

2021-22 Phase One: Continuous Improvement Diagnostic for
Districts_08292021_07:27

2021-22 Phase One: Continuous Improvement Diagnostic for Districts

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

Table of Contents

2021-22 Phase One: Continuous Improvement Diagnostic for Districts	3
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2021-22 Phase One: Continuous Improvement Diagnostic for Districts

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the district's 2021-22 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Districts

Phase Two: October 1 - November 1

- The Needs Assessment for Districts
- District Assurances
- District Safety Report

Phase Three: November 1 - January 1

- Comprehensive District Improvement Plan
- Executive Summary for Districts
- The Superintendent Gap Assurance
- Professional Development Plan for Districts

Phase Four: January 1 - December 31

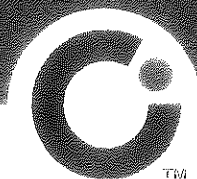
- Continuation of Learning Plan for Districts (Due May 1)
- English Learner Plan for Districts (Lau Plan) (Due May 1)
- Progress Monitoring

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

the comprehensive district improvement plan is developed by the district with input from parents, faculty, staff, and where applicable, representatives of school councils from each school in the district, and other appropriate groups pursuant to ESSA Section 1112(a)(1)(A).

Please enter your name and date below to certify.

Dr. Henry Webb 09/01/21



2021-22 Phase Two: District Assurances_09132021_07:45

2021-22 Phase Two: District Assurances

Kenton County
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Table of Contents

2021-22 Phase Two: District Assurances	3
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2021-22 Phase Two: District Assurances

Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read the assurance and indicate whether your district complies 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

The district hereby ensures that the FY 2021-2022 District Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

☒ Yes

☐ No

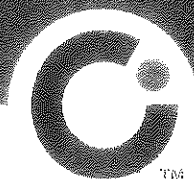
☐ N/A

COMMENTS

Kenton County

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-22 Phase Two: District Safety Report_09132021_07:44

2021-22 Phase Two: District Safety Report

Kenton County
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Table of Contents

2021-22 Phase Two: District Safety Report	3
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2021-22 Phase Two: District Safety Report

District Safety Report

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

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

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

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

Questions Related to the Adoption and Implementation of the Emergency Plan

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

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

Yes, and the Board Policy is 05.4.

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

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

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

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

Yes

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

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

Yes

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

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

Yes

6. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

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

Yes

7. Are practices in place to control access to each school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

Yes

8. Was each school's emergency plan reviewed following 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 in the comment box. If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes, all schools reviewed prior to 05/04/21.

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

Yes, all schools completed on/prior to 08/17/21.

10. 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(5)?

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

Yes

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

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

Yes

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

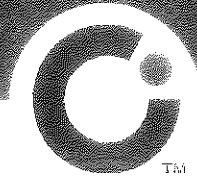
If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Kenton County

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-22 Phase Two: The Needs Assessment for
Districts_09132021_07:43

2021-22 Phase Two: The Needs Assessment for Districts

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Table of Contents

2021-22 Phase Two: The Needs Assessment for Districts Understanding Continuous L...	3
Attachment Summary	14

2021-22 Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment for Districts

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around district goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive district improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities of this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

The Kenton County School District (KCS D) reaches out to a variety of stakeholders to involve in the processes for reviewing, analyzing and applying data results. Departments, such as our District Leadership Cabinet, Behavior Support, Special Education, Academic Support, Board Members, Community Stakeholders, and of course, our schools are involved with the process. The District Leadership Cabinet leads the way with data analysis. Our District Leadership Cabinet is composed of our Superintendent, Chief Academic Officer, Chief Operations Officer, five Assistant Superintendents, and two Executive Directors. The KCS D District Leadership Cabinet

regularly reviews data sets through the seven Pillars in our Board adopted Community Based Accountability System. This system is composed of seven Pillars, which are: 1. Student Learning and Progress; 2. Student Readiness; 3. Engaged Well-Rounded Students; 4. Community Engagement and Partnerships; 5. Professional Learning/Quality Staff; 6. Fiscal and Operational Systems; and 7. Safety and Well-Being. The review of data sets around the seven Pillars takes place monthly. This is a forward facing approach that supports the current work taking place in our district action plan. We signal with stakeholders quarterly to determine the following: to maintain, to maintain but consider a change, minor change(s) needed, and major change(s) needed. In addition, the KCSD Academic Support Team meets twice per month to regularly review a variety of data sets. This takes place with district level administrators and academic program consultants, comprising the Academic Support Team. With analyzing data, the cultural practices of schools are taken into consideration as well as data sets from state summative data, diagnostic data, and common summative data. We embrace a balanced assessment approach when working with data. CDIP and CSIP goals are likewise reviewed to make comparisons with the data and progress towards goals. Academic Support Team members are assigned to school support teams, which have been created and developed utilizing the strengths and specific skillsets of the academic program consultants from various departments. School support teams meet to discuss each school once per month and review triangulated data sets. The academic support team primarily focuses on tier I data; however, MTSS data from Tier I and Tier II can be reviewed, depending on the needs of the school. School supervisors have worked with school principals to create school level measurable goals based upon prior data results. School support teams work with schools to review data and progress towards these goals. Strategic plans are enacted upon at the school level based upon the data and with the help of school support teams. To further provide support and continual work with data, school level leadership meets monthly at CIA (Curriculum, Instruction and Assessment) meetings. School level leadership have a chance to work with data, plan for upcoming assessments, plan to support the cultural practices within the school to embody celebrations and recognitions for students meeting and mastering standards, and work together as a team on to enact improvement initiatives. These meetings are differentiated based upon need.

Trends

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

Example of Trends

-The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.

-From 2018 to 2020, the district saw an 11% increase in novice scores in reading among students in the achievement gap.

Based upon the data trends, there are some areas that remain significant areas for improvement. The data within reading and math for all students, including those within our gap populations (special education and EL) leads one to conclude those are our priority areas for significant improvement. To capture all students, our focus is on Tier I instruction and Tier I supports, especially in the areas of math and reading. With the KSA scores in relation to the last time the state of Kentucky participated in testing the content areas of reading, math, the trends show a decline in most areas with the exception of high school math for students with disabilities, which increased. For proficient and distinguished ranges, elementary math was at 60.2% in 2019 going to 49.6% in 2021 (-10.6). Elementary reading was at 63.2% in 2019 going to 50.6% in 2021 (-12.6). Middle school math was at 54.5% in 2019 going to 31.2% in 2021 (-23.3). Middle school reading was at 63.9% in 2019 going to 48.6% in 2021 (-15.3). High school math was at 48.9% in 2019 going to 38.0% in 2021 (-10.9). High school reading was at 54.1% in 2019 going to 41.0% in 2021 (-13.1). In looking at the same data sets for students with disabilities, elementary math was at 21.1% in 2019 going to 19.3% in 2021 (-1.8). Elementary reading was at 31.4% in 2019 going to 23.4% in 2021 (-8.0). Middle school math was at 12.7% in 2019 and went to 10.6% in 2021 (-2.1). Middle school reading was at 21.4% in 2019 and went to 16.8% in 2021 (-4.6). High School math was at 12.0% in 2019 and went to 17.1% in 2021 (+5.1). High school reading was at 25.5% in 2019 and went to 14.7% in 2021 (-10.8). Students with disabilities were below the state average in the following areas: Elementary reading - state 25.% compared to 23.4% (-2.1); Middle school reading - state 20.1% compared to 16.8% (-3.3); Middle school math - state 11.5% as compared to 10.6% (-0.9%). District MAP data for reading trends appears to have gone up slightly but then trended downward. Reading scores at are: 65.31% in 2019, 67.48% in 2020, and to 63.30% in 2021 for all students at or above the 50th percentile. Math likewise trended downwards for all students with 61.22% in 2019, 63.51% in 2020, and to 54.93% in 2021 for all students at or above the 50th percentile. For students with disabilities only a slight decrease from 2019 to 2021 took place in math for students at or above the 50th percentile. Math was at 27.54% in 2019, then went to 24.57% in 2020, and to 23.08% in 2021. Reading is inconsistent for students with disabilities from 26.35% in 2019, to 24.15% in 2020, and to 24.93% in 2021. ACCESS data has shown a slight decrease from 2019 to 2021 in the area of growth. In 2019 79% of students showed growth, in 2020 81% of students showed growth, and in 2021 78% of students showed growth. The exiting status has also declined for ACCESS data with 18% exiting in 2019, 14% exiting in 2020 and 12% exiting in 2021. Behavior data has shown an improvement over the past three years with 4.0% of students with a behavior event in 2021, as compared

to 8.8% of students with behavior events in 2021, and 10.6% of students with behavior events in 2019. Therefore, behavior data is not a priority district concern.

Current State

3. Plainly state the current condition of the district using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2020-21 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Current Academic State: *ACT Composite - District 19.0 *ACT Reading Benchmark District - 46.44% * ACT Math Benchmark District - 39.82% *ACT English Benchmark District - 50.81% * ACT Science Benchmark District - 28.21% *94.8% have Advance Coursework Completion (1300/1371) * Advanced Placement - % scoring 3, 4, or 5 District 36% (230/629) * 87.6% earned a qualifying score in dual credit courses (827/943) * Graduation Rate District 92.9% (state 90.9%) * 78% of students showed growth on the ACCESS test and 12% earned exiting status * 71.7 % of kindergarten students were ready and/or ready with enrichment * KSA participation rates for elementary are as follows: 89.8% in reading, 89.8% in math, 90.3% in science, and 89.5% in writing. *KSA participation rates for middle schools are as follows: 81.7% in reading, 81.7% in math, 84.4% in science, and 77.0% in writing. *KSA participation rates for high schools are as follows: 91.5% in reading, 90.8% in math, 87.1% in science, and 86.3% in writing. *KSA P/D scores for elementary students are: 50.6% in reading, 49.6% in math, 38.1% in science, and 63.2% in writing. *KSA P/D scores for middle school students are: 48.6% in reading, 36.2% in math, 27.7% in science, and 67.0% in writing. *KSA P/D scores for high school students are: 41.0% in reading, 38.0% in math, 32.3% in science, and 67.8% in writing. * 18.7% of students are identified as Gifted and Talented. District MAP data for the Spring of 2021 show the following in 2021 for all students at or above the 50th percentile. Math shows 54.93% in 2021 for all students at or above the 50th percentile. Reading shows 63.30% in 2021 for all students at or above the 50th percentile. For students with

disabilities Math was at 23.08% in 2021. Reading was at 24.93% in 2021 for students with disabilities. For growth, from Spring of 2021 math elementary growth is at 50.53%. Elementary reading growth is at 51.9% in Spring of 2021. Middle school reading growth is at 43.89% in Spring of 2021. Middle School math growth is at 46.10% in Spring 2021. CERT Spring of 2021 data for ELA shows the following for percentages of all students meeting benchmark across the district: 48.72% in ELA, 34.77% in math, 40.47% in reading, and 28.46% in science. For students with disabilities, the percentages of meeting benchmark in Spring of 2021 were: 12.00% in ELA, 7.79% in math, 12.91% in reading, and 4.81% in science. For all students showing growth with CERT scores in Spring of 2021, the percentages were at: 66.63% in ELA, 81.14% in math, 61.88% in reading, and 77.49% in science. District Common Assessment data demonstrated the following by the end of the year for elementary schools and middle schools. Common assessments demonstrate mastery towards state standards. This calculation is a running common assessment average that takes into consideration all scores on all common assessments from all students. This calculation is representative from the mid-year point of the 2019-2020 school year until the end of the school year. For all students the percentages of students mastering standards was: elementary math at 64.67%, middle school math at 43.32%, elementary reading at 69.59%, and middle school reading at 41.38%. For students with disabilities the percentages of students mastering standards was: elementary math at 44.90%, middle school math at 21.47%, elementary reading at 48.42%, and middle school reading at 12.52%. Non-Academic Current State: 41.6% of students are economically disadvantaged and 96.0% of students have no behavior events. From the Quality of School Climate and Safety Survey the top three indicators in 2021 were: Adults from my school work hard to make sure students are safe (98.7%), My school is a caring place (98.0%), and Adults from my school care about me (97.5%). Students identified as Gifted and Talented is at 18.7% in 2021.

Priorities/Concerns

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

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

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

There are multiple data sets that can be triangulated to show deficits and areas of weakness within content areas. This is evident in the trend data presented above

and the data represented in this section. In the past three years, the overall ACT composite score has declined from 20.5 in 2018 to 19.0 in 2021 (-1.5). Each subject area composite dropped in 2021 from 2020: English from 19.8 to 18.4 (-1.4), Math from 19.7 to 18.7 (-1.0), Reading from 20.6 to 19.5 (-1.1), and Science from 20.1 to 19.1 (-1.0). The 4 year graduation rate of 92.9% in 2021 was a decrease from the prior year demonstrating a 4 year cohort rate of 93.7% and 2020 (-.8%). Advanced course work completion went from 95.7% in 2020 to 94.8% in 2021, which was a decrease (-.9%). KSA assessment data shows a greater area of weakness in the high schools for all students with larger decreases: high school math was at 48.9% in 2019 going to 38.0% in 2021 (-10.9%), high school reading was at 54.1% in 2019 going to 41.0% in 2021 (-13.1%), and high school science was at 36.9% in 2019 and is now at 32.3% in 2021 (-4.6%). In looking at both reading and math for students with disabilities, only high school reading was a concern at 25.5% in 2019 and went to 14.7% in 2021 (-10.8%). With the KSA scores in relation to the content areas of elementary and middle school reading, math, and science the trends show a decline. For proficient and distinguished ranges, elementary math was at 60.2% in 2019 going to 49.6% in 2021 (-10.6%). Elementary reading was at 63.2% in 2019 going to 50.6% in 2021 (-12.6). Middle school math was at 54.5% in 2019 going to 31.2% in 2021 (-23.3). Elementary science was at 40.2% in 2019 and is at 38.1% in 2021 (-2.1%). Middle school reading was at 63.9% in 2019 going to 48.6% in 2021 (-15.3%). Middle school science was at 30.4% and is at 27.7% in 2021 (-2.7%). In looking at the same data sets for students with disabilities, elementary math was at 21.1% in 2019 going to 19.3% in 2021 (-1.8%). Elementary reading was at 31.4% in 2019 going to 23.4% in 2021 (-8.0%). Middle school math was at 12.7% in 2019 and went to 10.6% in 2021 (-2.1%). Middle school reading was at 21.4% in 2019 and went to 16.8% in 2021 (-4.6%). The district MAP data also supports the priority areas and concerns for reading and math for elementary and middle school students. For reading from 2019 to 2021 scores have decreased from 65.31% in 2019 to 63.30% in 2021 for all students at or above the 50th percentile (-2.01%). Math decreased for all students with 61.22% in 2019 to 54.93% in 2021 for all students at or above the 50th percentile (-6.29). For students with disabilities only a slight decrease from 2020 to 2021 took place in math for students at or above the 50th percentile. Math was at 24.57% in 2020 and went to 23.08% in 2021 (-1.49%). For growth, from Spring of 2020 to 2021 math elementary growth went from 65.11% in 2020 showing growth to 50.53% in 2021 (-14.58%). Elementary reading growth went from 65.02% in 2020 to 51.9% in Spring of 2021 (-13.12%). Middle school reading growth went from 49.08% of students showing growth in 2019 to 43.89% showing growth in Spring of 2021 (-5.19%). Middle School math growth went from 53.91% in 2020 to 46.10% in 2021 (-7.81%). (2019 and 2021 scores are from Spring administration of MAP. 2020 scores are from the winter administration of MAP as KCSD did not facilitate the Spring MAP.)

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

The data shows there are many strengths and leverages within the district. In many areas the KCSD outperformed the state. For the KSA assessment all levels in all content areas were above the state proficient and distinguished percentages. For elementary P/D : reading at the state was at 39.5% as compared to KCSD at 50.6% (+11.1%); math for the state was at 31.4% as compared to KCSD at 49.6% (+18.2%); science for the state was at 25.1% as compared to KCSD at 38.1% (+13.0%); and writing for the state was at 39.8% as compared to KCSD at 63.2% (+23.4%). For middle school P/D: reading at the state was at 44.0% as compared to KCSD at 48.6% (+4.6%); math at the state was at 27.8% as compared to KCSD at 36.2% (+8.4%); science for the state was at 20.9% as compared to KCSD at 27.7% (+6.8%); and writing for the state was at 50.9% as compared to KCSD at 67.0% (+16.1%). For high school P/D: reading for the state was at 37.9% as compared to KCSD at 41.0% (+3.1%); math for the state was at 30.3% as compared to KCSD at 38.0% (+7.7%); science for the state was at 26.5% as compared to KCSD at 32.3% (+5.8%); and writing for the state was at 57.2% as compared to KCSD at 67.8% (+10.6%). For participation rates, elementary schools and high schools were above the state participation rate for all content areas. On-demand writing increased at all levels from the 2019 state testing data. Elementary writing was at 59.8% in 2019 and is at 63.2% in 2021 (+3.4%). Middle school writing was at 39.3% and is at 67.0% in 2021 (+27.7%). High school writing was at 59.3% in 2019 and is now at 67.8% in 2021 (+8.5%). Proficient and Distinguished increase was also displayed in High School math for students with disabilities was at 12.0% in 2019 and went to 17.1% in 2021 (+5.1%). Brigrance data has shown a significant increase over the past two years with 64.5% ready and ready with enrichments in 2020, as compared to 71.7% ready and ready with enrichments in 2021 (+7.2%). Brigrance scores are fourth in the region out of 16 districts. For the ACT, KCSD outscored the state in the overall composite of 19.0 as compared to the state at 18.0 (+1.0), as well as in each subject area: the state was at 17.1 as compared to KCSD at 18.4 (+1.3); in math the state was at 17.7 as compared to KCSD at 18.7 (+1.0); in reading the state was at 18.5 as compared to KCSD at 19.5 (+1.0); and in science the state was at 18.3 as compared to KCSD at

19.0 (+.7). For the overall ACT composite KCSD ranked 22nd in the state out of 171 school district. For each subject area we ranked as follows: English 20th, Reading 23rd, Math 18th, and Science 24th. KCSD also outscored the state with the graduation rate of 92.9%, as compared to the state at 90.0% (+2.9%). Student gap groups that outscored the state for graduation rate are: White, African American, Hispanic/Latino, Asian, Native Hawaiian or Other Pacific Islander, and English Learners Plus Monitored. KCSD has 91.7% of our graduates have entered into college, military, work force, or technical training. Dual credit completion was an increase from 2020 at 92.7% completing and in 2021 at 93.35% completing (+.65%). KCSD is second in the region for students earning a qualifying score in dual credit coursework (949 students) and 5th in the state. KCSD is third in the region for students earning a qualifying score on the AP exam (230 students) and seventh in the state. Career and Technical explorers did increase and went from 55% in 2020 to 59% in 2021(+4.0%). Career and Technical concentrators also increased and went from 31% in 2020 to 39% in 2021 (+8.0%). Behavior data has shown an improvement over the past three years with 4.0% of students with a behavior event in 2021, as compared to 8.8% of students with behavior events in 2021, and 10.6% of students with behavior events in 2019 (-6.6%). Quality of School Climate and Safety data remains consistent from 2020 to 2021 with over 90% of the students strongly agreed or agreed about important topics such as: Feeling safe at school, Knowing what to do in an emergency, Safe ways to report bullying, Feeling cared about/welcome at school and Having an adult advocate. The top three indicators in 2021 were: Adults from my school work hard to make sure students are safe (98.7%), My school is a caring place (98.0%), and Adults from my school care about me (97.5%). For the Opportunities to Learn portion of the survey, when asked, "My schoolwork helped me learn new things this year," all grade levels were above the state average with agree and strongly agree responses with the elementary state percentage at 95.31% and KCSD at 96.2% (+1.1%); the middle school state percentage at 80.0% and KCSD at 83.9% (+3.9%); and the high school state percentage at 61.7% and KCSD at 69.8% (+8.1%). As one can see, we have many strengths and overall successes with the data and work that is taking place within the KCSD in comparison to across the state. We continue to make gains in many areas. We can use these strengths and leverages to help make improvements in other areas. As we learn from the successes we are having we know this comes from our continued effort around supporting tier I instruction. One way this takes place is through collection of learning walk data around the KCSD Cycle of Quality Instruction. By looking at strengths within each element, we can further determine how to support those areas that present needs. Though our work with identifying individual teachers that exemplify strengths in various elements within the Cycle of Quality Instruction we ask those teachers to be models and leaders for us through mentoring others, leading professional development, and sharing

strategies at PLC meetings. Another way to use our strengths to support overall tier I instruction is through the work and efforts our schools promote with PLC meeting structures. We have model PLC teams and structures throughout the district. These teams have presented, been video taped, and share regularly at our District Leadership Team Meetings. Teams have shared resources they utilize and how they use data to drive instruction. There is much to be learned from the successful PLC teams and structures in place that support the work in the KCSD. Through using this data to determine where our strengths appear, we can then showcase those individuals, structures, and systemic processes that already exist and yield quality results.

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the Key Elements Template.
- b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the district 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.


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

District focus for resources and efforts to produce a desired change center on the six Key Core Work Processes. The work that will take place to support and bring about desired changes within KCWP 1: Design and Deploy Standards is with the continuation of deconstructing standards, redesigning curriculum maps, creating

and revising common summative assessments, and creating question banks for common formative assessments. This work is ongoing for our district to support foundational tier I instruction. Teachers are at the heart of this work and participate in professional learning sessions that allow them to deconstruct standards. Then, develop questions for common summative assessments and banks of questions for common formative assessments. Standards and common summative assessments are placed on a district suggested curriculum map, that schools can choose to adopt and/or revise through SBDM Councils. Our work continues in this area to look at tasks that match standards and the quality of student products aligned to level and rigor of the standard. With KCWP 2: Design and Deliver Instruction, the KCSD supports this work through our District Leadership Team Meetings, CIA Meetings, Pillars of Support Meetings, Learning Walk Data, and Cohorts for Building Capacity Meetings. The structures set up for meetings and capturing data allows district and school level leadership to look at the design and delivery of standards. Models within the Cycle of Quality Instruction and the four elements are analyzed, data is captured from learning walks to make action steps. From looking at the data, and then follow up at district level and school level meetings supports an actionable change. KCWP 3: Design and Deliver Assessment Literacy takes place to support the work with utilizing a Balanced Assessment approach. At each District Leadership Team meeting training is provided to district leaders, who then take the information back to the school level, to bring about an actionable change within the areas of: statewide assessments, norm reference diagnostic assessments, MTSS including progress monitoring, common summative assessments, and common formative assessments. The regular review of the Balanced Assessment and training contribute to producing the desired effect of supporting the design and delivery of assessment. KCWP 4: Review, Analyze and Apply Data supports the work with Performance Matters and the District Data Dashboard. Between the use of both Performance Matters and the District Data Dashboard, data is regularly reviewed by district leadership teams and school staff. The review of this data and using the data to make actionable steps to help students master, which is the desired outcome. KCWP 5: Design, Align, and Deliver Support takes place with Academic Support Team and MTSS. The work through Academic Support Team measuring school goals and determining through data the next actionable steps to take to help schools move forward. Our schools have a support person(s) for MTSS from Central Office supporting the work at the school level to ensure MTSS structures and processes are implemented with fidelity. We have a district MTSS rubric which we utilize to work with schools that leads to best practices with fidelity for MTSS implementation. KCWP 6: Establishing Learning Culture and Environment supports the work towards our goal of all students included in a School Activity, PBIS School Plans, Safety and Security Plans, and Social and Emotional Learning. We continue to monitor students participating in a school activity; however, this year we are

monitoring with more intentionality by not only looking at the number of students in an extra/co-curricular activity, but the number of opportunities we offer, as well. PBIS plans and Safety and Security Plans are reviewed at the beginning of the school year. For the second year in a row, the district is modeling how to set up and support an incident command post and practice a drill that makes use of staff, in case of a crisis situation. Social and emotional learning and ensuring the support of every student having an adult advocate, likewise, will produce the desired changes to meet district CDIP goals.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Kenton County School District Key Elements 2021	Key Core Work Processes outlined for the Needs Assessment	

Key Elements of the Teaching and Learning Environment - District

Key Elements	Evidence
<p>KCWP 1: Design and Deploy Standards</p> <p>What evidence is there that your district continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?</p>	<p>The Kenton County School District (KCSD) continually assesses, reviews, and revises curricula on a regular basis. Teachers are engaged with the work of deconstructing standards, creating curriculum maps, creating common summative assessments, and providing feedback on these tools. Curriculum maps that embed common summative assessments are SBDM Council approved. Professional learning sessions take place year-round to support this work. A calendar of the work at the district level has been established to represent the regular review of standards to ensure teachers understand what determines mastery of a standard at the student level. This work supports the attainment of knowledge, skills and dispositions outlined in the Kentucky Academic Standards.</p>
<p>KCWP 2: Design and Deliver Instruction</p> <p>What evidence is there that instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the district?</p>	<p>Evidence in the KCSD for highly effective, culturally responsive, and evidence-based instruction is through tier I instructional practices as a foundation. We provide systematic supports through a variety of formats, including our District Leadership Team Meetings, Curriculum, Instruction, and Assessment Meeting (CIA), Professional Learning, and Academic Support meetings, to name a few. During our District Leadership Team Meetings our time is spent modeling processes leaders can take back to schools to replicate for their staff. For example during our District Leadership Team Meetings, to continually support leaders through providing professional development opportunities we regularly review short clips of lessons, and develop constructive feedback based The KCSD Cycle of Quality Instruction.</p>

Key Elements of the Teaching and Learning Environment - District

	<p>We calibrate our feedback with our team and expect principals to replicate this experience with looking at quality instruction during PLC meetings. This helps to support the learning walk process. School administration are expected to complete one Learning Walk per month per teacher and capture trend data to make determinations on providing professional learning around the KCSD Cycle of Quality Instruction. Learning Walk data is often captured and disseminated by the four elements within the KCSD Cycle of Quality Instruction: 1. Teacher providing appropriate task/text/problem; 2. All students substantively interact with the task and teacher elicits a response/product from all students; 3. Students collaborate to process thinking/ideas, and 4. Teacher uses responses from all students to adapt instruction. New teachers brand new to the profession are inducted with the use of this model, which is introduced and reinforced through the KCSD Cohorts for Building Capacity in the Kenton County New Teacher Training. This is a two year process whereby teachers new to the profession spend the first year focusing on designing and delivering instruction through the KCSD Cycle of Quality Instruction. We also have a district landing page that where principals can obtain professional learning to implement to support tier I instruction. These professional learning opportunities allow for a principal to differentiate professional learning based upon the needs of the school/staff. For example, if a the whole staff, or a portion of the staff need to focus on tier I instructional practices from within any one of the four element of the</p>
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Key Elements of the Teaching and Learning Environment - District

	<p>KCSD Cycle of Quality Instruction, the principal has a professional development resources readily available to utilize and tailor to needs of the school. On our professional learning landing page there are not only a variety of professional learning experiences related the KCSD Cycle of Quality Instruction but also to support solid tier I instruction in EL and behavior supports. We also offer differentiated sessions for school leadership teams to attend month through our CIA meetings. School leadership teams that need additional support attend the CIA meetings, as needed, whereby the school team has devoted time to work on putting structures and systems in place to support tier I instruction. Academic Program Consultants are readily available to help schools during this time. We have an Academic Support Team that meets twice monthly to provides ongoing supports. School Teams work with school level data to best determine the level of support and strategies necessary to help school with the overall delivery of tier I instruction. Our academic program consultants bring a variety of background experiences from high school, middle school, elementary school, special education, behavior, mental health, preschool, and EL.</p>
<p>KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p>	<p>The KCSD utilizes a Balanced Assessment System. This system outlines before, during, and after practices that take place in schools to create the best possible testing environment and culture for students, including recognizing students for success through regular celebrations. The KCSD Balance Assessment Summary includes statewide summative assessments focused on</p>

Key Elements of the Teaching and Learning Environment - District

	<p>ACT, Kentucky Summative Assessment (KSA), and KYOTE. Norm Referenced Diagnostic Assessments, for which we utilize Measures of Academic Progress (MAP) and College Equipped Readiness Tool (CERT). Progress monitoring taking place for those students where it has been determined a tier II or III intervention is needed. Progress Monitoring supports the Multi-Tiered System of Supports (MTSS) structure in our schools. MTSS teams meet regularly (every six to ten weeks) to review Progress Monitoring data. The progress monitoring data collection helps the MTSS teams make a determination around the interventions taking place, looking specifically at the instruction, the duration, the frequency of the intervention. Then, based upon the data making a decision around whether the student is making good progress, questionable progress, or insufficient progress. Common Summative Assessments in grades K-12 are implemented to determine the overall mastery of state standards. Common Formative assessments are implemented to measure progress throughout a unit of study, and informal formative assessments utilized daily throughout instruction to better adjust to meet student needs.</p>
<p>KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?</p>	<p>There are several systematic reviews of data that take place within the KCSD. Our district level cabinet team composed of our Superintendent, Chief Academic Officer, Chief Operations Office, five Assistant Superintendents, and two Executive Directors review monthly our district KCSD Action Plan, that is composed of our the seven Pillars that support our Board of Education adopted around the Community Based</p>

Key Elements of the Teaching and Learning Environment - District

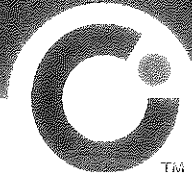
	<p>Accountability System (CBAS). Monthly data is presented in the form of dashboards that align to key questions within each of the seven Pillars. The seven Pillars are: 1. Student Learning and Progress; 2. Student Readiness; 3. Engaged, Well-Rounded Students; 4. Community Engagement and Partnerships; 5. Professional Learning/Quality Staff; 6. Fiscal and Operational Systems; and 7. Safety and Well-being. Quarterly, we review the data with each of the CBAS Pillar teams. Also, at the District Level during monthly Academic Support Meetings data is reviewed for each school. Our data is housed in Performance Matters, district created and school created dashboards. These dashboards show progress towards mastery of standards, progress monitoring for MTSS, state summative data, diagnostic data, data for gap populations, including progress towards IEP goals. The use of all data sets in a triangulated format, allows all stakeholders the ability to determine priorities for collective needs and to celebrate success.</p>
<p>KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?</p>	<p>The KCSD utilizes many systems to monitor student data regularly to ensure a continuous improvement model. An emphasis this year has been placed on all students being Transition Ready. One of our district goals is for 100% of our students to be Transition Ready. Our district has defined transition readiness and the Board of Education has adopted the School Superintendent Association (AASA) Transition Ready approach of "Redefining Ready!" We have worked hard this year to identify, monitor, and collect data for Transition Ready at the elementary and high school levels with exiting</p>

Key Elements of the Teaching and Learning Environment - District

	<p>primary and exiting seniors. We are in the process of defining this for middle schools with exiting eighth graders. As mentioned, we review data monthly with our district cabinet. The data focus in our cabinet is on the seven Pillars within CBAS. Also, as outlined, the Academic Support team that meets twice monthly to review school level data that is divided by school level support teams. Those teams work with the data to determine progress towards school goals. Each school has a MTSS point-of-contact that works with schools to look at school level MTSS plans, MTSS meetings, progress monitoring, and instruction within the tier II and tier III interventions. Special education data is included in our data reviews at our Academic Support Team meetings, as well as our district monthly cabinet meeting. Our EL students are being progress monitored this year to have data to help support our EL population.</p>
<p>KCWP 6: Establishing Learning Culture and Environment What evidence is there that your district creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?</p>	<p>The KCSD establishes a learning culture and environment where students have optimal opportunities for success. We embrace a MTSS pyramid that exemplifies educating the whole child. One side of the pyramid focuses on tier I, II, and III academic instruction. The other side of the pyramid focuses on behavior and mental health with offering tier I, II, and III supports. A MTSS rubric is utilized to help support schools with the MTSS structure being implemented at the school level. The MTSS rubric analyzes elements within the school MTSS plan, data review, MTSS school team meeting observations, and includes learning walks for tiered instruction. In addition, each school has a PBIS plan and safety and security plan. These plans are reviewed at the beginning of the school year with all</p>

Key Elements of the Teaching and Learning Environment - District

	<p>staff. Our schools have been instrumental in working to ensure Social and Emotional Learning is taking place by gathering resources and attending trainings in this area. Not only staff members have participated in training, but students, as well. Our Quality of School Climate and Safety survey indicated that over 90% of the students strongly agreed or agreed about important topics such as: feeling safe at school, knowing what to do in an emergency, safe ways to report bullying, feeling cared about/welcome at school, and having an adult advocate.</p>
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2021-22 Phase Three: Executive Summary for
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2021-22 Phase Three: Executive Summary for Districts

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

Table of Contents

2021-22 Phase Three: Executive Summary for Districts	3
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2021-22 Phase Three: Executive Summary for Districts

Description of the District

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

Unique features of the Kenton County School District (KCS D) is that we are located in Northern Kentucky and are among the largest school districts in the Commonwealth serving over 14,000 students in state-of-the-art facilities, including 10 elementary schools serving grades K-5; 1 P-8 school, 3 middle schools serving grades 6-8; 3 high schools serving grades 9-12, 1 career institute serving grades 9-12; 11 preschools serving over 400 three and four year old students, also housed in elementary schools. 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 Kenton County School District (KCS D) employs 1,689 staff members; 961 of which are certified and 728 are classified. Of the District's core academic teachers, 100% are highly qualified under the guidelines of No Child Left Behind, 43 teachers are National Board certified and the average years of teaching experience is 12.8. The population of Kenton County is approximately 166,998. Of this group 91% are white, 5% are African-American, and 3% are Hispanic. Ninety percent (90%) are high school graduates and 32% have a Bachelor's degree or higher. Median household income is \$64,339: 11% live below the poverty level. - The district is home to students with 41 different home languages. 84% of the students are white, 6% are Hispanic/Latino, 3% are African American, 1.5% Asian, and 5.5% other. - The Free and Reduced Lunch population is 41.6%. Sixteen (16) schools have a Free and Reduced Lunch rate over 20% thus qualifying them for Family Resource Youth Service Centers. Food services has been providing both breakfast and lunch to all students at no cost since March of 2020. - Approximately 11,875 meals are served on a daily basis by food services. 100% of classrooms provide internet connection, with a student to computer ratio of 1.8:1. - Buses travel over 1.95 million miles each year to service the students within our district. We focus on continued growth and excellence, as in the Kenton County School District, Team Kenton is about ALL kids.

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.

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are transition ready and prepared for the 21st Century Economy. Core Beliefs: It's About ALL Kids; It is our responsibility to ensure every child reaches his or her maximum learning potential; All students deserve a safe, positive and supportive environment; Every student should have an adult advocate in the school setting; Students learn best when actively engaged in the learning process; Maintaining high expectations leads to higher levels of student achievement; All students are inspired to learn when provided rigorous, relevant, innovative and creative learning opportunities in a positive environment; Recognition and appreciation of cultural, social, physical and economic differences creates a healthy learning community; Sharing and using results to inform our decisions about instruction, resources and curriculum leads to higher levels of student achievement; Students, educators, staff, families, businesses and the community share in the responsibility for creating an environment in which all students can learn and succeed at high levels; High quality public education is essential to our democracy and economic growth. District-Wide Goals include: Transition Readiness Rate 100% and Attendance Rate 96.25%. Our district has adopted the Community Based Accountability System (CBAS), which embodies its purpose and outlines with Seven Pillars program offerings and expectations. Pillar 1: Student Learning and Progress which ensures academic success for all students so that every student reaches his/her maximum learning potential. Pillar 2: Student Readiness which ensures all students are prepared with the knowledge, skills and dispositions to be transition ready. Pillar 3: Engaged, Well-Rounded Students, which describes engagement for students in a way that contributes to their overall development and future wellbeing. Pillar 4: Community Engagement and Partnerships which ensures all stakeholders in the community have the opportunity to meaningfully engage and support all schools in the KCSD. Pillar 5: Professional Learning/Quality Staff which ensures that every student has quality teachers and adults that promote the learning and well-being of students. Pillar 6: Fiscal and Operational Systems which ensures the district is financially responsible/efficient and using its resources to further the district mission. Pillar 7: Safety and Well-Being, which ensures 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. Our district is implementing the Community Based Accountability Model to ensure that our community is educated on all aspects of our work and the goals, success, and areas of need that truly define our school system. This model ensures that members of TEAM KENTON and our extended family participates in the development and analysis of the True Accountability Model. This is a forward facing model that is a systemic, holistic review of the work taking place around the seven Pillars. At our district leadership cabinet meetings we conduct a monthly review of the data and anecdotal progress

being made towards each of the Key Questions within the seven Pillars. Three times per year, each Pillar team meets to review progress and "signal" by indicating whether each key question will be maintained; maintained but with a change; minor change needed; or major change needed. The "signaling" is determined by running the key questions through the accountability engine. The accountability engine determines, did our decisions result in the system response as seen through evidence. Program offerings and expectations that support the mission, vision, values and beliefs can be found in our Multi-Tiered System of Supports (MTSS) through various tiered approaches to learning (Tier I, II, and III). The KCSD offers Advanced Placement (AP) and Dual credit course work, as well as Career and Technical . For our students identified with a disability, a wide range of programs and services are offered to support each area of eligibility. Students who speak English as a second language can qualify to receive EL (English Learner) services. The KCSD identifies students for Gifted and Talented curriculum to provide high level rigorous instruction and tasks for those that qualify. We offer over 65 differing clubs and activities students can join and approximately 350 related arts and elective courses. All students receive Tier I Social and Emotional Learning (SEL) instruction. Regular instruction at a Tier I level takes place for Positive Behavior Interventions and Supports (PBIS) in all schools for all students. The KCSD provides many opportunities for community and family engagement, especially through our CBAS model.

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 2019 are captured below by listing student, staff, and overall district achievements. Our Students 2021 Notable Achievements: 3 National Merit Semifinalists - 2 NKY Chamber Youth Leadership Members - 4 Presidential Scholar Candidates - 2 Presidential Scholar Semifinalists - 25 Governor's Scholars - 12 Governor's School for the Arts Participants - 1 Governor's School for Entrepreneurs Participant - 1,300 students completed one or more advanced course - 1 Member of KHSAA Student Advisory Group - Donna LJ Murphy Award winner (Scott High School) - KHSAA State Wrestling Champion (Simon Kenton High School) - 9th in Region Girls Basketball Champions (Dixie Heights High School) - 8th in Region Girls Soccer Champions (Simon Kenton High School) - KHSAA Girls Archer State Runner-Up (Simon Kenton High School) - \$28.2 Million in Scholarships earned by the Class of 2021 - 74 Participants in the Young Scholars Academy at Northern Kentucky University Our Students 2020 Notable Achievements: 23 Governor's Scholars - 4 Governor's School for the Arts

participants - 2 Governor's School for Entrepreneurs participants - 5 National Merit Finalists - 3 Presidential Scholars - 4 ACT Perfect Scores - 8th in Region Girls Soccer Champions at Simon Kenton - 10th in Region Volleyball Champions at Scott - One selection to the Craft Academy at Morehead State - One selection to the Commonwealth Honors Academy at Murray State - \$22 million in scholarships by graduating Seniors Our Students 2019 Notable Achievements: 1 perfect ACT score - St. Elizabeth NKY Courage Award - Against All Odds winner - Career and Technical Academic All-Star - Academic All-Star - 2 National Merit Semifinalists - 4 Regional Youth Leadership selections - 2 Gatton Academy selections - 1 Craft Academy selection - Odyssey of the Mind State Champions (Dixie Heights High School) - KTCCCA Class 3A Indoor Track Champions (Simon Kenton High School) - KHSAA Girls Swim Meet State Runner-up (Dixie Heights High School) - Wrestling State Champion (Scott High School) - State Bowling Champion (Simon Kenton High School) - 2A Girls Cross Country State Champions (Scott High School) - 4 Governor's School for the Arts selections - 34 Governor's Scholars Our Staff Notable Achievements 2021: 1 AD Albright Teacher of the Year - 2 NKY Education Council Golden Apple Winners - 1 NKY Education Council Student Services Award Winner - 1 KEA Teacher of the Year - 1 New National Board Certified Teacher (Total of 57) - 1 GoTeachKY Ambassador - 1 Earle C. Clements Award Winner - 1 Kentucky Association of School Resource Officers Officer of the Year - 1 Kentucky Association of School Resource Officers Outstanding Administrator - 19 Teachers completed Kenton County New Educator Training (KCNET) Program Our Staff Notable Achievements 2020: GoTeachKY Ambassador - 8 Cincy Magazine Outstanding Educators - 1 Presidential Award for Excellence in Mathematics and Science Teaching - 5 new National Board Certified Teachers - 1 Kentucky Association of School Resource Officers Kentucky School Resource officer of the Year - 1 NKYEC Lifetime Achievement Award - 4 NKYEC Golden Apple Winners Our Staff Notable Achievements 2019: 1 Milken Outstanding Educator - 6 new National Board Certified Teachers - 1 Student Services Award winner (Simon Kenton High School) - 1 Kentucky Association of School Resource Officers (KYASRO) - 1 Educator of the Year (Scott High School) - 1 Outstanding School Media Librarian by the Northern Kentucky Association of School Librarians (Dixie Heights High School) Our District Notable Achievements 2021: All Kentucky Summative Assessment (KSA) scores for all students at all levels (elementary, middle, and high) are above the state average for Proficient and Distinguished percentages. The 2021 ACT composite score ranked 22nd in the state and 8th in the region. In 2021, 230 students earned a qualifying score of a 3+ or higher on AP exams, placing KCSD 7th in the state and 3rd in the region. In 2021, 827 students earned a qualifying score of a "C" or better in dual credit courses, placing KCSD 5th in the state and 2nd in the region. In 2021, 71.8% of students scored overall ready in Brigrance, which placed KCSD 14th in the state and fourth in the region. ENERGYSTAR Partner of the Year - Sustained Excellence - 2021 Marks 100 Years of

Transportation Service - Spring 2021 PEAK Award (Ignite Institute) Our District Notable Achievements 2020: EnergyStar Partner of the Year - Taylor Mill Elementary recognized as a Model Professional Learning Community at Work Our District Notable Achievements 2019: Six 4 -star schools in 2018-2019 in the state accountability system (KPREP) - 6 OASIS Awards Areas for Improvement: In the past three years, the overall ACT composite score has declined from 20.5 in 2018 to 19.0 in 2021 (-1.5). Each subject area composite dropped in 2021 from 2020: English from 19.8 to 18.4 (-1.4), Math from 19.7 to 18.7 (-1.0), Reading from 20.6 to 19.5 (-1.1), and Science from 20.1 to 19.1 (-1.0). The 4 year graduation rate of 92.9% in 2021 was a decrease from the prior year demonstrating a 4 year cohort rate of 93.7% and 2020 (-.8%). Advanced course work completion went from 95.7% in 2020 to 94.8% in 2021, which was a decrease (-.9%). For KSA assessment data in the high schools for all students: high school math was at 48.9% in 2019 going to 38.0% in 2021 (-10.9%), high school reading was at 54.1% in 2019 going to 41.0% in 2021 (-13.1%), and high school science was at 36.9% in 2019 and is now at 32.3% in 2021 (-4.6%). In looking at both reading and math for students with disabilities, only high school reading declined from 25.5% in 2019 and went to 14.7% in 2021 (-10.8%). For middle school students KSA scores show a decline. Middle school math was at 54.5% in 2019 going to 31.2% in 2021 (-23.3). Middle school reading was at 63.9% in 2019 going to 48.6% in 2021 (-15.3%). Middle school science was at 30.4% and is at 27.7% in 2021 (-2.7%). In looking at data sets for students with disabilities, Middle school reading was at 21.4% in 2019 and went to 16.8% in 2021 (-4.6%). Middle school math was at 12.7% in 2019 and went to 10.6% in 2021 (-2.1%). For elementary students KSA scores also show a decline. For proficient and distinguished ranges, elementary math was at 60.2% in 2019 going to 49.6% in 2021 (-10.6%). Elementary reading was at 63.2% in 2019 going to 50.6% in 2021 (-12.6). Science data is available for all students as elementary science was at 40.2% in 2019 and is at 38.1% in 2021 (-2.1%). In looking at data sets for students with disabilities, elementary math was at 21.1% in 2019 going to 19.3% in 2021 (-1.8%). Elementary reading was at 31.4% in 2019 going to 23.4% in 2021 (-8.0%). The district is striving to improve in the area of overall Tier I instruction for all students. Through the use of our Balanced Assessment Plan and the use of a new Learning Management System (LMS) to capture data by student and by standard is allowing the district and schools to drill down to determine learning deficits per standard, per child. Teachers are receiving training and implementing needs based instruction, whereby, teachers are able to determine remediation work needed by standard for individual and small groupings of students. School level teams working through MTSS to capture data and make determinations around tiered instruction will help our students make improvements. Other supports we offer through special education services, EL, Gifted and Talented Services, Social and Emotional Learning, and PBIS also will support our district making improvements in the next three years.

Additional Information

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

N/A

Additional Information

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

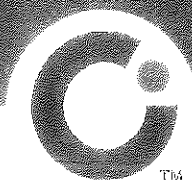
During the 2020-2021 school year, the KCSD had over 70% participation for in-person and synchronous learning. KCSD was one of the only districts in the Commonwealth to offer not only in person learning, but real-time synchronous learning. Synchronous learning provided the opportunity for our students to participate in learning as it was taking place live in the classroom. Students were able to participate in real time conversations and tasks as they took place in the classroom, as well as engage with teachers and peers during regularly scheduled instruction. KCSD has implemented a 1:1 district initiative that include a KCSD Technology Integration Handbook incorporating the positions of Instructional Technology Coach, Asset Coordinator, and STLP coach into each school. A new position as the Director of Instructional Technology has been created and charged with integrating technology into classrooms to enhance deeper learning of content and build 21st Century. Preschool opened its doors in August 2021 to a full day program welcoming over 200 students. Across the year, the program has continued to grow to over 400 students with a vision to grow to over 500. Eight new teachers were hired for the preschool program, as well as, eight new assistants also hired to support the program. RC Hinsdale now houses a preschool program for the first time ever, which now allows all eleven of our elementary schools to offer a full day 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 KCSD Young Scholars Academy (YSA) is in its second year with 71 juniors participating and 72 returning seniors participating in a collaborative model with Northern Kentucky University. The YSA offers small group advising, intervention plans and community building. Initiatives the KCSD is committed to are: -Safety and Security- The District Safety and Security projects continue to move forward with secure vestibule entrances completed at River Ridge Elementary School and Ryland Heights Elementary School. The Media Center at RC Hinsdale Elementary School was

reconfigured to make the pod style classrooms more secure. Security cameras were added to all elementary schools, and all camera systems at the middle and high schools were upgraded to cover parking lot areas. Classroom security lock hardware was added to all educational areas making doors lockable from inside the rooms. Operable blinds and blackout shades were added to all windows and classroom doors. A Distributed Antenna System (DAS) was added to each school building to enhance mobile communications in the event of an emergency. Each school main office now has a camera/buzzer access system to monitor building access at main entrances. -All schools have been Energy Star Certified. -The Ignite Institute- Each Ignite College uses an inquiry-based/performance-based method where the lines between "technical" and "academic" are deliberately blurred. Much of the class work is project-based and incorporates real world applications in the areas of Biomedical Sciences, Engineering, Design, Computer Science, Logistics, Allied Health, and Education. Each student receives a clear pathway to an associate's degree before they graduate high school. -Gifted and Talented- High potential learners at the primary level and identified gifted students in grades four through twelve are provided articulated services to differentiate their instruction. Our schools offer multiple service delivery options such as acceleration, honors and Advanced Placement courses, dual credit courses, collaborative teaching, enrichment services, independent study, mentorships, resource services, and individualized or cluster grouping differentiated instructional strategies to students in the PTP- Primary Talent Pool (Grades K-3). In grades K-5, there are 423 opportunities to participate in advanced course work. In grades 6-8, there are 1,780 opportunities to participate in advanced course work, and in grades 9-12, there are 2820 opportunities to participate in advanced course work. -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 EL students and non-EL students. A high-quality language instructional program with qualified personnel is implemented to prepare EL students to successfully attain English and participate in all-English classrooms. There are 41 different languages represented, with Spanish as the most prevalent language. Currently there are approximately 500 EL students in the district. -AP/Dual Credits- In 2020-2021, 19 Advanced Placement courses are offered at the high schools, with approximately 847 students participating. 2,960 students earned a qualifying score (A, B, or C) in dual credit course work in the 2020-2021 school year. Students at all district high schools are 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. -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). Programs for students with disabilities are accessible in every school and program. The number of students identified with an educational disability is approximately 2,040, approximately 13.8% of the total student enrollment. - 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, Kenton Elementary, Piner Elementary, River Ridge Elementary, Ryland Elementary, Taylor Mill Elementary, Summit View Academy, and White's Tower Elementary.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-22 Phase Three: Comprehensive District Improvement
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2021-22 Phase Three: Comprehensive District Improvement Plan

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

Table of Contents

2021-22 Phase Three: Comprehensive District Improvement Plan	3
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2021-22 Phase Three: Comprehensive District Improvement Plan

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

Using the Comprehensive District Improvement Plan Template

The template is a complement to the Needs Assessment for Districts. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- a. Develop your Strategic Goals using the [Comprehensive District Improvement Plan Template](#).
- b. Upload your completed Comprehensive District Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process. Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

See attached

Operational Definitions

Goal: Long-term three- to five-year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon, as identified in the Needs Assessment for Districts, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established

improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

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

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The measures may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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Kenton County School District CDIP/Action Plan 21-22

MISSION, CORE BELIEFS AND GOALS OF THE KENTON COUNTY SCHOOL DISTRICT

Mission

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

Core Beliefs

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

District-Wide Goals

- Transition Readiness Rate 100%
- Attendance Rate 96.25%

CBAS Pillars

1. Student Learning and Progress
 - a. Ensure academic success for all students so that every student reaches his/her maximum learning potential
2. Student Readiness
 - a. Ensure all students are prepared with the knowledge, skills and dispositions to be transition ready
3. Engaged, Well-Rounded Students
 - a. Engage students in a way that contributes to their overall development and future wellbeing
4. Community Engagement and Partnerships
 - a. Ensure all stakeholders in the community have the opportunity to meaningfully engage and support all schools in the KCSD
5. Professional Learning/Quality Staff
 - a. Ensure that every student has quality teachers and adults that promote the learning and well-being of students
6. Fiscal and Operational Systems
 - a. Ensure the district is financially responsible/efficient and using its resources to further the district mission
7. Safety and Well-Being
 - a. 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

****The Kenton County School District (KCSD) CDIP Goals are based upon the Seven Community Based Accountability System (CBAS) Pillars. Each Pillar is numbered and has key questions to support the Pillar, which are referenced in the CDIP Goals.**

Proficiency Goal: By 2025, the district will increase math and reading proficiency for all students from:

**60.2% in 2019 to 81.0% for elementary math;
 63.2% in 2019 to 81.0% for elementary reading;
 54.2% in 2019 to 79.6% for middle school math;
 63.9% in 2019 to 79.6% for middle school reading;
 48.9% in 2019 to 76.3% for high school math;
 54.1% in 2019 to 76.3% for high school reading
 as measured by the school report card proficiency data.**

Proficiency Objective 1: By 2022, the district will increase math and reading proficiency for all students from:

**60.2% in 2019 to 65.4% for elementary math;
 63.2% in 2019 to 67.7% for elementary reading;
 54.2% in 2019 to 60.6% for middle school math;
 63.9% in 2019 to 67.8% for middle school reading;
 48.9% in 2019 to 55.8% for high school math;
 54.1% in 2019 to 59.7% for high school math;
 as measured by the school report card proficiency data.**

Strategy	Key Questions/Activities	Measure/Evidence of Success (Products/Deliverables)	Progress Monitoring of Action(s)	Funding
1. Student Learning and Progress: Ensure academic success for all students so that every student reaches their maximum learning potential. 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, Deliver Support Classroom Activities	1. To what degree do ALL KCSD learners demonstrate academic growth and achievement? 1.1a To what degree are all students reaching instructional benchmarks on assessments for and of learning in math and reading?	*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- Begin Sharing Monthly Trends 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 for common weekly assessments for grade level/content area. Utilizing the LMS, schools will utilize PLC's/ILT's to analyze common weekly and/or 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 schools Provide district support/guidance/feedback on mastery of standards by students on going. 	\$78,210.00 ESSER Funds for certified staff hourly/stipend/pay \$144,770.73 LMS

			<ul style="list-style-type: none"> Extending standards based report card development through 3rd grade 	
1. Student Learning and Progress: Ensure academic success for all students so that every student reaches their maximum learning potential. 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, Deliver Support Classroom Activities	1.2 To What Degree Are KCSD Students Provided Opportunities to Participate in Accelerated/Advanced Coursework?	*Opportunities for accelerated/advanced coursework <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 *Participation for accelerated/advanced coursework <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 9-12 	1.1 a Action Steps In addition: <ul style="list-style-type: none"> The district will utilize the data and information to support schools in growing opportunities and success for students. Next step is to understand the data around our expansion with teacher recommendations. 	\$78,210.00 ESSER Funds for certified staff hourly/stipend/pay \$144,770.73 LMS
1. Student Learning and Progress: Ensure academic success for all students so that every student reaches	1.3 To What Degree Do All KCSD Schools Implement the Multi-Tiered System of Support (MTSS) with fidelity?	<ul style="list-style-type: none"> Learning Management System (LMS) Data Dashboard <ul style="list-style-type: none"> MTSS Data MTSS School Plans Observations and Feedback 	<ul style="list-style-type: none"> Ongoing Tier I professional learning and support Implementation of Fidelity Rubric Differentiated professional learning and support through revised CIA structure Pillars of Support Process 	\$144,770.73 LMS

<p>their maximum learning potential.</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze, and Apply Data</p> <p>KCWP 5: Design, Align, Deliver Support Classroom Activities</p>		<ul style="list-style-type: none"> ● Anecdotal Data 		
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Growth Goal: By 2025, the district will increase math and reading growth for all students from:

60.2% in 2019 to 70.2% for elementary math;
 63.2% in 2019 to 72.4% for elementary reading;
 54.2% in 2019 to 65.7% for middle school math;
 63.9% in 2019 to 72.9% for middle school reading;
 48.9% in 2019 to 61.7% for high school math;
 54.1% in 2019 to 65.6% for high school reading
 as measured by the school report card data.

Growth Objective 1: By 2022, the district will increase math and reading growth for all students from:

60.2% in 2019 to 62.7% for elementary math;
 63.2% in 2019 to 65.5% for elementary reading;
 54.2% in 2019 to 57.1% for middle school math;
 63.9% in 2019 to 66.2% for middle school reading;
 48.9% in 2019 to 52.1% for high school math;
 54.1% in 2019 to 57.0% for high school math;
 as measured by the school report card data.

Strategy	Key Questions/Activities	Measure/Evidence of Success (Products/Deliverables)	Progress Monitoring of Action(s)	Funding
1. Student Learning and Progress: Ensure academic success for all students so that every student reaches their maximum learning potential. 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, Deliver Support Classroom Activities	1. To what degree do ALL KCSD learners demonstrate academic growth and achievement? 1.1b To What Degree Are All Schools Demonstrating Growth on Instructional Benchmarks on Assessments for Learning and of Learning?	*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. <ul style="list-style-type: none"> Growth from fall to spring and spring to spring on MAP/CERT *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- Begin Sharing Monthly Trends 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 for common weekly assessments for grade level/content area. Utilizing the LMS, schools will utilize PLC's/ILT's to analyze common weekly and/or 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 schools Provide district support/guidance/feedback on mastery of standards by students on going. 	\$78,210.00 ESSER Funds for certified staff hourly/stipend/pay \$144,770.73 LMS

			<ul style="list-style-type: none"> Extending standards based report card development through 3rd grade In addition: Pillars of Support Process 	
Gap Objective 1: By 2022, the district will increase math and reading proficiency for students with disabilities from: 24.1% in 2019 to 34.2% for elementary math; 31.4% in 2019 to 39.7% for elementary reading; 12.7% in 2019 to 23.9% for middle school math; 21.4% in 2019 to 30.4% for middle school reading; 17.1% in 2021 to 27.0% for high school math (2019 data suppressed); 24.8% in 2019 to 32.8% for high school reading; as measured by the school report card proficiency data.				
Strategy	Key Questions/Activities	Measure/Evidence of Success (Products/Deliverables)	Progress Monitoring of Action(s)	Funding
1. Student Learning and Progress: Ensure academic success for all students so that every student reaches their maximum learning potential. KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	1. To what degree do ALL KCSD learners demonstrate academic growth and achievement? 1.1c To What Degree Are We Closing Achievement Gaps for Students with Disabilities and English Learners?	*Learning Management System (LMS) <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 and report cards Compliance Data *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- Begin Sharing Monthly Trends 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 for common weekly assessments for grade level/content area. Utilizing the LMS, schools will 	\$78,210.00 ESSER Funds for certified staff hourly/stipend/pay \$144,770.73 LMS

<p>KCWP 4: Review, Analyze, and Apply Data</p> <p>KCWP 5: Design, Align, Deliver Support Classroom Activities</p>			<p>utilize PLC's/ILT's to analyze common weekly and/or district assessment data to adjust instruction in response to level of mastery demonstrated.</p> <ul style="list-style-type: none"> ● Implementation of the K-12 Common Assessment Protocols with fidelity in all schools. ● Implementation of the KCSD Instructional Leadership Wheel with fidelity in all schools ● Provide district support/guidance/feedback on mastery of standards by students on going. ● Extending standards based report card development through 3rd grade ● In addition: Provide Data around the District Newcomer Program 	
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Separate Academic Indicator Goal: By 2025, the district will increase science, social studies, and writing proficiency for all students from:

40.2% in 2019 to 76.4% for elementary science;
66.6% in 2019 to 76.4% for elementary social studies;
59.8% in 2019 to 76.4% for elementary writing;
30.4% in 2019 to 75.8% for middle school science;
67.4% in 2019 to 75.8% for middle school social studies;
39.3% in 2019 to 75.8% for middle school writing;
36.9% in 2019 to 79.6% for high school science;
65.4% in 2017 to 79.6% for high school social studies (2017 most recent P/D%);
59.3% in 2019 to 79.6% for high school writing
as measured by the school report card proficiency data.

Separate Academic Indicator Objective 1: By 2022, the district will increase science, social studies, and writing proficiency for all students from:

**40.2% in 2019 to 49.3% for elementary science;
66.6% in 2019 to 69.1% for elementary social studies;
59.8% in 2019 to 64.0% for elementary writing;
30.4% in 2019 to 41.8% for middle school science;
67.4% in 2019 to 69.5% for middle school social studies;
39.3% in 2019 to 48.4% for middle school writing;
36.9% in 2019 to 47.6% for high school science;
65.4% in 2017 to 69.0% for high school social studies (2017 most recent P/D%);
59.3% in 2019 to 64.4% for high school writing
as measured by the school report card proficiency data.**

Strategy	Key Questions/Activities	Measure/Evidence of Success (Products/Deliverables)	Progress Monitoring of Action(s)	Funding
1. Student Learning and Progress: Ensure academic success for all students so that every student reaches their maximum learning potential. KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	<i>1. To what degree do ALL KCSD learners demonstrate academic growth and achievement?</i>	*Learning Management System (LMS) <ul style="list-style-type: none"> 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- Begin Sharing Monthly Trends 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 for common weekly assessments for grade level/content area. Utilizing the LMS, schools will utilize PLC's/ILT's to analyze common weekly and/or 	\$78,210.00 ESSER Funds for certified staff hourly/stipend/pay \$144,770.73 LMS

KCWP 4: Review, Analyze, and Apply Data			<p>district assessment data to adjust instruction in response to level of mastery demonstrated.</p> <ul style="list-style-type: none"> Implementation of the K-12 Common Assessment Protocols with fidelity in all schools. Implementation of the KCSD Instructional Leadership Wheel with fidelity in all schools Provide district support/guidance/feedback on mastery of standards by students on going. Extending standards based report card development through 3rd grade 	
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Transition Readiness Goal: By 2025, the district will increase the percentage of students transition ready in grade 12 from 71.2% in 2019 to 81.6%, as measured by College/Career Readiness calculations.

****KCSD has adopted the School Superintendent Association of Transition Ready (AASA): Under this model, the district goal is 100% of students will be Transition Ready.**

Transition Readiness Objective 1: By 2022, the district will increase the percentage of students transition ready in grade 12 from 71.2% in 2019 to 79.4%, as measured by College/Career Readiness calculations.

Strategy	Key Questions/Activities	Measure/Evidence of Success (Products/Deliverables)	Progress Monitoring of Action(s)	Funding
2. Student Readiness: Ensure all students are prepared with the knowledge, skills and dispositions to be transition ready.	2.1 To what degree are students Transition Ready (college and/or career) exiting High School?	<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 instructional 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 	<p>\$19,540.00 Terrace Metrics</p> <p>\$144,770.73 LMS</p>

<p>KCWP 4: Review, Analyze, and Apply Data</p> <p>KCWP 5: Design, Align, Deliver Support Classroom Activities</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>			<p>process to provide opportunities for students to 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 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. • Begin implementation of the Terrace Metrics at the eleventh grade level. Delivery of services based upon the individual student scores. • Use of the Early Warning Indicator Tool to inform families and provide delivery of services for students in the area of social, emotional, behavioral support. • Ensure focused and intentional communication and conversations between school administration, teachers, counselors, families and students are taking place around Transition Ready. • Students are aware of individual progress towards achieving Transition 	
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			Ready. <ul style="list-style-type: none"> • Celebrations regularly take place to recognize students on track and achieving Transition Ready. 	
2. Student Readiness: Ensure all students are prepared with the knowledge, skills and dispositions to be transition ready. KCWP 4: Review, Analyze, and Apply Data KCWP 5: Design, Align, Deliver Support Classroom Activities KCWP 6: Establishing Learning Culture and Environment	2.2 To what degree are students Transition Ready exiting primary?	<ul style="list-style-type: none"> • Exiting Primary Transition Readiness • Learning Management System (LMS) • Data Dashboard 	<ul style="list-style-type: none"> • Use of data to make informed instructional decisions. • 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 the end of primary.</i> • Begin implementation of the Terrace Metrics at the third grade level. Delivery of services based upon individual student scores. • Use of the Early Warning Indicator Tool to inform families and provide delivery of services for students in the area of social, emotional, behavioral support. • Work with middle school principals to determine and develop criteria for transition readiness for exiting middle school students. • Ensure focused and intentional communication and conversations between school administration, teachers, counselors, families and students are taking place around Transition Ready. • Students are aware of individual progress towards achieving Transition Ready. • Celebrations regularly take place to recognize students on track and achieving Transition Ready. 	\$2,424.00 Medals (estimate) \$19,540.00 Terrace Metrics \$144,770.73 LMS

Graduation Rate Goal: By 2025, the district will increase the graduation rate from 92.9% in 2021 to 96.25%, as measured by the school report card 4-year adjusted cohort graduation rate.

Graduation Rate Objective 1: By 2022, the district will increase the graduation rate from 92.9% in 2021 to 93.7%, as measured by the school report card 4-year adjusted cohort graduation rate.

Strategy	Key Questions/Activities	Measure/Evidence of Success (Products/Deliverables)	Progress Monitoring of Action(s)	Funding
<p>2. Student Readiness: Ensure all students are prepared with the knowledge, skills and dispositions to be transition ready.</p> <p>KCWP 4: Review, Analyze, and Apply Data</p> <p>KCWP 5: Design, Align, Deliver Support Classroom Activities</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>2.1 To what degree are students Transition Ready (college and/or 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 instructional 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. Reporting will be on progress seniors are making to be overall transition ready. • High Schools to implement a systematic process to provide opportunities for students to participate in at least 25 hours of community service. High Schools will have a method to track progress and completion of community service hours. • 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 21-22 document to align to the AASA Model • Through the use of XELLO and the ILP process work with high schools to have 	<p>\$19,540.00 Terrace Metrics</p> <p>\$14,770.73 LMS</p>

			<p>students identify a career cluster/pathway.</p> <ul style="list-style-type: none"> • Begin implementation of the Terrace Metrics at the eleventh grade level. Delivery of services based upon the individual student scores. • Use of the Early Warning Indicator Tool to inform families and provide delivery of services for students in the area of social, emotional, behavioral support. • Ensure focused and intentional communication and conversations between school administration, teachers, counselors, families and students are taking place around Transition Ready. • Students are aware of individual progress towards achieving Transition Ready. • Celebrations regularly take place to recognize students on track and achieving Transition Ready. 	
<p>2. Student Readiness: Ensure all students are prepared with the knowledge, skills and dispositions to be transition ready.</p> <p>KCWP 4: Review, Analyze, and Apply Data</p>	<p>2.2 To what degree are students Transition Ready exiting primary?</p>	<ul style="list-style-type: none"> • Exiting Primary Transition Readiness • Learning Management System (LMS) • Data Dashboard 	<ul style="list-style-type: none"> • Use of data to make informed instructional decisions. • 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 the end of primary.</i> • Begin implementation of the Terrace Metrics at the third grade level. Delivery of services based upon individual student scores. • Use of the Early Warning Indicator Tool to inform families and provide delivery 	<p>\$2,424.00 Medals (estimate)</p> <p>\$19,540.00 Terrace Metrics</p> <p>\$144,770.73 LMS</p>

KCWP 5: Design, Align, Deliver Support Classroom Activities			<p>of services for students in the area of social, emotional, behavioral support.</p> <ul style="list-style-type: none"> • Work with middle school principals to determine and develop criteria for transition readiness for exiting middle school students. • Ensure focused and intentional communication and conversations between school administration, teachers, counselors, families and students are taking place around Transition Ready. • Students are aware of individual progress towards achieving Transition Ready. • Celebrations regularly take place to recognize students on track and achieving Transition Ready. 	
KCWP 6: Establishing Learning Culture and Environment				

ADDITIONAL DISTRICT INITIATIVES NOT REQUIRED THROUGH KDE CDIP GUIDELINES:

Strategy	Key Questions/Activities	Measure/Evidence of Success (Products/Deliverables)	Progress Monitoring of Action(s)	Funding
3. Engaged, Well-Rounded Students: Engage students in a way that contributes to their overall development and future well-being.	<p>3. To what degree are ALL KCSD students engaged in a way that contributes to their overall development and well-being?</p> <p>3.1 To what degree are KCSD students provided with opportunities and</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"> o K-5 	<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 share participation percentages with each school and determine if the data entered is accurate. If the data is not accurate, 	<p>\$19, 540.00 Terrace Metrics</p> <p>\$1,887,203.00 Stipends for Athletics, Extra/Co Curricular,</p>

	<p>participating in clubs, extra, and/or co-curricular activities?</p> <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"> ○ 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 ● 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 	<p>schools will collect data an additional time in January.</p> <ul style="list-style-type: none"> ● The district will utilize the data and information to support schools in growing opportunities and participation for students. ● 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 	<p>RBTL Support Staff</p>
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		satisfactory) by elementary (3-5), middle(6-8), and high school (9-11) levels.	and/or satisfactory range on the Terrace Metrics screener.	
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Strategy	Key Questions/Activities	Measure/Evidence of Success (Products/Deliverables)	Progress Monitoring of Action(s)	Funding
4. Community Engagement & Partnerships: Ensure all stakeholders in the community have the opportunity to meaningfully engage and support all schools in the KCSD.	<p>4. To what degree do stakeholders in the community have the opportunity to engage with and support all schools?</p> <p>4.1 To what degree does the district provide opportunities for families and the community to support student academic and SEL success?</p> <p>4.2 To what degree do our schools engage families and the community to support academic and SEL success?</p>	<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 • % of parent and/or guardian who had a school contact • # of in person/virtual conferences with the school • # of email/mail contacts with the school • # of members of booster organizations 	<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 ◦ 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: <ul style="list-style-type: none"> ◦ % of parent/guardian school contact ◦ # of in person/virtual conferences with the school ◦ # of email/mail contacts with the school ◦ # of members of booster organizations • Identify and highlight best practices from data analysis 	1,020,779.00 Community Education Budget

	4.3 To what degree do our schools engage families of at risk students to support academic and SEL success?	<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 	<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: <ul style="list-style-type: none"> ◦ % of at-risk parent/guardian school contact ◦ % of at-risk parent/guardian conference ◦ % of at-risk Parent/guardian personal email/mail contacts • 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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Strategy	Key Questions/Activities	Measure/Evidence of Success (Products/Deliverables)	Progress Monitoring of Action(s)	Funding
5. Professional Learning/Quality Staff: Ensure that every student has quality teachers and adults that promote the learning and well-being of all students.	<i>5.1 To what degree are we retaining high quality staff?</i>	<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 all staff leaving the district • Expanding to 3 HR Support & Assistance Mtgs per year w/supervisors 	No additional funding

KCWP 5: Design and Deliver Instruction				
KCWP 6: Establishing Learning Culture and Environment				
5. Professional Learning/Quality Staff: Ensure that every student has quality teachers and adults that promote the learning and well-being of all students. KCWP 5: Design and Deliver Instruction KCWP 6: Establishing Learning Culture and Environment	<i>5.2 To what degree are we able to fill positions with high quality staff?</i>	<ul style="list-style-type: none"> • HR Frontline Data • % positions filled within 60 days 	<ul style="list-style-type: none"> • 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 	\$15,000.00 Recruitment and Marketing Strategies
5. Professional Learning/Quality Staff: Ensure that every student has quality teachers and adults that promote the learning and	<i>5.3 To what degree are staff completing annual professional learning plans?</i>	<ul style="list-style-type: none"> • % on track with prorated amount 	<ul style="list-style-type: none"> • Utilize 3 HR Support & Assistance Mtgs per year w/supervisor to status check 	No additional funding

well-being of all students. KCWP 5: Design and Deliver Instruction KCWP 6: Establishing Learning Culture and Environment				
5. Professional Learning/Quality Staff: Ensure that every student has quality teachers and adults that promote the learning and well-being of all students. KCWP 5: Design and Deliver Instruction KCWP 6: Establishing Learning Culture and Environment	<i>5.4 To what degree are new staff provided necessary supports to grow and become high quality staff?</i>	<ul style="list-style-type: none"> • % new staff receiving systemic supports • % needing & receiving targeted supports • Survey data 	<ul style="list-style-type: none"> • Continued KC-NET progress monitoring • Utilize 3 HR Support & Assistance Mtgs per year w/supervisor • Surveys with new staff 	No additional funding
5. Professional Learning/Quality Staff: Ensure that every student has quality teachers and adults that promote the learning and	<i>5.5 To what degree are struggling staff provided necessary support to grow and become high quality staff?</i>	<ul style="list-style-type: none"> • % identified struggling staff receiving targeted supports 	<ul style="list-style-type: none"> • Utilize 3 HR Support & Assistance Mtgs per year w/supervisor 	No additional funding

well-being of all students.				
KCWP 5: Design and Deliver Instruction				
KCWP 6: Establishing Learning Culture and Environment				

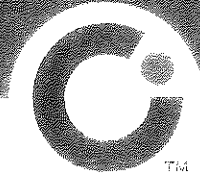
Strategy	Key Questions/Activities	Measure/Evidence of Success (Products/Deliverables)	Progress Monitoring of Action(s)	Funding
6. Fiscal & Operational Systems: Ensure the district is financially responsible/efficient and using its resources to further the district mission.	6.1 To what degree does KCSD financially support the action plan and remain fiscally solvent?	<ul style="list-style-type: none"> Annual expenditure budget dedicated to current year Action Plan items General Fund contingency (10%) available for annual budget 	<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 	No additional funding
6. Fiscal & Operational Systems: Ensure the district is financially responsible/efficient and using its resources to further the district mission.	6.2 To what degree does the district plan for and practice good stewardship of our current and future facilities and capital assets?	<ul style="list-style-type: none"> Capital assets are recorded and tracked in a Resource Management System District Facility Plan/KFICS Needs Assessment 	<ul style="list-style-type: none"> 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 	\$47,920 Capital Asset Record System
6. Fiscal & Operational Systems: Ensure the district is financially	6.3 To what degree is the district able to assess and solve/address needs in	<ul style="list-style-type: none"> Transportation Fleet Dashboard Enrollment trends and demographic study 	<ul style="list-style-type: none"> Continue to analyze and update overall condition of fleet Continue to analyze data trends for decisions on routing 	\$5,000.00 Planning and Development Services of

responsible/efficient and using its resources to further the district mission.	<i>transportation regarding fleet size, condition and associated repair costs?</i>			Kenton County
6. Fiscal & Operational Systems: Ensure the district is financially responsible/efficient and using its resources to further the district mission.	6.4 <i>To what degree is the KCSD Food Service Department meeting student nutritional needs and preferences to create a healthy learning community?</i>	<ul style="list-style-type: none"> Survey results Required nutrition guidelines 	<ul style="list-style-type: none"> Continue publishing nutrition guidelines for all meals Develop and implement survey for meal options 	\$4,452.00 Nutrislice

Strategy	Key Questions/Activities	Measure/Evidence of Success (Products/Deliverables)	Progress Monitoring of Action(s)	Funding
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 <i>To what degree do students feel safe and secure in a positive school environment?</i>	<ul style="list-style-type: none"> Terrace Metrics Data 	<ul style="list-style-type: none"> Analyze Terrace Metrics data and provide support to schools 	\$19,540.00 Terrace Metrics
7. Safety & Well-Being: Ensure students are educated in an optimal environment that is	7.2 <i>To what degree do students perceive themselves in a positive mindset as it relates to</i>	<ul style="list-style-type: none"> Terrace Metrics Data 	<ul style="list-style-type: none"> Analyze Terrace Metrics data and provide support to schools Continue to implement our student priority rating system 	\$19,540.00 Terrace Metrics

safe, secure, and conducive to learning. This includes both physical safety as well as the social emotional needs of each student.	<i>their social, emotional, behavioral, and physical wellbeing?</i>			
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.	7.3 <i>To what degree do we monitor and address the social, emotional, behavioral, and physical wellbeing of each student?</i>	<ul style="list-style-type: none"> • Terrace Metrics • MTSS • 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 	\$19,540.00 Terrace Metrics \$38,250.00 Navigate Prepared
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.	7.4 <i>To what degree are students provided with safe learning spaces/facilities?</i>	<ul style="list-style-type: none"> • Local facility plan/security upgrades • Navigate Prepared • State Security Marshall report 	<ul style="list-style-type: none"> • Continue to monitor and analyze data and address any areas of need • Provide ongoing training to security upgrades 	\$38,250.00 Navigate Prepared

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.	7.5 To what degree are we prepared to both mitigate and effectively respond to crisis situations?	<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 	\$38,250.00 Navigate Prepared \$1,346,001.00 SRO's
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2021-22 Phase Three: The Superintendent Gap
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2021-22 Phase Three: The Superintendent Gap Assurance

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

Table of Contents

2021-22 Phase Three: The Superintendent Gap Assurance	3
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2021-22 Phase Three: The Superintendent Gap Assurance

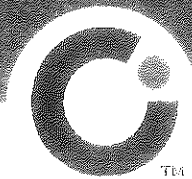
This district-level report fulfills KRS 158.649(9), which requires superintendents to report to the Commissioner of Education any school within the district that fails to meet its targets to reduce the gap in student achievement for any student group for two consecutive years.

The school-based decision making council, or the principal if no council exists, is required to set the school's yearly targets for eliminating any achievement gap. These targets can be found on the Comprehensive School Improvement Plan template for each school. When determining which schools did and did not meet their targets, the superintendent should review the achievement gap objectives (short-term targets) from the previous two years found on the planning template.

Gap Target Assurance

As superintendent of the district, I hereby certify either:

- ☐ No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years.
- ☒ Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.



2021-22 Phase Three: Professional Development Plan for Districts_10232021_06:50

2021-22 Phase Three: Professional Development Plan for Districts

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

Table of Contents

2021-22 Phase Three: Professional Development Plan for Districts	3
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2021-22 Phase Three: Professional Development Plan for Districts

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

Annual Professional Development Plan:

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

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

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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the district's mission?

The mission of the Kenton County School District (KCS D) is to provide a world-class education ensuring ALL students are transition ready and prepared for the 21st Century Economy. The KCS D mission is supported by our Core Beliefs, Goals, and Community Based Accountability System (CBAS) with Seven Pillars of Support. Core Beliefs are: It's About ALL Kids; It is our responsibility to ensure every child reaches his or her maximum learning potential; All students deserve a safe, positive and supportive environment; Every student should have an adult advocate in the school

setting; Students learn best when actively engaged in the learning process; Maintaining high expectations leads to higher levels of student achievement; All students are inspired to learn when provided rigorous, relevant, innovative and creative learning opportunities in a positive environment; Recognition and appreciation of cultural, social, physical and economic differences creates a healthy learning community; Sharing and using results to inform our decisions about instruction, resources and curriculum leads to higher levels of student achievement; Students, educators, staff, families, businesses and the community share in the responsibility for creating an environment in which all students can learn and succeed at high levels; High quality public education is essential to our democracy and economic growth. District-Wide Goals are: Transition Readiness Rate 100% and Attendance Rate 96.25%. The Seven CBAS Pillars of Support are: Student Learning and Progress; Student Readiness; Engaged, Well-Rounded Students; Community Engagement and Partnerships; Professional Learning/Quality Staff; Fiscal and Operational Systems; and Safety and Well-Being.

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

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

The KCSD has a 2021-2022 District Action Plan based upon the Seven CBAS Pillars of Support. Pillar 1, Student Learning and Progress to ensure the academic success for all students so that every student reaches their maximum learning potential, most closely aligns to the improvement areas identified in the Needs Assessment. KCSD data as presented in the Needs Assessment demonstrates that professional development should align as a first priority with classrooms providing and implementing quality standards based instruction that drive tasks for our students and obtaining quality products from our students that align to the rigor of the standards. The second priority is to support our teachers and administrators with structures and processes in place to facilitate quality Professional Learning Communities (PLC's). With the use of the Learning Management System (LMS) our PLC meetings allow for the use of data in real time to make intentional adjustments to instruction. This is a data driven approach that allows for the closing of gaps for all students, especially for our students with disabilities. These top two priorities for professional development support continuous improvement initiatives in the KCSD and will provide ongoing professional learning and strong Tier I support.

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

The top two priorities, beginning with supporting Tier I overall instruction through providing and implementing quality standards based instruction that drive tasks and obtaining quality products from our students that align to the rigor of the standard, as well as ensuring there are quality PLC structures within schools that allow us to drive instructional adjustments in real time, relate to the KCSD CBAS Pillar I of Student Learning and Progress. Our professional development work, to show improvement with our teaching and learning, directly impacts our district transition ready goal of 100% of our students transition ready. Within our CDIP Comprehensive Improvement Plan Goals, the professional Learning priorities outlined are supported by goal #1 Proficiency. Our proficiency goal states: By 2025, the district will increase math and reading proficiency for all students from 60.2% in 2019 to 81.0% for elementary math; 63.2% in 2019 to 81.0% for elementary reading; 54.2% in 2019 to 79.6% for middle school math; 63.9% in 2019 to 79.6% for middle school reading; 48.9% in 2019 to 76.3% for high school math; 54.1% in 2019 to 76.3% for high school reading as measured by the school report card proficiency data. The yearly proficiency objective to support this goal is as follows: By 2022, the district will increase math and reading proficiency for all students from 60.2% in 2019 to 65.4% for elementary math; 63.2% in 2019 to 67.7% for elementary reading; 54.2% in 2019 to 60.6% for middle school math; 63.9% in 2019 to 67.8% for middle school reading; 48.9% in 2019 to 55.8% for high school math; 54.1% in 2019 to 59.7% for high school math; as measured by the school report card proficiency data. All other goals in the CDIP are supported through implementing and providing quality tasks and facilitating quality PLC's; however, the CDIP proficiency goal most closely aligns to the district CBAS Pillar I - of Student Learning and Progress.

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

To support the district goal of transition ready, CBAS Pillar I, and CDIP proficiency goal and objectives, the first priority need focuses on the classrooms implementing and producing high quality standards based instruction that drive tasks and students providing high quality products to the level of rigor for the standard. The KCSD has a Curriculum and Assessment Plan that spans the course of 2021 to 2023, as a strategic plan to support curriculum needs. This plan outlines stakeholders coming together, to include teachers, principals, along with district staff to set a vision for high-quality curriculum and work collaboratively to create district curriculum maps, common summative assessments, and banks of formative

assessment questions to be used at regular intervals for frequent checks in learning. This work is ongoing and fluid. The purpose is to ensure that all students are receiving rigorous, standards-based instruction and are able to demonstrate their proficiency toward grade level standards. In the short term current work has focused on, and will continue to focus on deconstructing standards to develop a common understanding of what each standard means, clearly articulate what students must know and be able to do to demonstrate mastery, and create/revise common assessments to be administered at all schools. Teachers are involved in the process to not only contribute questions for both common formative and summative assessments, and vet questions, but also to be a part of the process whereby the culture within the schools around the utilization and implementation of both the common and formative assessment measures are being developed. KCSD also has a Balanced Assessment System that outlines the roles and responsibilities for administrators and teachers in regards to both common formative and summative assessments. This Balanced Assessment System correlates with the use of our new LMS, Power Schools, specifically the assessment component, Performance Matters. For the first time ever, we are able to capture data that gives immediate feedback. With the use of Performance Matters, we are able to look by standard at the performance levels of students. We can use this information, along with other data sets, such as learning walk data, to make determinations around what types of high quality tasks have been implemented, and did those tasks yield the results that demonstrated student success. KCSD has an implementation timeline to strategically transition into the use of the new LMS system. As a next step in building professional learning and moving forward, we want to work with teachers collaboratively to create model examples of tasks aligned to the standards, and what quality products from students aligned to standards look like, so teachers have a better understanding of alignment between standards and tasks. The KCSD has a Cycle of Quality Instruction that supports Tier I instruction. The Cycle of Quality Instruction is composed of four elements. Supporting teachers with providing quality tasks, students participating in quality tasks, and then producing quality products are the elements of one and two, which indicate the following: Element One - Teacher provides an appropriate task/text/problem, and Element Two - ALL students substantively interact with the task AND Teacher elicits a response/product from ALL students. Classroom observation data collected measures each of the four elements, with looking at trends over time for areas of strength and growth. We believe this work will not only strengthen Tier I instruction, but can be applied to Tier II and Tier III instructional practices, as well. This will impact in a positive way, our students within the MTSS process, that are receiving Tiered interventions. We also have a professional learning landing page with current professional development around the Cycle of Quality Instruction, whereby principals can access these tools and resources to provide differentiated

professional learning and further engagement with the Cycle of Quality Instruction, based upon the needs identified. This landing page is fluid for ongoing work in the schools and district.

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

The intended results of having models for tasks aligned to standards will do the following: clearly connect the standard to the learning, identify the standard for both students and teachers, and show how students should be engaged in work which demonstrates readiness or progress towards the standard. Examples of students products aligned to standards will allow for: the teacher to elicit products/responses from ALL students to determine readiness for the day's learning and to check progress at essential steps throughout the lesson, the teacher to clearly articulate expectations for interaction (time limits, pacing, product, where to show their product), and gain responses/products from ALL students that are accessible for the teacher to determine the level of student understanding. With the support models and examples of quality tasks provided by teachers to students being aligned to standards, and quality products, we will be able to meet the CDIP and District goals. The intended results are through teachers and principals working together, along with district staff, we can strengthen our overall Tier I professional learning and support differentiated learning that is taking place in Tier II and Tier III in the MTSS process.

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

Indicators of success will be data collected from classroom observations. Evidence of support from the elements of the Cycle of Quality Instruction, specifically elements one and two will be utilized to determine progress. Also, an indicator of success will be relying heavily on our district common summative assessments that are aligned to state standards with the expectation that students score at least a 70% or high on common summative assessment. The reduction of students needing a Tier II or Tier III intervention within the MTSS structure due to strong Tier I instruction aligned to standards, will likewise, be an indicator of success.

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

Teachers, principals, and district staff are the intended audience for the professional development.

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

Students will first and foremost be impacted by the professional development, as the professional learning is intended to strengthen overall Transition Ready through the work of curriculum, instruction, and assessment. Working to enhance the tasks and products associated with the Cycle of Quality Instruction will strengthen Tier I, II, and III instruction, and impact MTSS. Teachers will be impacted as they will be better equipped with how to teach to the standards and make adjustments to instruction in real time, as needed. Principals and district leaders will be impacted as learning increases and students are meeting benchmarks.

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

Resources needed to support the professional development taking place center on involving the teaching staff in the process, as well as district leadership. Teachers, principals, and district staff will participate through Tier I professional learning that takes place at district Leadership Team Meetings, CIA monthly meetings, embedded PD, PD taking place in the summer, Professional Learning Communities (PLC), and through stipend funds for teachers participating in supporting the work. An estimate for the stipends/hourly wages for certified staff for the 22-23 school year (including the summer) is at: \$78,210.00, which is budgeted through ESSER funds.

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

Ongoing supports will be provided for the professional development implementation by district instructional staff and principals. The KCSD Pillar of Support process supports our schools with differentiated professional learning. School teams meet monthly to review data trends, and determine if schools are making progress towards goals. Schools have focus areas around vision and communication, planning and structures, implementation, or measuring and monitoring progress. Based upon the identified area, schools have additional supports that are implemented monthly on an as needed basis.

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

The professional development will be monitored through data captured and reviewed through the CBAS Seven Pillar Action Teams. At three key points in the school year (November, February, and May), each of the seven Pillar Action Teams meet to review anecdotal data and numerical data to determine overall progress. Signaling takes place by the Action Team composed of key stakeholders (i.e. community members, parents, teachers, administrators, etc.). Signaling can be in the range from maintain to make a major change. Each member of our District Leadership Team Cabinet is responsible for a Pillar within the CBAS model. A review of the KCSD Action Plan, which is centered on the Seven Pillars of CBAS takes place monthly where anecdotal evidence and data is shared with our Leadership Cabinet, as a forward facing approach to using data to make decisions. Evidence of implementation is also evident by school through the work the district is embarking upon during the Pillars of Support Process, school level PLC meetings, staff meetings, classroom observations, and data reviews at SBDM Council meetings. In many instances, data is captured through the LMS of Performance Matters by standard, by grade level, by student. The frequency at the school level is dependent upon the school, but should be taking place monthly. Teachers and administrators are responsible for the data analysis.

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

To support the district goal or transition ready, our CBAS Pillar I, and CDIP proficiency goal and objectives, the second priority need focuses on quality Professional Learning Communities (PLC's) being implemented in schools. Our purpose is to bridge the gap between intended learning and the data we obtain from student assessments. We want to use our data during PLC meetings to make adjustments in real time. This work stems from our Instructional Leadership Wheel which has several tools and resources that support the long term development of the PLC process. The center of the Instructional Leadership Wheel is Transition Readiness, with curriculum, instruction, and assessment branching out. As the Instructional Leadership Wheel continues to branch out, one can access information related to PLC structures and systems to implement in schools. Grades/Content Areas and the Assessment area off of the Instructional Leadership Wheel supports the PLC process. One can access our Balanced Assessment System from the Instructional Leadership Wheel. Within the Balanced Assessment System, the structures and process for PLC's are outlined, as well as within Grades/Content Areas. PLC's are structured to be data driven or designed for unit planning. The PLC process outlined includes using the following steps: identify common content and school-wide skill deficits for remediation; use assessment data for remediation of

specific skills/standards; target high quality instructional resources for use during needs based instruction; discuss progress of identified skills/ standards and next steps; identify skills/students for remediation during RTI; and make adjustments in scheduling to ensure staffing needs and student participation are met. In the short term, the work of DuFour, DuFour, Eaker, Many, and Mattos in their book Learning by Doing published through Solution Tree has also been offered as a resource for schools. Schools have this book readily available to for the purpose that best meets the needs of the school. Some are using the resource with all teachers, some are at a starting point with reviewing through administration team meetings. There are five guiding questions to build upon with PLC work: 1. What do we want students to learn (1-2 essential skills/standards per meeting)? By when? (Check timeline.); 2. How will we know when they've learned it? 3. What will we do for the students who didn't master the content? What adjustments in real time for all students are being implemented? What intentional approach is taking place to use data to close gaps for all students, and especially for students with disabilities? 4. How will we celebrate those students who have mastered the content? and 5. What do we need from our administrator to make our next steps a reality? From these five guiding questions, PLC's focus on looking at standards and essential skills, reviewing common formative and summative assessment data, looking at interventions and needs based instruction for those students that did not master the standards, and celebrate successes. The new LMS, that we are continuing to provide professional learning around, plays a significant role in ongoing data analysis. This ongoing work to build capacity with the PLC structure and systems is taking place currently in the short term, but sustaining and refining the process is a long term goal. The long term goal is to build a culture where all schools function with a PLC process that plans for instruction based upon standards, uses data in real time to drive quality Tier I instruction, provides needs based instruction and remediation, and celebrates successes.

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

The intended results from implementing ongoing Professional learning around the use of a structure for PLC meetings is to support schools, administrators, teachers, and most importantly students with overall learning and mastery towards state standards. The PLC processes works to support unit planning around standards and essential skills, as well as use data to make informed decisions for solid Tier I instruction and needs based instruction. With the use of the PLC structure and support of the LMS, during a PLC administrators and teachers can look at the progress of the school overall towards mastery of standards, classrooms progress towards mastery of standards, and individual student progress towards mastery of standards in real time. During the PLC, teachers and administrators can identify

standards needing whole-group or needs-based reteaching and plan to meet student needs. As this process develops in schools, schools continue to build a culture of using data, the intended results will support our Pillar I CBAS goal, our Transition Ready goal, and our CDIP goals.

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

Indicators of success will be meeting the percentages of the district and CDIP goals outlined above. Supporting the Pillar I CBAS goal, as well will be an indicator of success with students performing with a 70% or higher on district common summative assessments. Specific evidence/measures of success as outlined in our KCSD Action plan will be demonstrated through our LMS and Balanced Assessment System.

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

Teachers, principals, and district staff are the intended audience for the professional development.

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

Students will first and foremost be impacted by the professional development, as the professional learning is intended to strengthen overall Transition Ready through the work of curriculum, instruction, and assessment. Teachers will be impacted as they will be better equipped with how to teach to the standards and make needed adjustments to instruction. Principals and district leaders will be impacted as learning increases and students are meeting benchmarks. The culture of the schools overall, with a systemic process for PLC meetings in terms of both unit planning and being data driven will be impacted, as teachers and leaders develop capacity around facilitating quality Professional Learning Communities.

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

Resources needed to support the professional development taking place center on involving the teaching staff in the process, as well as district leadership. High performing schools within the district are asked to showcase materials and provide testimonies to the work taking place in their schools. Videos capturing well performing PLC processes have been shared. This takes place on a regular basis,

and will continue to do so, as we capture schools making growth and progress with implementing quality PLC structures. The LMS plays a vital role in the work the PLC needs to complete to be data driven and make instructional decisions in real time based upon data towards mastery of standards. Continued use and reference to the Learning by Doing book from Solution Tree, will also be a resource infused in the professional learning.

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

Ongoing supports will be provided for the professional development implementation by the district instructional team and principals. The KCSD Pillar of Support process also supports our schools with differentiated professional learning. School teams meet monthly to review data trends, and determine if schools are making progress towards goals. Schools have focus areas around vision and communication, planning and structures, implementation, or measuring and monitoring progress. Based upon the identified area, schools have additional supports that are implemented monthly on an as needed basis. An additional support implemented based upon the Pillars of Support process, could be working to strengthen the PLC process, depending on the needs identified for the school.

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

The professional development will be monitored through data captured and reviewed through the CBAS Seven Pillar Action Teams. At three key points in the school year (November, February, and May), each of the seven Pillar Action Teams meet to review anecdotal data and numerical data to determine overall progress. Signaling takes place by the Action Team composed of key stakeholders (i.e. community members, parents, teachers, administrators, etc.). Signaling can be in the range from maintain to make a major change. Each member of our District Leadership Team Cabinet is responsible for a Pillar within the CBAS model. A review of the KCSD Action Plan centered on the Seven Pillars of CBAS takes place monthly where anecdotal evidence and data is shared with our Leadership Cabinet, as a forward facing approach to using data to make decisions. Evidence of implementation is also evident by school through the work the district is embarking upon during the Pillars of Support Process, school level PLC meetings, staff meetings, learning walks, and data reviews at SBDM Council meetings. In many instances, data is captured through the LMS of Performance Matters by standard,

by grade level, by student. The frequency at the school level is dependent upon the school, but should be taking place monthly. Teachers and administrators are responsible for the data analysis.

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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