



Kenton County School District | *It's about ALL kids.*

**THE KENTON COUNTY BOARD OF  
EDUCATION**

1055 EATON DRIVE, FORT WRIGHT, KENTUCKY  
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Dr. Henry Webb, Superintendent of Schools

**KCSD ISSUE PAPER**

**DATE:**

12/19/18

**AGENDA ITEM (ACTION ITEM):**

Consider/Approve the Kenton County School District Comprehensive District Improvement Plan (CDIP) for the 2018-19 school year.

**APPLICABLE BOARD POLICY:**

District Planning 01.111

**HISTORY/BACKGROUND:**

Following the release of 2018 assessment results from the Kentucky Department of Education, departments across the district collaborated to create a draft plan for district improvement that includes Executive Summary, District Improvement Plan Goal Builder, Superintendent Gap Assurance, District Assurances, Needs Assessment, Safety Report, and Continuous Improvement Diagnostic. An open forum for the purpose of input from teachers, administrators, a Board member, and parents/community members was hosted on the draft was held on December 18, 2018.

**FISCAL/BUDGETARY IMPACT:**

n/a

**RECOMMENDATION:**

Approve the Kenton County School District Comprehensive District Improvement Plan (CDIP) for the 2018-19 school year.

**CONTACT PERSON:**

Malina Owens

\_\_\_\_\_  
Principal

  
\_\_\_\_\_  
District Administrator

  
\_\_\_\_\_  
Superintendent

*Use this form to submit your request to the Superintendent for items to be added to the Board Meeting Agenda.*

*Principal –complete, print, sign and send to your Director. Director –if approved, sign and put in the Superintendent's mailbox.*

**Kenton County Board of Education**

Board Members: Carl Wicklund, Chairperson Karen L. Collins, Vice Chairperson Joshua Crabtree, Esq. Carla Egan Jessica Jehn  
"The Kenton County Board of Education provides *Equal Education & Employment Opportunities.*"

## December 2018 Phase Three: Executive Summary for Districts

### Phase Three: Executive Summary for Districts

#### **Kenton County**

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

Last Modified: 12/19/2018

Status: Open

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## Phase Three: Executive Summary for Districts

### Executive Summary for Districts

#### Description of the District

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

Located in Northern Kentucky, the Kenton County School District is among the largest school districts in the Commonwealth serving over 14,300 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 366 three and four year old students, also housed in elementary schools. Programs for students with disabilities are accessible in every school and program. The number of students identified with an educational disability is nearly 2000, approximately 14% of the total student enrollment. Located at the Northern tip of the state, the district encompasses a geographic area of approximately 164 square miles. The Kenton County School District is the 4th largest employer in Kenton County and the 11th largest employer in Northern Kentucky. The population of Kenton County is approximately 164,945. Of this group 91% are white, 5% are African-American, and 3% are Hispanic. Eighty-nine percent (89%) are high school graduates and 29% have a Bachelor's degree or higher. Median household income is \$54,296; 13% live below the poverty level. - The district is home to students with 20 different home languages. 85% of the students are white, 5% are Hispanic/Latino, 3% are African American, 2% Asian, and 5% other. - The Free and Reduced Lunch population is 42.13%. Sixteen (16) schools have a Free and Reduced Lunch rate over 20% thus qualifying them for Family Resource Youth Service Centers. Five schools qualify for the community Eligibility Provision (CEP) due to a Free and Reduced percentage over 50%. The CEP program provides breakfast and lunch to all students at no charge.- Overall attendance rate for all students is 95.97% for the 2017-18 school year and 96.25% as of the official third month in 2018-2019. - 100% of classrooms provide internet connection, with a student to computer ratio of 1.4:1. - Approximately 11,398 meals are served daily by food service. - Buses travel over 2.1 million miles each year to service the students within our district. With a new Superintendent at the helm as of July 2017, we look forward to continued growth and excellence, as in the Kenton County School District, Team Kenton is about ALL kids.

#### **ATTACHMENTS**

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

#### **District's Purpose**

Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.

Describe how the district embodies its purpose through its program offerings and expectations for students.

**Mission** The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are college and/or career ready and prepared for the 21st Century Economy. **Core Beliefs:** It's About ALL Kids. It is our responsibility to ensure every child reaches his or her maximum learning potential. All students deserve a safe positive and supportive environment. Every student should have an adult advocate in the school setting. Students learn best when actively engaged in the learning process. Maintaining high expectations leads to higher levels of student achievement. All students are inspired to learn when provided rigorous, relevant, innovative and creative learning opportunities in a positive environment. Recognition and

appreciation of cultural, social, physical, and economic differences creates a healthy learning community. Sharing and using results to inform our decisions about instruction, resources, and curriculum leads to higher levels of student achievement. Students, educators, staff, families, business, and the community share in the responsibility for creating an environment in which all students can learn and succeed at high levels. High quality public education is essential to our democracy and economic growth. District-Wide Goals 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 (Primary), ALL students will participate in at least one activity providing a meaningful connection to school beyond the regular classroom Remain fiscally solvent/efficient.

## **ATTACHMENTS**

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### **Notable Achievements and Areas of Improvement**

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

Notable Achievements: State and National Highlights since 2016- Our Students: \$19.9 million in scholarships for graduating Seniors (2018)- 900 students took an AP Exam (2017-18)- Students earned over 4,000 college credits (2017-18)- 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)- Over \$12 million in Scholarship Money earned by the Class of 2017 - 30 Governor's Scholars (2017) - 8 Governor's School for the Arts Participants (2017) - National Yes I Can! Award Nominee (2017) - Two LGEC Regional Winners (2017) - Overture Award Finalist (2017) - KHSSA Girls Soccer Student-Athlete of the Year (2017) - UCA (Cheerleading) National Champions (2017) - Two perfect ACT scores (2017) - Six National Merit Semi-Finalists (2017) - Back to back state diving champion (2016 and 2017) - State wrestling champion (2017) - Three National Merit Semifinalists (2016) - State Diving Champion (2016) - State Wrestling Champion (2016) - Jefferson Award for Outstanding Service (2016) - Over \$15 million in Scholarships earned by the Class of 2016 - 27 students selected for Governor's Scholars Program (2016) - Three National Scholastic Writing Awards (2016) - One National Scholastic Art Award (2016) - State Mock Trial Winner (2016) - Read180 National Award Winner (2016) - Our Staff - Two new National Board Certified Teachers, bringing our total number of NBCTs to 57- Two 2018 Golden Apple Winners- 2018 C3 Outstanding Educator- 2018 Kenton County Alliance Champion- 2017 KY Teacher of the Year finalist - STAK Transportation Garage of the Year (2017) - 2017 KyAEA Art Teacher of the Year - 2017 Ann S. Booth Mathematics Education Service and Achievement Award - 2017 Hope Street Group Kentucky Teacher - Fellow 2018 Music Educator Award Quarterfinalist - Two New National Board Certified Teachers (2016) - Counselor Advocate of the Year (2016) - PAEMST Award Finalist (2016) - Kentucky Middle School Music Teacher of the Year (2016) - PLTW Computer Science Teacher of the Year (2016) - KyAEA High School Art Teacher of the Year (2016) - Our District - 2018 Energy Star Partner of the Year for Sustained Excellence- KCSD Mechanics are celebrating four years without a lost time injury- 2017 Energy Star Partner of the Year – Sustained Excellence

- All preschools: 5-Star Rating from the Cabinet for Health and Family Services (2017) - Energy Star Partner of the Year for Sustained Excellence (2016) - KySTE Outstanding Leader Award (2016) - STAK Outstanding Superintendent Award (2016) - NSPRA Honorable Mention Winner (2016) - 12 OASIS Awards (2016) - Distinguished District with Eight Distinguished Schools, including three top 20 Schools of Distinction and two High-Performing Schools, in 2015-16 School Report Card -100% Tobacco Free - Areas for Improvement: -High School students with disabilities below state in Math (District 8% Proficient/Distinguished / State 8.4%)- Middle School students with disabilities below state in Reading (16.9% Proficient/Distinguished / State- 26.2%) and Math (11.8% Proficient/Distinguished / State- 18%) Elementary School students with disabilities below state in Reading (District 31.9% Proficient/Distinguished / State -35.2%) and Math (District 25% Proficient/Distinguished /State-7.9%)- 3 Middle schools in bottom 50% of state for growth- 2 Elementary schools in bottom 50% of state for growth- Middle school science students with disabilities 6.1% % Proficient/Distinguished - State 9.9%- Elementary social studies students with disabilities 26.1% % Proficient/Distinguished- State 28.6%- Graduation Rate - Students with disabilities index District 72.1/State 78.2 Students with disabilities % Proficient/Distinguished in Math- Elementary (District 25%/State 27.9%), Middle (District 11.8%/State 18.4), High (District 8%/State 8.4%) Students career ready 22% 2018 with students with disabilities 9.5%- 4 year cohort Graduation rate for students with disabilities 72.1%/ State 78.2%- 4 year cohort Graduation rate for EL students 75%/ State 77.1%

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### **Additional Information**

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

Kenton County Academies of Innovation and Technology- The Kenton County Academies of Innovation and Technology are in their seventh year and are planning to merge with a regional school called the Ignite Institute. Positions at this school available to any high school student in the region, and specifically those enrolled in the Kenton County School district. The Ignite Institute is composed of colleges that offer career pathways to high school students. Each college uses an inquiry-based/performance-based method where the lines between "technical" and "academic" are deliberately blurred and where scholars use technology to research, produce, and present across disciplines. Much of the class work is project-based and incorporates real world application. Scholars with interests in STEAM (Science, Technology, Engineering, Arts, and Math) are encouraged to apply. Curricula is framed around answering questions and solving problems. This integration allows scholars to address issues that are found in the "real world". Scholars work in teams and study questions that cut across academic disciplines. Six teachers collaborate within a college to develop curricula where lessons have a "flavor" of the career classes. Each core content class covers the same curriculum as the core content classes taught at the traditional high schools. Ignite Institute core content classes are unique because they are taught by integrating the topics taught in the career class. Scholars have seven different career pathways in which they can enroll at the Ignite Institute. These pathways are biomedical sciences, allied health, engineering, women's engineering, computer sciences, education, and media design. Each pathway will satisfy all of Kentucky Department of Education standards for high school graduation. District Community- The Kenton County School District offers strong systems to support all schools. Local school communities make decisions about ways to enhance those systems for their children through School Based Decision Making Teams (SBDM). School councils promote shared leadership among those who are close to the students. Membership of each council includes parents, teachers and an administrator of the school. The council has the responsibility to set school policy

and make decisions which shall provide an environment to enhance student achievement and help meet the goals. Making decisions through shared decision making results in a greater commitment to implementing decisions that will enhance the achievement of students. The district employs 1,764 staff members. Of those 981 are certified employees 784 are classified staff. Of the district's core academic teachers, 100% are Highly Qualified under the guidelines of No Child Left Behind. 57 teachers are National Board Certified. The average years of teaching experience is 12. The transportation department employs 158 full time bus drivers, 53 monitors, and 8 mechanics. Buses log 11,894 miles per day and transport approximately 10,475 students (including private school students). There are 179 buses, serving 111 traditional routes and 24 special needs routes. Facilities are maintained by 8 maintenance technicians (3 HVAC, 1 Plumber, 2 Carpenters, 1 Electrician, 1 Mail Carrier) and 99 custodians. Student Nutrition employs 17 cafeteria managers and 101 cafeteria workers. On average, 3,773 breakfasts, and 8,124 lunch meals are served daily to students. During the summer of 2018, student nutrition served 10,807 meals at 13 sites, 6 of which were community sites and 7 school sites. Each cafeteria has two employees with a food manager certification from the health department. Green Energy- The Kenton County School District believes school buildings should use less energy, demonstrate sound environmental practices and serve as fundamental tools for learning. All of our school construction and/or renovation projects focus on high performance features, student involvement, and increased student performance. The commitment of the Kenton County School District to high performance, sustainable school design can be demonstrated by a number of firsts: - First LEED® Silver Certified school in Kentucky - First schools to receive consecutive ENERGY STAR® Labels - First true daylight school in Kentucky - First school with rainwater catchment - First school with solar PV Our newest school facilities feature high performance design features such as: - Daylight harvesting - Solar panels - Rainwater catchment systems - Vital signs systems - Green building materials - Geothermal heating and cooling - Vegetated roofs - ICF (insulated concrete forms) walls We believe that school construction and renovation projects provide excellent opportunities for student involvement and rigorous and relevant instruction. Each elementary and middle school has a student energy team that educates that promotes energy efficiency and sustainability. Most recently, the students at Fort Wright Elementary School, KCAIT Edgewood Campus, Woodland Middle, and Scott High Schools were involved with the construction/renovation of their schools in many ways. School district expenditures play an important role in the Kenton County School District economic environment. The district is committed to compensation and professional development to attract and retain effective staff. Technology infrastructure upgrades and equipment additions are evident throughout district schools providing the foundation for more innovative teaching practices, access to additional lessons and online activities for students in all grade levels. Efficiency in staffing, energy conservation measures, and strategic use of grant funds have kept General Fund total expenditure growth to 2.9% over the past three years. Retirement plan funding is currently being reviewed by the state legislature and will affect future benefits expenditures for all state government divisions. The General Fund expenditure contingency has averaged 9.5% of the total budget in 2016-2018. The Kenton County School District has levied three nickels against local property assessment, which will support continued improvement with the capital construction program. Community Engagement- The Community Engagement department communicates the district's goals to the public utilizing technology, network television, marketing, and public relations. - Superintendent Student Leadership Advisory- Students from each of the three high schools meet to advise the superintendent on the needs of their schools in relation to the overall district goals. - Bornlearning- Early childhood development program in our elementary schools helps create a sense of community for families and gives strategies to ensure kindergarten readiness. - @TheKCSD- Twitter account that now has more than 8 thousand followers in the district to share the great news at all of our schools. - The district offers a selection of over 150 extracurricular activities, including over 17 sports between the schools. - Community Education-The district welcomes adults and children into our schools throughout the year to

participate in a wide range of community learning projects. Our goal is to continue to add worthwhile programs that are school and/or community generated to give students and families in our areas a closer connection to our schools. - Business Partnerships-The district has extensive partnerships with our business community. Post-Secondary partners include, University of Kentucky, Morehead State University, Kentucky State University, Gateway Community College, Thomas More College, Northern Kentucky University, University of Cincinnati, and Cincinnati State. The District Communication Department provides, both instructional and informational videos found on YouTube, accessed through the district's home webpage. Education Foundation-Created by alumni, the Kenton County Education Foundation is a nonprofit organization that provides scholarships to students to pursue post-secondary education. Since 1988 the foundation has awarded over \$100,000 to over 100 seniors. - #TeamKenton Foundation is a newly formed nonprofit organization whose goal is to raise money for Kenton County students and has in it's bylaws that no salaries shall be paid from monies raised by the foundation. Gifted and Talented-The Kenton County School District identifies and serves gifted youth within our schools to ensure an appropriate level of instruction to reach the potential of each student. High potential learners at the primary level and identified gifted students in grades four through twelve are provided articulated services to differentiate their instruction, therefore meeting their individual needs. Our schools offer multiple service delivery options such as acceleration, honors and Advanced Placement courses, collaborative teaching, special counseling services, distance learning, enrichment services, independent study, mentorship, resource services, seminars, and individualized or cluster grouping differentiated instructional strategies to students in the PTP-Primary Talent Pool (Grades K-3) or students formally identified in grades four through twelve. EL-The Kenton County EL (English Learners) Program is designed to assist students with limited English proficiency to speak, read, write and comprehend the English language, and to meet challenging state content goals to close the gap between LEP (limited English proficient) students and non-LEP students. A high-quality language instructional program with qualified personnel is implemented to prepare LEP students to successfully attain English and participate in all-English classrooms. State and district academic assessments are used to assess annual progress in English and in academic achievement. The LEP student population is equitably represented in gifted education, special education and in all other services provided for all students. Currently, there are 351 English Language Learners in the district. This population represents students in grades preschool through high school. There are 20 different languages, with Spanish as the most prevalent language. AP/Dual Credits- Over 31 Advanced Placement classes are offered at the high schools. The percent of scores on AP exams that were a 3 or higher is 68.6%. Students at all district high schools are also eligible to earn dual credits through select courses in partnership with Northern Kentucky University, Thomas More College, Murray State University, Kentucky State University, Eastern Kentucky University, Morehead State University, Gateway Community and Technical College, and many others. Preschool Program- The Kenton County Preschool Program is a Five Star Rated Program serving children who meet eligibility criteria as defined by the Kentucky Department of Education. The preschool program is available to families with four-year-old children who are income eligible, as well as families with three and four-year-old children with delays in their development, regardless of income. The family must reside in the Kenton County School District in order to attend the preschool program. The program is available at no cost to the family (other than 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, serving the needs of approximately 366 preschool children. Each classroom is staffed to meet the needs of the participating students with a certified teacher and at least one teaching assistant. The majority of current preschool teachers are Master's level teachers with an Interdisciplinary Early Childhood Education (IECE) teaching certificate. All teaching assistants in the preschool program have completed curriculum training and receive ongoing professional development. Special Education- In The Kenton County School District, we believe that ALL children can learn at high



levels regardless of their ethnicity, ability, gender, 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). These services focus on increasing student achievement and postsecondary outcomes by providing access to a rigorous curriculum in the Least Restrictive Environment. All schools provide special education and related services for students with academic and social emotional deficits by offering specially designed instruction and support within the general education classroom and resource room as prescribed by their IEP. For our more complex learners, the KCSD offers specialized programs throughout our district should the ARC determine it's required to ensure FAPE. Students with low-incidence disabilities, autism, or emotional behavior disabilities have access to high quality academics and the program modifications and supports required for success. Special education consultants with expertise in behavior, autism, instructional strategies, and compliance allow direct support and training to teachers. Related service personnel work collaboratively with district and building level staff to support individual student needs. Special education leads are identified at each building to receive additional training to empower teacher leaders and establish resources within the building for supporting student needs. Additionally, an assistive technology team is available to provide training to teachers and support students by identifying appropriate communication devices, and other tools essential for access and independence. Title I- The Title I program, one of the largest federal aid programs, sends money to the school districts based on census counts of children from low-income families and children in several smaller categories, such as foster children, homeless children and those living in correctional institutions. Those schools with 40% or more of their population low income are served with a "Schoolwide" program. Kenton County has 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. Instructional Technology- Kenton County Schools is integrating technology into classrooms to enhance deeper learning of content and build 21st Century skills based off of the seven ISTE (International Society for Technology in Education: <https://www.iste.org/standards/forstudents> ) standards for students. District consultants work with teachers in ways to; gather and utilize student data, create digital tools to help instruction i.e. formative assessments and assessment analyzers, and help students/teachers collaborate more utilizing various technology tools.

## **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## Comprehensive Improvement Plan for Districts

### Rationale

District improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, districts build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

### Operational definitions of each area within the plan

**Goal:** Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

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

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

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

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

**Measure of Success:** the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring:** is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

### Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:  
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.  
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

## 1: Proficiency Goal

Goal 1: By 2023, the district will increase the combined reading and math proficiency for all students from 62.0% in 2018 to 81.0% (elementary), from 59.2% in 2018 to 79.6% (middle), and from 52.5% in 2018 to 76.3% (high), as measured by the school report card proficiency data.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

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

Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)*

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2019, the district will increase the combined reading and math proficiency for all students from 62.0% in 2018 to 65.8% (elementary), from 59.2% in 2018 to 63.3% (middle), and from 52.5% in 2018 to 57.3% (high), as measured by the school report card proficiency data.	KCWP 2: Design and Deliver Instruction	<p>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.</p> <p>Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p> <p>Ensure data analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.</p>	<p>Tier I School Visits</p> <p>MTSS Spreadsheets</p> <p>Data Dashboard</p>	Academic Support-monthly	Title II
	KCWP 4: Review, Analyze, and Apply Data	<p>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</p> <p>Assess with formative and summative assessments that are aligned to the standards</p>	<p>MTSS Spreadsheets (academic and behavioral)</p> <p>Data Dashboard</p>	Academic and Behavior Support-monthly	n/a

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		and learning targets.  Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning, creation SMART goals for improvement, and development of a method of quality assurance monitoring.			

## 2: Separate Academic Indicator

Goal 2: By 2023, the district will increase the combined science, social studies, and writing proficiency for all students from 52.8% in 2018 to 76.4% (elementary), and from 51.5% in 2018 to 75.8% (middle) along with high school writing proficiency from 59.2% in 2018 to 79.6%, as measured by the school report card proficiency data.

Which <b>Strategy</b> will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none"> <li>• <u>KCWP 1: Design and Deploy Standards</u></li> <li>• <u>KCWP 2: Design and Deliver Instruction</u></li> <li>• <u>KCWP 3: Design and Deliver Assessment Literacy</u></li> <li>• <u>KCWP 4: Review, Analyze and Apply Data</u></li> <li>• <u>KCWP 5: Design, Align and Deliver Support</u></li> <li>• <u>KCWP 6: Establishing Learning Culture and Environment</u></li> </ul>	Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none"> <li>• <u>KCWP1: Design and Deploy Standards Classroom Activities</u></li> <li>• <u>KCWP2: Design and Deliver Instruction Classroom Activities</u></li> <li>• <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u></li> <li>• <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u></li> <li>• <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u></li> <li>• <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u></li> </ul>	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2019, the district will increase the combined science, social studies, and writing proficiency for all students from 52.8% in 2018 to 57.5% (elementary), and from 51.5% in 2018 to 56.4% (middle) along with high school writing proficiency from 59.2% in 2018 to 63.3%, as measured by the school report card proficiency data.	KCWP 2: Design and Deliver Instruction	<p>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.</p> <p>Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p>	<p>Tier I School Visits</p> <p>MTSS Spreadsheets</p> <p>Data Dashboard</p>	Academic Support - monthly	Title II
	KCWP 4: Review, Analyze, and Apply Data	<p>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</p> <p>Assess with formative and summative assessments that are aligned to the standards and learning targets.</p> <p>Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning, creation SMART goals for improvement, and development of a method of quality assurance monitoring.</p>	<p>MTSS Spreadsheets (academic and behavioral)</p> <p>Data Dashboard</p>	Academic and Behavior Support- monthly	n/a

### 3: Gap

Goal 3: By 2023, the district will increase the combined reading and math proficiency for students with disabilities from 28.5% in 2018 to 64.3% (elementary), from 14.4% in 2018 to 57.2% (middle), and from 13.2% in 2018 to 56.6% (high), as measured by the school report card proficiency data.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

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

Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)*

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2019, the district will increase the combined reading and math proficiency for students with disabilities from 28.5% in 2018 to 35.7% (elementary),	KCWP 4: Review, Analyze, and Apply Data	Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning, creation SMART goals for improvement, and development of a method of quality assurance monitoring.	MTSS Spreadsheets (academic and behavioral)  Data Dashboard specific to Students w/ Disabilities in NAPD and Due Process Binders	Academic (also including special education) and Behavior Support- monthly Academic (also including special education) and Behavior Support- at grading periods for NAPD Cabinet- monthly	n/a



Goal 3: By 2023, the district will increase the combined reading and math proficiency for students with disabilities from 28.5% in 2018 to 64.3% (elementary), from 14.4% in 2018 to 57.2% (middle), and from 13.2% in 2018 to 56.6% (high), as measured by the school report card proficiency data.

from 14.4% in 2018 to 23.0% (middle), and from 13.2% in 2018 to 21.9% (high), as measured by the school report card proficiency data.	KCWP 2: Design and Deliver Instruction	<p>Ensure data analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.</p> <p>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.</p> <p>Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.</p> <p>Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p>	<p>Special Education Professional Learning Plan implementation and impact checks</p> <p>PLC Minutes</p> <p>MTSS Spreadsheets (academic and behavioral)</p> <p>Data Dashboard specific to Students w/ Disabilities in NAPD and Due Process Binders</p>	<p>Academic (also including special education) and Behavior Support- monthly</p> <p>Academic (also including special education) and Behavior Support- at grading periods for NAPD</p> <p>Cabinet- monthly</p>	n/a
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#### 4: Graduation rate

Goal 4: By 2023, the district will increase the graduation rate from 93.9% in 2018 to 95%, as measured by the school report card 4-year adjusted cohort graduation rate.

<p>Which <b>Strategy</b> will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li>• <u>KCWP 1: Design and Deploy Standards</u></li> <li>• <u>KCWP 2: Design and Deliver Instruction</u></li> <li>• <u>KCWP 3: Design and Deliver Assessment Literacy</u></li> <li>• <u>KCWP 4: Review, Analyze and Apply Data</u></li> <li>• <u>KCWP 5: Design, Align and Deliver Support</u></li> <li>• <u>KCWP 6: Establishing Learning Culture and Environment</u></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none"> <li>• <u>KCWP1: Design and Deploy Standards Classroom Activities</u></li> <li>• <u>KCWP2: Design and Deliver Instruction Classroom Activities</u></li> <li>• <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u></li> <li>• <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u></li> <li>• <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u></li> <li>• <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2019, the district will increase the graduation rate from 93.9% in 2018 to 94.1%, as measured by the school report card 4-year adjusted cohort graduation rate.	KCWP 6: Establishing Learning Culture and Environment	Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc.	Monitor implementation of Advisor/ Advisee & Adult Advocate  Data Dashboard	Behavior Support- monthly  Cabinet- monthly	Title IV
	KCWP 5: Design, Align, and Deliver Support	Create and monitor a "Watch (Cusp) List" for students performing below proficiency. Develop school culture supports, both academic and behavioral, to promote and support learning for all. Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.	Monitor implementation of Advisor/ Advisee & Adult Advocate  Data Dashboard	Behavior Support- monthly  Cabinet- monthly	n/a

Goal 4: By 2023, the district will increase the graduation rate from 93.9% in 2018 to 95%, as measured by the school report card 4-year adjusted cohort graduation rate.

		Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation.			
	KCWP 1: Design and Deploy Standards	Use summative evidence to inform what comes next for individual students and groups of students.	Implementation plan of Profile of a Graduate	Cabinet- implementation plan monitoring- quarterly	n/a

## 5: Growth

Goal 5: By 2022, the district will increase the percentage of students showing growth in MAP for elementary reading from 56.07% in Spring 2018 to 74.05%; for elementary math from 59.17% in Spring 2018 to 71.85%; for middle school reading from 48.75% in Spring 2018 to 74.8%; and for middle school math from 49.92% in Spring 2018 to 75.7%.

<p>Which <b>Strategy</b> will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li>• <u>KCWP 1: Design and Deploy Standards</u></li> <li>• <u>KCWP 2: Design and Deliver Instruction</u></li> <li>• <u>KCWP 3: Design and Deliver Assessment Literacy</u></li> <li>• <u>KCWP 4: Review, Analyze and Apply Data</u></li> <li>• <u>KCWP 5: Design, Align and Deliver Support</u></li> <li>• <u>KCWP 6: Establishing Learning Culture and Environment</u></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <li>• <u>KCWP1: Design and Deploy Standards Classroom Activities</u></li> <li>• <u>KCWP2: Design and Deliver Instruction Classroom Activities</u></li> <li>• <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u></li> <li>• <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u></li> <li>• <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u></li> <li>• <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2019, the district will increase the percentage of students showing growth in MAP for elementary reading from 56.07% in Spring 2018 to 58.48%; for elementary math from 59.17% in Spring 2018 to 54.96%; for middle school reading from 48.75% in Spring 2018 to 59.68%; and for middle school math from 49.92% in Spring 2018 to 61.12%.	KCWP 2: Design and Deliver Instruction	<p>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.</p> <p>Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p>	<p>Tier I School Visits</p> <p>MTSS Spreadsheets</p> <p>Data Dashboard</p>	Academic Support (Banta, Setters, Harney, Owens)- monthly	Title II
	KCWP 4: Review, Analyze, and Apply Data	<p>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</p> <p>Assess with formative and summative assessments that are aligned to the standards and learning targets.</p> <p>Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning, creation SMART goals for improvement, and development of a method of quality assurance monitoring.</p>	<p>MTSS Spreadsheets (academic and behavioral)</p> <p>Data Dashboard</p>	Academic and Behavior Support- (Banta, Setters, Harney, Owens)- monthly	n/a

## 6: Transition Readiness

Goal 6: By 2022, the district will increase the percentage of students transition ready in grade 12 from 61.8% in 2018 to 81.6%, as measured by College/Career Readiness calculations.

<p>Which <b>Strategy</b> will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li>• <u>KCWP 1: Design and Deploy Standards</u></li> <li>• <u>KCWP 2: Design and Deliver Instruction</u></li> <li>• <u>KCWP 3: Design and Deliver Assessment Literacy</u></li> <li>• <u>KCWP 4: Review, Analyze and Apply Data</u></li> <li>• <u>KCWP 5: Design, Align and Deliver Support</u></li> <li>• <u>KCWP 6: Establishing Learning Culture and Environment</u></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <li>• <u>KCWP1: Design and Deploy Standards Classroom Activities</u></li> <li>• <u>KCWP2: Design and Deliver Instruction Classroom Activities</u></li> <li>• <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u></li> <li>• <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u></li> <li>• <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u></li> <li>• <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2019, the district will increase the percentage of students transition ready in grade 12 from 61.8% in 2018 to 70.6%, as measured by College/Career Readiness calculations.	KCWP 4: Review, Analyze, and Apply Data	Use assessment data to help students assess and adjust their own learning.	Data Dashboard Monitoring	Academic Support- trimester/semester  Cabinet- trimester/ semester	District General Fund
	KCWP 1: Design and Deploy Standards	Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.  Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	Monitoring of Implementation Plan for increasing career pathway options	College Career readiness Director (w/Academic support)- (implementation plan monthly monitoring)	n/a

## December 2018 Phase Three: The Superintendent Gap Assurance

### Phase Three: The Superintendent Gap Assurance

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

Last Modified: 11/27/2018  
Status: Open

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## Phase Three: The Superintendent Gap Assurance

### Gap Target Assurance

As superintendent of the district, I hereby certify that:

- ☐ no school in the district has failed to meet its gap target for two (2) consecutive years.
- ☒ the following school(s) has/have failed to meet its/their gap target for two (2) consecutive years and is/are listed in the comment box below.

### COMMENTS

Please enter your comments below.

While the official calculation for non-duplicated gap goals was not reported to the schools or the district this year in order to compare to each schools' delivery targets, we attempted our own calculation and our estimates show that the following schools likely did not meet their set gap goal delivery targets: Dixie Heights High School, Simon Kenton High School, Scott High School, Summit View Academy, Turkey Foot Middle School, Twenhofel Middle School, Woodland Middle School, Beechgrove Elementary, JA Caywood elementary, Ft. Wright Elementary, RC Hinsdale Elementary, Kenton Elementary, Piner Elementary, River Ridge Elementary, Ryland Heights Elementary, and Taylor Mill Elementary.

### ATTACHMENTS

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



## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## November 1, 2018 Phase Two: District Assurances

### Phase Two: District Assurances

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

Last Modified: 10/18/2018  
Status: Open

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## Phase Two: District Assurances

### Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read each 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.

## District Assurances

1. All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who do not meet state certification requirements.

- ☒ Yes
- ☐ No
- ☐ N/A

### COMMENTS

### ATTACHMENTS

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

2. Our district provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- ☒ Yes
- ☐ No
- ☐ N/A

### COMMENTS

### ATTACHMENTS

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

3. Our district has planned strategies to recruit and retain certified teachers.

- ☒ Yes
- ☐ No
- ☐ N/A

### COMMENTS

### ATTACHMENTS

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

4. Our district ensures that program funds are targeted to schools that have the lowest proportion of certified teachers, have the largest average class size, or are identified as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) schools.

- ☒ Yes
- ☐ No
- ☐ N/A

### COMMENTS

Additional personnel have been dedicated to struggling school sites.

### **ATTACHMENTS**

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

5. Our district ensures that all personnel compensated from federal program funds are performing assignments aligned to the program purpose, according to the program plan, and appropriate documentation of such work is maintained.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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

6. Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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

7. Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.

- ☐ Yes
- ☐ No
- ☒ N/A

### **COMMENTS**

We have no institutions for neglected children

### **ATTACHMENTS**

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

8. Our district ensures that set-aside funds for neglected institutions in the district are spent on identified student needs.

- ☐ Yes
- ☐ No
- ☒ N/A

### **COMMENTS**

We have no neglected institutions

### **ATTACHMENTS**

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

9. Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.

- ☐ Yes
- ☐ No
- ☒ N/A

### **COMMENTS**

We have no neglected institutions for neglected children

### **ATTACHMENTS**

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

10. Our district ensures that parents are involved in deciding ways in which parent and family engagement funds are used.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

All budgets are approved in an open meeting with parents.

### **ATTACHMENTS**

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

11. Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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

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

- ☒ Yes
- ☐ No
- ☐ N/A

**COMMENTS**

**ATTACHMENTS**

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

13. Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer Title I, Part A equitable services.

- ☒ Yes
- ☐ No
- ☐ N/A

**COMMENTS**

**ATTACHMENTS**

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

14. Our district ensures that schools meet cap size requirements prior to using Title I and/or Title II funds.

- ☒ Yes
- ☐ No
- ☐ N/A

**COMMENTS**

**ATTACHMENTS**

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

15. We certify that we are a District of Innovation and attach the approved application.

- ☐ Yes
- ☐ No
- ☒ N/A

**COMMENTS**

**ATTACHMENTS**

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



16. The district certifies it has submitted the required District School Safety Report in eProve to verify compliance with KRS 158.162, to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## **November 1, 2018 Phase Two: The Needs Assessment for Districts**

### **Phase Two: The Needs Assessment for Districts**

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

**Last Modified: 10/30/2018**  
**Status: Open**

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## Phase Two: The Needs Assessment for Districts

### Understanding Continuous Improvement: The Needs Assessment

**Rationale:** 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 (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 (desired state).

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

The needs assessment provides the framework for all schools 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. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

## Protocol

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

Kenton County School District data to identify needs is evaluated in a variety of venues, involving many departments beyond our Academic Support Department. While the Academic Support Department reviews data with district level administrators and consultants at monthly Academic Support meetings, and with school level leadership at CIA (Curriculum, Instruction, and Assessment) meetings, we find it even more valuable to gather input and perspective from a variety of different groups throughout the district. Data and input is discussed, and plans are made at the Director's Meetings where approximately 13 Directors, Executive Directors, Assistant Superintendents, and the Superintendent come together for collaboration. Plans for improvement are further focused on in weekly District Cabinet meetings where leadership from each of the departments along with our Superintendent. Input is gathered through consultation with school, district, and community stakeholders in the improvement process. Both school and district data, as well as plans for improvement are discussed in Board meetings with the members of the Board of Education. Further improvement planning and discussions of data occur between district and school level leadership teams through our monthly Principal/Assistant Principal meetings and level-specific Summits. Data is a primary focus for all of our work in order to improve learning opportunities for our students.

### **ATTACHMENTS**

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

## 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:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

### Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.
- ACT composite- District 20.5 (State 19.3) • % met benchmark on ACT English District 59.1% (State 51.2%)/ Math District 52.1% (State 38.9%)/ Reading District 53.7% (State 47.1%) • Advanced Placement- % scoring 3, 4, or 5 District 68.6% (National 59%) • Graduation Rate- District 93% (State 91.3%) • High School Transition Ready rate- District 62% (State 60.9%) • Middle School Proficiency- District 78.2 (State 72.8) • Middle School Growth- District 13.1 (State 12.1) • Middle School Separate Academic Indicator- District 74.0 (State 66.8) • Elementary School Proficiency- District 80.5 (State 70.5) • Elementary School Growth- District 17.8 (State 17.1) • Elementary School Separate Academic Indicator- District 74.9 (State 64.8) • Attendance- District 95.8% (State 94.4%)

## **ATTACHMENTS**

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



## Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

**Example:** 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

In Proficiency: - High School students with disabilities below state in math (8% PD/8.4%) - Middle School students with disabilities below state in reading (16.9% PD/26.2%) and math (11.8%PD/18%) - Elementary School students with disabilities below state in reading (31.9% PD/35.2%) and math (25%PD/27.9%) In Growth: - 3 Middle schools in bottom 50% of state for growth - 2 Elementary schools in bottom 50% of state for growth In Separate Academic Indicator: - Middle school science students with disabilities 6.1% P/D state 9.9 - Elementary social studies students with disabilities 26.1%P/D state 28.6 In Transition Readiness: - High School students Career-Ready 22% 2018 - High School students with disabilities Transition Ready for District: 9.5% (State 28.4%) In Graduation Rate: - 4 year cohort Graduation rate for students with disabilities 72.1%/ State 78.2% - 4 year cohort Graduation rate for EL students 75%/ State 77.1%

## **ATTACHMENTS**

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

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## Trends

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

There continues to be a need for improvement in the area of proficiency, growth, separate academic indicators, transition readiness, and graduation rate for our students with disabilities. For example, the percentage of students scoring Proficient or Distinguished in Reading and Math combined for student with disabilities has declined on the two-year but stayed stagnant overall for the three-year: • Elementary – 27.9% 2016 to 29.7% 2017 to 28.4% 2018 • Middle- 11.8% 2016 to 15.6% 2017 to 14.35% 2018 • High 9.7% 2016 to 14.7% 2017 to 13.15% 2018

## ATTACHMENTS

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



## 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 2- Delivery of Instruction KCWP 3- Assessment Literacy KCWP 4- Review, Analyze, and Apply Data KCWP 5- Design, Align, and Deliver Support Processes with Sub-group Focus

## **ATTACHMENTS**

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

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## Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

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

In Proficiency: - High Schools rank 17/168 in the state for proficiency in reading and math (top 10%) - Middle Schools %P/D for Math 53.6% (top 27%) compared to the state 47% - Elementary Schools % P/D for Reading 63.9% (top 16%) compared to the state 54.6% In Growth: - Middle schools rank 39/173 (top 23%) in growth - Elementary schools rank 33/173 (top 19%) in growth In Separate Academic Indicator: - High School science 37.7% P/D as compared to the state 29.6% P/D - Middle School Social Studies - 67.9% P/D as compared to the state 60.2% P/D - Elementary School On Demand Writing 53.5% P/D as compared to the state 40.5 %P/D, with the overall Separate Academic Indicator in the top 14% of the State In Transition Readiness: - 62% Transition-Ready as compared to the state 60.9% Graduation Rate: - 4 year cohort Graduation 93% district compared to 91.3% for the state

## **ATTACHMENTS**

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

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## November 1, 2018 Phase Two: District Safety Report

### Phase Two: District Safety Report

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

Last Modified: 10/18/2018  
Status: Open

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## Phase Two: District 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 to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

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) below.*

*Please note that the local board is also required, pursuant to KRS 158.164, to direct the school council or, if none exists, the principal in each school to establish lockdown procedures; however, you are not being asked to certify that here.*

Yes, through Kenton County School District Board Policy 05.4- Safety. Principals have also adopted policies and plans at their schools in coordination with their SBDM Councils.

### **ATTACHMENTS**

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

2. Has each school council or, where applicable, the 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 below.*

*Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.*

YES

### **ATTACHMENTS**

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

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 below.*

Yes, each school's emergency plan has been made accessible to first responders via the software program "Navigate Prepared" and also shared via email.

### **ATTACHMENTS**

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

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 below.*

Yes. This is posted in all classrooms.

### **ATTACHMENTS**

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

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 below.*  
Yes. This is posted in all classrooms.

### **ATTACHMENTS**

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

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

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

YES

### **ATTACHMENTS**

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

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

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

Yes, on Teacher Opening Records Day across the district on 8/13/18.

### **ATTACHMENTS**

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

8. During the first 30 instructional days of the current school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

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

*Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.*

YES

### **ATTACHMENTS**

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

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(4)?

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

*Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.*

YES

**ATTACHMENTS**

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

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## October 1, 2018 Phase One: Continuous Improvement Diagnostic for Districts

### Phase One: Continuous Improvement Diagnostic for Districts

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

Last Modified: 10/12/2018  
Status: Open

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## Phase One: Continuous Improvement Diagnostic for Districts

### Continuous Improvement Diagnostic

**Rationale:** The purpose of this diagnostic is to encourage thoughtful reflection of a district's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

#### Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys\*) from various stakeholder groups, identify the processes, practice and conditions the district will address for improvement. Provide a rationale for why the area(s) should be addressed.

\*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

According to the results of perception data in the last administered TELLKY survey, an increased focus students and teachers having access to technology was noted. As a result, the district formed a committee comprised of teachers, administrators, and various other stakeholders to create an implementation plan for one to one technology throughout the district with an emphasis on personalized learning for all students. Our efforts are continuing in the development and implementation of this plan in order to create a fluid and systemic functionality to promote a culture of/for learning.

#### ATTACHMENTS

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

#### Part II:

2. How will the district engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

Teachers, building administrators, district office administrators, including parents were selected based on interest and experience in one to one personalized learning for students. Stakeholders are representative of all levels from elementary through middle and high school as well. The committee initially met regularly to create an implementation plan and are now at the stages where pilots are being researched within the district and data monitored for effectiveness (specifically in the area of improved student engagement with classroom visits that include the collection of data for analysis), in order to adjust as needed and roll out effectively throughout the district as a whole.

#### ATTACHMENTS

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



## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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