



Kenton County School District Community Based Accountability System (CBAS) Action Plan 21-22

Pillar Function	Key Question	Evidence (Measures and Indicators)	Action Steps
<p>1. Student Learning and Progress: Ensure academic success for all students so that every student reaches their maximum learning potential.</p> <p><i>1. To what degree do ALL KCSD learners demonstrate academic growth and achievement?</i></p>	<p>1.1a To what degree are all students reaching instructional benchmarks on assessments for and of learning?</p>	<ul style="list-style-type: none"> Learning Management System (LMS) <ul style="list-style-type: none"> 50th Percentile MAP 70% Accuracy on District Common Assessments Elementary, Middle, and High CERT Grade Level Benchmarks Anecdotal Data 	<ul style="list-style-type: none"> Ongoing Tier I professional learning and support Differentiated professional learning and support through revised CIA structure Implementation of the KCSD Curriculum and Assessment Plan Ongoing training and implementation of the Best Practices During Shared Walks Ongoing training and implementation of the revised KCSD Balanced Assessment System <ul style="list-style-type: none"> Create a bank of formative assessment questions to be used

			<p>for common weekly assessments for grade level/content area.</p> <ul style="list-style-type: none">● Utilizing the LMS, schools will utilize PLC's/ILT's to analyze common weekly and district assessment data to adjust instruction in response to level of mastery demonstrated.● Implementation of the K-12 Common Assessment Protocols with fidelity in all schools.● Implementation of the KCSD Instructional Leadership Wheel with fidelity in all school● District support/guidance/feedback on mastery of standards by students 1X per grading period● Extending standards based report card development through 3rd grade
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	<p>1.1b To What Degree Are All Schools Demonstrating Growth on Instructional Benchmarks on Assessments for Learning and of Learning?</p>	<ul style="list-style-type: none">● Learning Management System (LMS)● Data Dashboard<ul style="list-style-type: none">○ Growth in a trendline over time of administering common assessments. While we know the assessments cover a different bundle of standards, we are measuring if the trendline is maintaining or growing.○ Growth from fall to spring and spring to spring on MAP/CERT● Anecdotal Data	<p>1.1a Action Steps are the same for 1.1. b</p> <p>In addition:</p> <ul style="list-style-type: none">● Pillars of Support Process
		<ul style="list-style-type: none">● Learning Management	1.1a and 1.1 b Action Steps

	<p>1.1c To What Degree Are We Closing Achievement Gaps for Students with Disabilities and English Learners?</p>	<p>System (LMS)</p> <ul style="list-style-type: none">○ Data for students meeting proficiency towards standards● Data Dashboard<ul style="list-style-type: none">○ Percentages of students with disabilities making progress on IEP goals consistent with midterms/report cards○ Compliance Data● Anecdotal Data	<p>In addition:</p> <ul style="list-style-type: none">● Implementation of the 21-22 KCSD Disability Gap Plan with fidelity in all schools.● District Newcomer Program
	<p>1. 2 To What Degree Are KCSD Students Provided Opportunities to Participate in Accelerated/Advanced Coursework?</p>	<p>Opportunities for accelerated/advanced coursework</p> <ul style="list-style-type: none">● Total number of opportunities being offered in grades K-12:<ul style="list-style-type: none">○ K-5 including PTP○ 6-8○ 9-12 <p>Participation for accelerated/advanced coursework</p> <ul style="list-style-type: none">● Total number of students participating in at least one accelerated/advanced course<ul style="list-style-type: none">○ K-5; including PTP○ 6-8	<p>1.1 a Action Steps</p> <p>In addition:</p> <ul style="list-style-type: none">● The district will utilize the data and information to support schools in growing opportunities and success for students.

	<p>1.3 To What Degree Do All KCSD Schools Implement the Multi-Tiered System of Support (MTSS) with fidelity?</p>	<ul style="list-style-type: none"> ○ 9-12 ● Learning Management System (LMS) ● Data Dashboard <ul style="list-style-type: none"> ○ MTSS Data ● MTSS School Plans ● Observations/Feedback ● Anecdotal Data 	<ul style="list-style-type: none"> ● Ongoing Tier I professional learning and support ● Differentiated professional learning and support through revised CIA structure ● Pillars of Support Process
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<p>2. Student Readiness: Ensure all students are prepared with the knowledge, skills and dispositions to be transition ready.</p>	<p>2.1 To what degree are students Transition Ready (college and career) exiting High School?</p>	<ul style="list-style-type: none"> ● Exiting High School Transition Readiness ● Learning Management System (LMS) ● Data Dashboard 	<ul style="list-style-type: none"> ● Use of data to make informed decisions around college and/or career ready. ● Work with high schools to develop a system to track monthly all grades (9-12) progress towards college and career indicators. <i>Reporting will be on progress seniors are making to be overall transition ready.</i> ● High Schools to implement a systematic process to provide opportunities for students to

			<p>participate in at least 25 hours of community service. High Schools will have a method to track progress and completion of community service hours.</p> <ul style="list-style-type: none"> ● Work with high schools to identify how KYOTE is currently being used and make recommendations. ● Work with high schools to define “Workplace Learning Experiences” and align to the AASA model. ● Continue to implement Portrait of a Graduate Roll-out ● Continue to revise and align the Career Pathways Draft 21-22 document to align to the AASA Model ● Through the use of XELLO and the ILP process work with high schools to have students identify a career cluster/pathway.
	<p>2.2 To what degree are students Transition Ready exiting primary?</p>	<p>Exiting Primary Transition Readiness</p> <ul style="list-style-type: none"> ● Learning Management System (LMS) ● Data Dashboard 	<ul style="list-style-type: none"> ● Work with elementary schools to track all grades (K-5) progress towards college and career indicators. <i>Reporting will be on progress third graders are making to be overall transition ready at</i>

			<p><i>the end of primary.</i></p> <ul style="list-style-type: none"> ● Begin implementation of the Terrace Metrics at the third grade level. ● Work with middle school principals to determine and develop criteria for transition readiness for exiting middle school students.
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<p>3. Engaged, Well-Rounded Students: Engage students in a way that contributes to their overall development and future well-being.</p> <p><i>3. To what degree are ALL KCSD students engaged in a way that contributes to their overall development and well-being?</i></p>	<p>3.1 To what degree are KCSD students provided with opportunities and participating in clubs, extra, and/or co-curricular activities?</p>	<ul style="list-style-type: none"> ● Identify clubs, extra, and/or co-curricular opportunities provided across the district. ● Data Dashboard- Total number of extra/co-curricular opportunities being offered in grades K-12: <ul style="list-style-type: none"> ○ K-5 ○ 6-8 ○ 9-12 ● Identify participation in clubs, extra and/or co-curricular activities. ● Data Dashboard- Total number of students participating in at least one extra/co-curricular activity <ul style="list-style-type: none"> ○ K-5 ○ 6-8 ○ 9-12 	<ul style="list-style-type: none"> ● Develop a systematic process to track the number of students participating in clubs, extra and/or co-curricular opportunities across the district by elementary, middle, and high school levels. ● The district will utilize the data and information to support schools in growing opportunities and participation for students.

	<p>3.2 To what degree are KCSD students provided with opportunities in related arts classes (including elective classes)?</p> <p>3.3 To what degree do students have positive school experiences?</p>	<ul style="list-style-type: none"> ● Identify related arts opportunities (including elective classes) ● Total number of related arts classes (including elective classes) opportunities being offered <ul style="list-style-type: none"> ○ K-5 ○ 6-8 ○ 9-12 ● Percent of students who scored optimal and satisfactory on the Terrace Metrics Screener. ● Reporting will be percentages of students (scoring optimal and satisfactory) by elementary (3-5), middle(6-8), and high school (9-11) levels. 	<ul style="list-style-type: none"> ● Develop a systematic process to identify and track the number of related arts opportunities by elementary, middle, and high school levels. ● Create a systematic process to analyze Terrace Metrics Data - Specific to students who scored optimal and satisfactory on the screener. ● The district will utilize the data and information to support schools with students scoring below the optimal and/or satisfactory range on the Terrace Metrics screener.
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4. Community Engagement & Partnerships: Ensure all stakeholders in the community have the opportunity to meaningfully engage and support all schools in the KCSD.	4.1 To what degree does the district provide opportunities for families and the community to support student academic and SEL success?	<ul style="list-style-type: none"> ● # of volunteer opportunities ● # of Learning Opportunities for Families ● # of School and Community Partnerships ● # Job Embedded or Career Based Experiences 	<ul style="list-style-type: none"> ● Develop a systemic process to collect the data to identify: <ul style="list-style-type: none"> ○ volunteer opportunities ○ Learning opportunities ○ School and community partnerships

4. To what degree do stakeholders in the community have the opportunity to engage with and support all schools?

4.2 To what degree do our schools engage families and the community to support academic and SEL success?

- % of parent and/or guardian who had a school contact
- % of parents and/or guardians who had a conference with the school
- % of parents and/or guardians who had a email/mail contact with the school
- Amount of \$\$\$\$ raised through fundraising
- # of members of booster organizations

- Job embedded or career based experiences
- Identify and highlight best practices from the data
- Highlight and Celebrate schools who are excelling in engaging families and the community
- On-going training with FRYSCs around family and community engagement

- Develop a systemic process to collect the data to identify:
- % of parent/guardian school contact
- parent/guardian conference
- Parent/guardian personal email/mail contact
- Amount of \$\$\$ raised through fundraising
- Amount of \$\$\$ in kind donations
- # of members of booster organizations
- Identify and highlight best practices from data analysis

	<p>4.3 To what degree do our schools engage families of at risk students to support academic and SEL success?</p>	<ul style="list-style-type: none"> ● % of at-risk parent and/or guardian who had a parent contact ● % of at-risk parents and/or guardians who had a conference with the school ● % of at-risk parents and/or guardians who had a email/mail contact with the school ● % of at risk parent/guardians who are members in school booster organizations 	<ul style="list-style-type: none"> ● Highlight and Celebrate schools who are excelling in engaging families and the community ● Develop a systemic process to collect the data to identify: ● % of at-risk parent/guardian school contact ● % of at-risk parent/guardian conference ● % of at-risk Parent/guardian personal email/mail contact ● % at risk parents/guardians of members of booster organizations ● Work with FRYSCs to train and highlight best practices for schools to engage at risk families ● Identify and highlight best practices for engaging at risk families ● Identify and Celebrate schools who are excelling in engaging at-risk families
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<p>5. Professional Learning/Quality Staff: Ensure that every student has quality teachers and adults that promote the learning and well-being of all</p>	<p>5.1 To what degree are we retaining high quality staff?</p>	<ul style="list-style-type: none"> ● % retained high quality staff Nov/Feb/May ● HR Dashboard ● Exit Surveys 	<ul style="list-style-type: none"> ● Develop and implement an Internal HR dashboard <ul style="list-style-type: none"> ○ By Location (% retention) ○ By Job-Type (% retention) ● Implement exit surveys for

<p>students.</p>	<p>5.2 To what degree are we able to fill positions with high quality staff?</p> <p>5.3 To what degree are staff completing annual professional learning plans?</p> <p>5.4 To what degree are new staff provided necessary supports to grow and become high quality staff?</p> <p>5.5 To what degree are struggling staff provided necessary support to grow and become high quality staff?</p>	<p>HR Frontline Data % positions filled within 60 days</p> <ul style="list-style-type: none"> • % on track with prorated amount • % new staff receiving systemic supports • % needing & receiving targeted supports • Survey data • % identified struggling staff receiving targeted supports 	<p>all staff leaving the district</p> <ul style="list-style-type: none"> • Expanding to 3 HR Support & Assistance Mtgs per year w/supervisors • Expansion of posting positions on external job boards • Begin headhunter searches • Creation of prospective employment "Why KCSD" landing page • Exploring alternative certification avenues • Establishing additional university partnerships • Utilize 3 HR Support & Assistance Mtgs per year w/supervisor to status check • Continued KC-NET progress monitoring • Utilize 3 HR Support & Assistance Mtgs per year w/supervisor • Surveys with new staff • Utilize 3 HR Support & Assistance Mtgs per year w/supervisor
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6. Fiscal & Operational Systems: Ensure the district is financially responsible/efficient and using its resources to further the district mission.	<p>6.1 To what degree does KCSD financially support the action plan and remain fiscally solvent?</p> <p>6.2 To what degree does the district plan for and practice good stewardship of our current and future facilities and capital assets?</p> <p>6.3 To what degree is the district able to assess and solve/address needs in transportation regarding fleet size, condition and associated repair costs?</p> <p>6.4 To what degree is the KCSD Food Service Department meeting student nutritional needs and preferences to create a healthy learning community?</p>	<ul style="list-style-type: none"> • Annual expenditure budget dedicated to current year Action Plan items • General Fund contingency (10%) available for annual budget • Capital assets are recorded and tracked in a Resource Management System • District Facility Plan/KFICS • Needs Assessment • Transportation Fleet Dashboard • Enrollment trends and demographic study • Survey results • Required nutrition guidelines 	<ul style="list-style-type: none"> • Ensuring district budget is aligned with action plan components • Continued monitoring of district budget/revenue base/expenses to ensure solvency throughout the year • Implement Destiny Resource Management System to record/track school assets • Reconciliation of MUNIS Fixed Assets to Destiny Resource Management information • Review/monitor the implementation of the facility plan/KFICS priorities working with the LPC • Continue to analyze and update overall condition of fleet • Continue to analyze data trends for decisions on routing • Continue publishing nutrition guidelines for all meals • Develop and implement survey for meal options

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7. Safety & Well-Being: Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social emotional needs of each student.	7.1 To what degree do students feel safe and secure in a positive school environment?	<ul style="list-style-type: none"> • Terrace Metrics Data 	<ul style="list-style-type: none"> • Analyze Terrace Metrics data and provide support to schools
	7.2 To what degree do students perceive themselves in a positive mindset as it relates to their social, emotional, behavioral, and physical wellbeing?	<ul style="list-style-type: none"> • Terrace Metrics 	<ul style="list-style-type: none"> • Analyze Terrace Metrics data and provide support to schools • Continue to implement our student priority rating system
	7.3 To what degree do we monitor and address the social, emotional, behavioral, and physical wellbeing of each student?	Terrace Metrics MTSS <ul style="list-style-type: none"> • Tier One SEL • Tier One Adult Advocate • Tiered Interventions Navigate Prepared Trauma Informed Care Plan	<ul style="list-style-type: none"> • Continued implementation of MTSS with fidelity • Continued implementation of Terrace Metrics with fidelity
	7.4 To what degree are students provided with safe learning spaces/facilities?	<ul style="list-style-type: none"> • Local facility plan/security upgrades • Navigate Prepared • State Security Marshall 	<ul style="list-style-type: none"> • Continue to monitor and analyze data and address any areas of need • Provide ongoing training to security upgrades

	7.5 To what degree are we prepared to both mitigate and effectively respond to crisis situations?	<p>report</p> <ul style="list-style-type: none">● Navigate Prepared<ul style="list-style-type: none">○ District and School Safety Plans○ Threat Assessment● District Crisis Team● State Security Marshall Report● SRO's	<ul style="list-style-type: none">● Continue district and school safety team meetings● Continued training around crisis mitigation and crisis response
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