Goal 1: Diversity, Equity, Inclusion and Belonging

Objective 1.1: Districtwide student proficiency on Kentucky Summative Assessment will increase to 70% P/D in Reading by May 2028.

Objective 1.2: Districtwide student proficiency on Kentucky Summative Assessment will increase to 60% P/D in Math by May 2028.

Evidence: Subgroup data

Strategies	Resources	Lead CIPS staff Person	Milestones
Identify tools to monitor and disaggregate data by individual student level demographics for monitoring outcomes through an equity lens – Ask Equity Committee	Title 1 Funds	Director of Curriculum and Instruction Equity Committee Director of Special Education	Academic data
Use student assessments to disaggregate, monitor and report on student-level academic data			
Implement a curriculum and assessment audit through a lens of equity and cultural responsiveness			

Objective 1.2: Recruit and retain teachers of color to reflect student population.

Evidence: Certified teacher demographics do not reflect student population demographics

Strategies	Resources	Lead CIPS staff Person	Milestones

Strategies	Resources	Lead CIPS staff Person	Milestones
Disaggregate, monitor and report on district and school level hiring data			
Identify district and school leaders to provide guidance and support. – Ask Equity Committee		Equity Coordinator Executive Director of Operations and Human Resources Equity Committee	
Expand the recruitment area to recruit teachers of color			
Marketing and branding			
Create a support system for existing and new teachers of color			
Objective 1.3: Decrease the percentage of students disproportionately suspended in all subgroups (ask Janice for language)			
Evidence:			
Strategies	Resources	Lead CIPS staff Person	Milestones
Critically review and refine policies, procedures and practices at the district and school level with an equity lens to assure all student needs are met and biases are eliminated.			
Provide students and families with a clear school-wide discipline plan with a disciplinary flowchart to address the consistency of			

consequential behavior – Ask Equity Committee			
Provide culturally responsive de-escalation strategies for staff			
Disaggregate, monitor and report on student-level disciplinary data			

Objective 1.4: Establish a budget that is support of DEI and prioritizes funding based on student academic needs and data.			
Evidence:			

Strategies	Resources	Lead CIPS staff Person	Milestones
Implement an A-ROI (Academic Return on Investment) for evaluation of the utilization of resources that can be identified for resource allocation.			

Objective 1.5: Provide professional development that is based on training gaps and data			
Evidence:			

Strategies	Resources	Lead CIPS staff Person	Milestones
Identify professional development that is a condition of employment based on cultural proficiency, implicit bias, trauma-informed care and social-emotional learning	$30,000	Assistant Superintendent Equity Committee	PD Plan
Identify appropriate communication tools to			

disseminate professional development: District-wide Equity Institutes School-Cohort Based Models Individual School Leadership Meetings			
Develop "train the trainer" protocol to support the district's capacity for successful, long-term implementation			
Identify schools and individuals who utilize best practices and highlight this work within the district for replication			

Goal 2: Organizational Health and Efficiency

Objective 2.1: By June 2024, CIPS elementary facilities will improve building and staff efficiency (in terms of membership capacity) from 72% to 89%.

Evidence:
- Schools are operating at 72% efficiency (in terms of membership capacity)
- Potential budget efficiency ($961,000 minimum savings per year)

Demographic shift

Strategies	Resources	Lead CIPS staff Person	Milestones
Create Population Study Committee	Human	Superintendent, Board of Education	Complete by December 31, 2022
Complete population study to assess efficiency across the district.	Partnership with Northern Kentucky Area Development, Population Study Committee	Superintendent, Executive Director of Human Resources and Operations	Complete by January 15, 2023

Determine number of elementary schools required based on population study and demographic shift.	Population Study Committee	Superintendent, Executive Director of Human Resources and Operations	Complete by January 31, 2023
Identify elementary schools to serve students in the district.	Population Study Committee	Superintendent, Executive Director of Human Resources and Operations	Complete by January 31, 2023
Assess boundaries based on identified elementary schools.	Population Study Committee	Superintendent, Executive Director of Human Resources and Operations	Complete by February 15, 2023
Create communication plan to inform all stakeholders.	Population Study Committee	Superintendent, Executive Director of Human Resources and Operations, Director of Communication and Equity	Complete by March 1, 2023

Objective 2.2: Increase certified teacher retention from 75% to 85% by June 30, 2028.

Evidence: Poor teacher retention has been shown to concretely impact students in terms of scholastic performance. One Stanford University study found that students of teachers who left after one year suffered in terms of achievement gains. Another study by the University Council for Educational Administration showed that New York elementary school students who were subject to higher teacher turnover scored lower in subject areas such as math.

Strategies	Resources	Lead CIPS staff Person	Milestones
Create industry leading salary schedule for certified teachers.	Financial amount to be determined	Superintendent, Exec Director of Human Resources and Operations, Director of Finance, Budget Committee	Revised salary schedule completed by June 30, 2023 Reassess salary schedule annually
Prioritize funding strategies for industry leading salary schedule.	Financial	Superintendent, Exec Dir of Human Resources and Operations, Director of Finance, Budget Committee	Salary schedule supported by approved annual budget

Create a support system for existing and new teachers of color		Equity Coordinator, Principal	

1. Create retention and recruitment strategies to promote staff development and wellbeing:
   a. Diverse Educator Grant
   b. Bloomboard
Employee assistance programs
		Superintendent, Exec Dir of Human Resources and Operations	Utilization of programs based on participation data

Develop leadership programs within district to grow own talent. Participants should be reflective of district population		Superintendent, Exec Dir of Human Resources and Operations, Assistant Superintendents	
Utilize third party to conduct exit interviews.	Financial amount to be determined	Superintendent, Exec Dir of Human Resources and Operations, Assistant Superintendents	
Respond to exit survey data to improve teacher retention.		Superintendent, Exec Dir of Human Resources and Operations, Assistant Superintendents	
Improve school culture and climate as measured by the Impact Working Conditions Surveys		Superintendent, Assistant Superintendents, Principals	Impact survey results (pull main measurements)
Objective 2.3: Increase student retention			

Evidence: Students advocated for the need to make this a part of the strategic plan. Based on XXXX students do not feel connected to their school			
Strategies	**Resources**	**Lead CIPS staff Person**	**Milestones**
Extra-curricular			
Every student has an adult			
Building student leaders			
Objective 2.4: Maintain clean, safe and up to date facilities			
Evidence: Students advocated for the need to make this a part of the strategic plan			
Strategies	**Resources**	**Lead CIPS staff Person**	**Milestones**
Look at current strategic plan for language			
Bring back the golden dust pan			
Use student workers			

Goal 3: Student Learning and Progress

Objective 3.1: Kindergarten readiness as measured by Brigance Testing will increase from 32% of students ready for kindergarten to 57% by November 2027.			
Evidence: Low number of students entering Covington Schools as kindergarten ready. The more prepared children are both academically and emotionally for kindergarten, the more successful learners they will become. The first few years are critical to help young children navigate and transition to a variety of settings and situations, while developing their emotional skills.			
Strategies	**Resources**	**Lead CIPS staff Person**	**Milestones**
Curriculum Development	ESSER Funds allocated for Lead Stipends 3 years and funds for New Curriculum Materials	Assistant Superintendent, Biggs I-Team Leadership and Biggs Teachers	Developed preschool curriculum Implemented preschool development Curriculum quality controlled

Head Start Collaboration	Monthly Meetings	Bigg's Principal, Special Education Director and Head Start Leaders	Regularly scheduled meetings between preschool, head start and special education director
Covington Child Care Outreach	.2 FTE TI Funds	Literacy Coach at Biggs supports child care outreach, Kindergarten Readiness and Kindergarten Transition	Regularly scheduled meetings between Literacy Coach from Biggs and Childcare Centers
RTI Process		Special Education Director Biggs Principal Literacy Coach	
Family Events: To promote kindergarten readiness by providing family events that support learning at home, promote regional services for early learning support, and promote kindergarten registration	ESSER Funds, TI PI Funds, ARP Preschool Funds	FRC Coordinators, Elementary Principals, Director of Student and Family Engagement, Biggs Principal, TI Instructional Support, District Enrollment Center	Calendar of events created for year in advance Public advertising of events on social media Multiple registration events in the community

Objective 3.2: By August 2026, all students in Covington Public Schools will have access to a comprehensive and sequential arts education that includes electives and extracurricular opportunities in each of the distinct artistic disciplines: visual and media arts, dance, drama, and music.

Evidence: Multiple research studies support the notion that students who engage in the study of the arts perform better in math, reading, and writing.

Strategies	Resources	Lead CIPS staff Person	Milestones
Create a committee to develop a long term plan to create a fully enriched arts program K-12 including	Stipends for committee work	Director of Curriculum and Instruction Arts Lead for Elementary/Middle/High	Committee Developed Cost projection developed to include staffing and programming costs

staffing, costs and programming			
Develop sequential arts education curriculums in each discipline	Funding for committee to create curriculum	Director of Curriculum and Instruction Arts Lead for Elementary/Middle/High	Sequential arts education curriculum Implementation of arts education curriculum Quality control of curriculum
Hire certified teachers at all levels in all schools to provide art education in each discipline.	Funding to hire arts teachers Certified Teachers	School Principals SBDM Councils	Funding sources established for all positions Job descriptions created Positions posted Staff hired
Recruit and retain students with an interest or potential in these arts disciplines	No Cost	High School Counselors Arts Teachers-Elementary, Middle and High School	Variety of arts classes established GT students identified in PTP and monitored throughout academic career Arts pathways established at HS level
Objective 3.3: Districtwide student proficiency on Kentucky Summative Assessment will increase to 70% P/D in Reading by May 2028. **Objective 3.4: Districtwide student proficiency on Kentucky Summative Assessment will increase to 60% P/D in Math by May 2028.**			

Evidence: Low test scores			
Strategies	**Resources**	**Lead CIPS staff Person**	**Milestones**
Explicit Direct Instruction Model for Planning to ensure that teachers have a deep understanding of the content they teach.	Equivalency Days built into student calendar Professional Development Daily planning time	Director of Curriculum and Instruction	Unit Plan Feedback Formative, End of Unit and Benchmark Assessment Data
Continued Quality Control of Curriculum	Funds for Quality Control Team Work Scheduled times during school year to make adjustments based on feedback	Director of Curriculum and Instruction	Formative, End of Unit and Benchmark Assessment Data
Focus Visits	None	Assistant Superintendent for Learning Support	Progress towards goals set at each focus visit.
Benchmark testing	Funds to pay for benchmark testing Technology that can support testing	Director of Curriculum and Instruction District Assessment Coordinator	Progress towards goals set prior to each assessment
MTSS	Professional Development	Assistant Superintendent for Learning Support	Progress Monitoring Data
Objective 3.5: The percentage of students who graduate college and career ready will increase from 45% to 75% by May 2027 according to the Kentucky Accountability System.			
Evidence: Not enough students graduate high school in Covington college and career ready. Career readiness education is critical in schools because it prepares students for life after college as they begin their careers, equipping them with the skills necessary to navigate the workforce. According to the U.S. Chamber of Commerce Foundation, career readiness skills, or what they refer to as transferable or employability skills, "provide students with a competitive edge during interviews and internships for current and			

future careers" and "can differentiate a good employee from a great one." These critical skills, not often made a priority in schools, give students the edge they need to land jobs.

Strategies	Resources	Lead CIPS staff Person	Milestones
Guaranteed and viable curriculum		Director of Curriculum and Instruction Assistant Superintendent for Learning Support Secondary Director CTE Advisory Group CTE Administrator CTE Coach	Create a guaranteed and viable curriculum Implementation of a guaranteed and viable curriculum
Aligned CTE offerings to industry needs to ensure suitable pathways for students		Assistant Superintendent for Learning Support Secondary Director CTE Advisory Group CTE Administrator CTE Coach Post-Secondary Partners	Review of Northern Kentucky Five Sectors Data Pathways built to align with this data
Focus on workplace readiness skills with all students		Assistant Superintendent for Learning Support Secondary Director Director of Curriculum and Instruction CTE Advisory Group CTE Administrator CTE Coach	
Increase number of dual credit offerings		Assistant Superintendent for Learning Support Secondary Director	

Strategies	Resources	Lead CIPS staff Person	Milestones
		CTE Advisory Group CTE Administrator CTE Coach	
Upgrading Chapman Building to ensure state of the art experiences for CTE Students.		Facilities Director	
Improve work based mentoring programs for students		Assistant Superintendent for Learning Support Secondary Director	

Objective: 3.6 Provide **CIPS virtual students** and families with the support and resources they need to be successful and progress through their KAS aligned online program.			
Evidence:			

Strategies	Resources	Lead CIPS staff Person	Milestones
Provide guidance for our virtual teachers in order to ensure online students receive equitable access to our Kentucky Academic Standards aligned curriculum.			
Provide training and guidance for our virtual teachers in order to ensure online students receive equitable access to a rigorous curriculum.			
Continually monitor virtual students' progress and grades with our online curriculum program- Edgenuity.			

Develop a systematic process where virtual students will be monitored on a timely basis in areas of concern.			
Provide CIPS virtual students and families with opportunities to meet and discuss the overall virtual program with our secondary leaders and other families in our virtual program.			

Objective 3.6: Annual professional development plan based on staff and student needs

Evidence: Low student achievement, staff turnover, staff job satisfaction. Participating in professional development courses will expose you to new ideas and perspectives-perhaps some you hadn't thought of before. A wealth of new knowledge will come from actively participating in professional development courses. Attending professional development courses will increase your expertise in your field and, as a result, build confidence in the work you do. This confidence will carry over into the classroom when you come back to your students and share what you learned. Showing that even you, the teacher, are constantly learning and are excited about it will energize your students for the lessons ahead.

Strategies	Resources	Lead CIPS staff Person	Milestones
Survey staff to determine interests and self-reflected next steps	Staff to create survey Staff to share survey	Assistant Superintendent for Learning Support Assistant Superintendent for Student Support Administrative Assistant for Learning Support	Survey created

Survey submitted

Results analyzed and used to guide future offerings |
| Collaborate with principals to determine staff needs | NA | Assistant Superintendent for Learning Support Assistant Superintendent for Student Support | Schedule Meetings with individual schools to determine needs

Email communications |

			Surveys
Review student academic and behavioral data to determine needed offerings	NA	Assistant Superintendent for Learning Support Assistant Superintendent for Student Support	
Utilize surveys after PD offerings to reflect and revise offerings to better meet staff needs	NA	Assistant Superintendent for Learning Support Assistant Superintendent for Student Support	
Summer PD Academy	Budget Contracts with outside speakers	Assistant Superintendent for Learning Support Assistant Superintendent for Student Support Director of Curriculum and Instruction PD Academy Team	
Regular offerings during equivalency days		Assistant Superintendent for Learning Support Assistant Superintendent for Student Support Director of Curriculum and Instruction	

Objective 3.7: Implement a two year process to assist students with post-secondary planning and preparation

Evidence:

Strategies	Resources	Lead CIPS staff Person	Milestones

Goal 4: Leadership and Accountability

Objective 4.1: Provide experiences that cultivate and improve leadership effectiveness by identifying, developing and recognizing adult leaders throughout the district.			
Evidence: Low state accountability scores, low teacher retention, declining district enrollment.			
Strategies	**Resources**	**Lead CIPS staff Person**	**Milestones**
Identify leaders throughout the district to provide coaching, modeling and professional development to build leadership capacity within our own staff.	Staff stipends	Assistant Superintendent for Learning	Administrator retention State accountability scores Teacher retention
Implement annual Covington Aspiring Principals Academy to create a cadre of potential administrators for seamless succession of leadership positions.	Human, financial		A system of succession will be developed to fill vacancies in our district
Celebrate and actively recognize effective leadership in action throughout the district.			
Objective 4.2: Engage in a continuous improvement process that produces evidence, including measurable results of improving student results and professional practice.			
Evidence: Low state accountability scores, low teacher retention, declining district enrollment.			
Strategies	**Resources**	**Lead CIPS staff Person**	**Milestones**
Continue the work of the Professional Learning Communities (PLC) to collect, analyze and respond to data		Assistant Superintendent for Student Learning Director of Curriculum and Instruction	Longitudinal results are analyzed to assess results and outcomes of the goals in the continuous improvement plan

		Director of Secondary	and/or strategic plan to show progress over time
Create a district report card to provide accountability to all stakeholders of CIPS. This report card will be a living document on the district's website homepage that is consistently updated and communicate.		Assistant Superintendent for Student Learning Director of Curriculum and Instruction Secondary Director, DAC	Longitudinal results are analyzed to assess results and outcomes of the goals in the continuous improvement plan and/or strategic plan to show progress over time

Objective 4.3: Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.

Evidence:
- State Accountability Scores – Including increases in graduation rate, ACT scores, Academic/Career Ready
- Climate and Safety Scores

Strategies	Resources	Lead CIPS staff Person	Milestones
Create a culture of high expectations and alignment to district and school goals that will enhance learning and student achievement	Human	Superintendent Assistant Superintendent for Learning Assistant Superintendent for Student Support School Administrators	
Engagement of internal and external stakeholders in a data-driven and collaborative process for continuous improvement	Human, assessment platforms	Assistant Superintendent for Student Learning Director of Curriculum and Instruction Director of Secondary	Longitudinal results are analyzed to assess results and outcomes of the goals in the continuous improvement plan and/or strategic plan to show progress over time

Goal 5: Stakeholder Engagement and Outreach

Objective 5.1: Leverage community and stakeholder partnerships to strengthen and foster relationships with CIPS			
Evidence:			
Strategies	**Resources**	**Lead CIPS staff Person**	**Milestones**
Identify partners to create a community engagement framework that allows stakeholders to be engaged and accountable for the strategic plan of CIPS.		Superintendent Director of Community and Family Engagement	
Provide engaging opportunities to the community to be partner in the educational success of our students.		Director of Community and Family Engagement	
Evaluate current volunteer and engagement opportunities; develop a menu of options for engagement; communicate opportunities to partners and stakeholders.		Director of Community and Family Engagement	
Develop communication plan to actively engage all stakeholders		Director of Community and Family Engagement Director of Public Relations and Communications	
Objective 5.2: Increase family engagement from 65% to 90% by June 2027.			
Evidence: Focus groups and survey indicated a need, low family engagement.			
Strategies	**Resources**	**Lead CIPS staff Person**	**Milestones**
Provide robust programming in each of the six FE domains at each school, annually.	Title 1, FRYSC Parent Involvement Funds	Assistant Superintendent Director of Community and Family Engagement	Schedule of events from each school that are communicated effectively

			Attendance records
Implement districtwide Parent University that is culturally responsive	Title 1, FRYSC Parent Involvement Funds	Assistant Superintendent Director of Community and Family Engagement	Schedule of events from each school that are communicated effectively Attendance records
Provide PD to certified and classified on effective communication strategies to engage families as partners	Title 1, FRYSC Parent Involvement Funds	Assistant Superintendent Director of Community and Family Engagement	PD schedule
Each school will earn a Family Friendly Schools endorsement through the Prichard Committee	Title 1, FRYSC Parent Involvement Funds	Assistant Superintendent Director of Community and Family Engagement	Family Friendly Certificate
Objective 5.3: Establish an engaged alumni base			
Evidence:			
Strategies	**Resources**	**Lead CIPS staff Person**	**Milestones**
Identify existing alumni groups and combine efforts for strategic alignment and efficiency		Superintendent Director of Community and Family Engagement Staff liaison for CEF and TEAM Foundation	
Create a framework to engage alumni in school functions, development efforts and building relationships with current students.			Completed framework Engage alumni
Create speakers bureau of alumni of Holmes High School to connect with current students.			Completed Speakers Bureau Holmes High School administrators