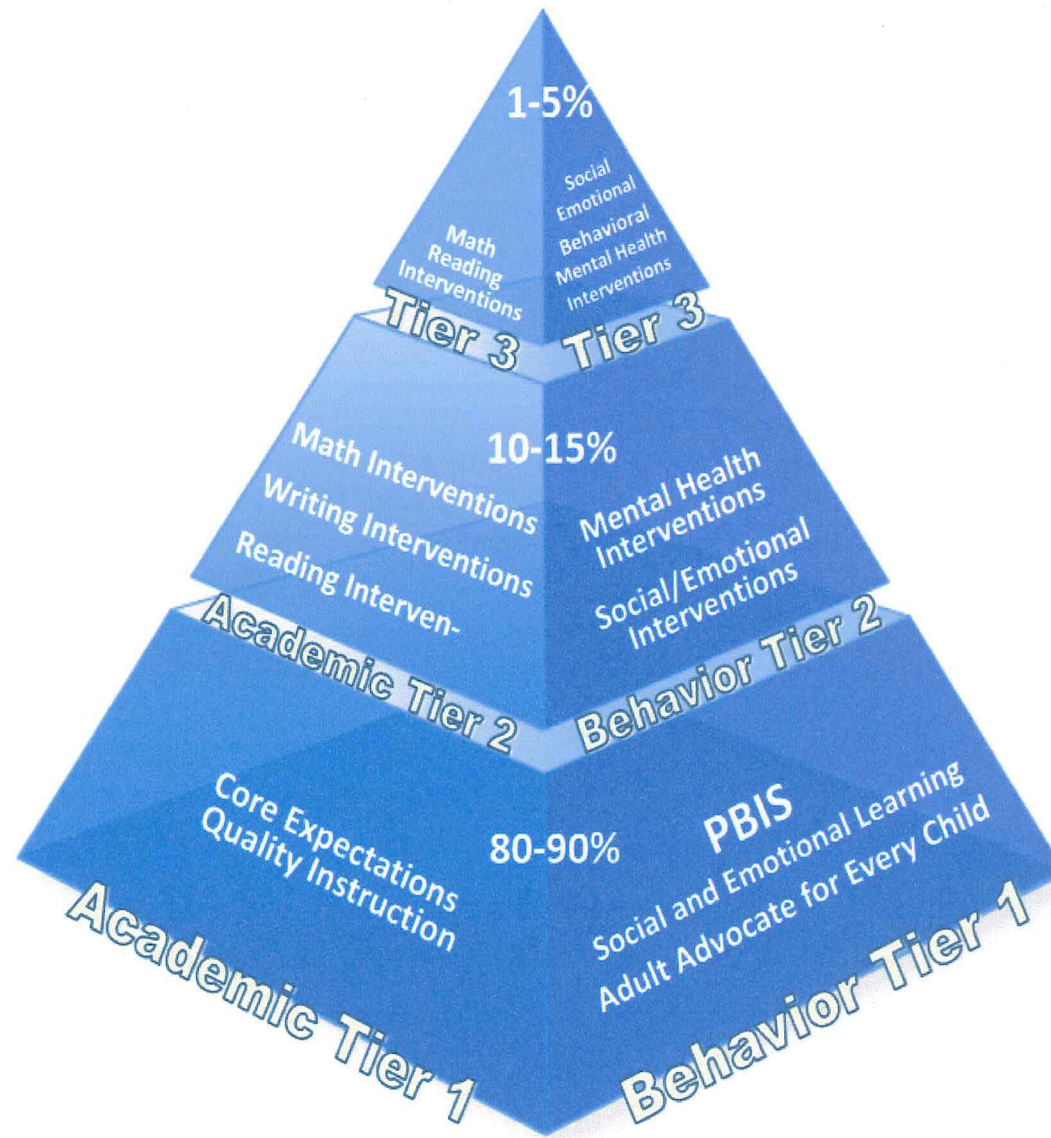
[Special Ed/Interventions](#)

[Reflection Form](#)

[Additional Resources](#)

Additional Videos





## Social & Emotional Support

### Revised/Proposed KTAP (Kenton Therapeutic Assistance Program) Structure

#### Vision/Purpose:

In conjunction with the vision of the district to provide a *world-class education ensuring ALL students are college and/or career ready and prepared for the 21st Century Economy* and some of the following 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, businesses 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 and School Stakeholders are reviewing and refining the tiers of academic and behavior expectations, structures, and supports for our students. When addressing the social and emotional needs of our students, the below proposed changes as it relates specifically to the KTAP, along with a refined tiered academic and behavior system will promote an equitable and comprehensive system aligned to our district mission, core beliefs, and goals.

#### Timeline:

- Proposed changes shared/Feedback with principals at March Summit meetings
- Proposed changes shared/Feedback with Behavior Support Dept. in March
- Proposed changes shared/Feedback with Special Ed. Department in March



- Special Board Meeting April 23 to present proposed plan
- Additional sharing and feedback with stakeholders
- Present to building and district administrators at the May principal and assistant principal meetings
- Continued presentation/discussion at June & August Instructional Leadership
- Professional Development support (stand alone and job embedded) for school staff

## Staffing:

### Current Staffing HS:

HS: 4 teachers (currently fully funded and implanted as a special education teacher), 4 IA's, 2 case manager/social workers

### Current Staffing MS under District Unit Model (SVA and TW district units):

MS: 2 teachers (currently fully funded and implanted as a special education teacher), 2 IA's, 1 case manager/social worker

### Proposed Staffing for 2018-19:

HS: 3 teachers (1/2 funded and implemented through special education, ½ funded and implemented through regular education)

MS: 4 teachers (1/2 funded and implemented through special education, ½ funded and implemented through regular education)

\*4 case manager/social workers shared among 7 schools- revised job description to be board approved

ES: 3 case manager/social workers shared among 10 schools- revised job description to be board approved

## Funding:

- Current total funding for KTAP- \$635,000 (staff and transportation)
- Increase cost of one teacher-\$51,000
- Increase cost of 4 case manager/social workers- \$200,000
- Reduction in cost of 6 IA's – \$126,000
- Reduction in cost of transportation due to current district unit model- \$50,000
- Proposed total funding for KTAP: \$660,000 which is an increase of \$75,000

TITLE: Kenton Therapeutic Assistance Program Social Worker

QUALIFICATIONS:

1. An individual currently licensed by the Kentucky Board of Examiners of Psychology in accordance with KRS Chapter 319 as a:
  - Licensed Psychologist; or
  - Licensed Psychological practitioner; or
  - Certified Psychologist with Autonomous Functioning; or
  - Certified Psychologist; or
  - Licensed Psychological Associate; or
2. An individual currently licensed by the Kentucky Board of Social Work in accordance with KAR 201 Chapter 23 as a:
  - Social Worker; or
  - Certified Social Worker; or
  - Licensed Clinical Social Worker; or
3. An individual currently licensed by the KY Board of Licensed Professional Counselors as a:
  - Licensed Professional Clinical Counselor; or
  - Licensed Professional Clinical Counselor Associate; or or
4. An Advanced Registered Nurse Practitioner who has a specialty area in accordance with the American Nurses' Association Statement on Psychiatric Mental Health Clinical Nursing or Practice and Standards of Psychiatric Mental Health Clinical Nursing Practice in accordance with 201 KAR 20:057; or
5. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Principal and assigned supervising teacher

JOB GOAL: Collaboratively assesses the needs of the student and the student's family, when appropriate, and arranges, coordinates, monitors, evaluates, and advocates for a package of multiple services to meet the specific student's mental health needs. Individual will need to actively work with school systems and other service providers

PERFORMANCE RESPONSIBILITIES:

1. Provide mental health case management/case coordination and skills building supports to children in a school based setting.
2. Collaborate and/or develop individualized care (treatment) plans.
3. Provides crisis intervention and conducts risk assessments.
4. Collaboration of individualized services across all settings



5. Maintains accurate and timely documentation including and not limited to session progress notes, contact logs, releases of information, and ongoing data.
6. Work with and train staff to develop trauma informed care systems.
7. Communicates regularly with school staff and parents on student needs, goals, and interventions, including academic progress or barriers.
8. Collaboration with providers working in the home, school, and community environment.
9. Conducts counseling and educational sessions with students on an individual, small group, or whole class basis.
10. Assists with transition of students between elementary and middle schools and middle to high schools.
11. Maintains a current file of appropriate service agencies and professional consultants. Suggests appropriate person or agency to the principal for individual students.
12. Assists school staff with universal student screening and individual student screening.
13. Assumes responsibility for his/her own professional growth and development.
14. Perform related duties as assigned.

TERMS OF EMPLOYMENT:      187 Days      Pay Grade 20

EVALUATION:      Performance of this job will be evaluated by the principal in collaboration with the supervising teacher.

DATE APPROVED:      05/07/2018