KCSD

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

Issue Paper

DATE:
12/08/22

AGENDA ITEM (ACTION ITEM):
Consider/Approve the Kenton County School District Comprehensive District Improvement Plan (CDIP) for the 2022-2023 school year.

APPLICABLE BOARD POLICY:
01.111 – District Planning

HISTORY/BACKGROUND:
Following the release of the 2022 state assessment data results from the Kentucky Department of Education, the Comprehensive District Improvement Plan (CDIP) has been developed in collaboration for the purposes of supporting district improvement initiatives. This plan not only incorporates the state assessment data, but reflects the current KCSD 2022-2023 Action Plan, with strategies and action steps outlined from within the seven Pillars of the Community Based Accountability System (CBAS). The CDIP is composed of the state required diagnostics of: Continuous Improvement, the Executive Summary, the Needs Assessment, the District Assurances, the District Safety Report, the Comprehensive District Improvement Goals and Objectives, and the Superintendent Gap Assurances for Phases I to III. A forum for the purpose of input from a teacher representative, Board members, and parent/community member was hosted for the review of the CDIP on December 7, 2022.

FISCAL/BUDGETARY IMPACT:
None

RECOMMENDATION:
Approval to the Kenton County School District Comprehensive District Improvement Plan (CDIP) for the 2022-2023 school year.

CONTACT PERSON:
Mary Beth Huss

_____
Principal/Administrator

_____
District Administrator

_____
Superintendent

Use this form to submit your request to the Superintendent for items to be added to the Board Meeting Agenda.
Principal –complete, print, sign and send to your Director. Director –if approved, sign and put in the Superintendent's mailbox.

2022-23 Phase One: Continuous Improvement Diagnostic for Districts_09142022_06:31

2022-23 Phase One: Continuous Improvement Diagnostic for Districts

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

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2022-23 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 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Districts
• Executive Summary 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
• The Superintendent Gap Assurance

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)
• Professional Development Plan for Districts (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, Superintendent Kenton County School District

09/19/22

2022-23 Phase One: Executive Summary for Districts_09142022_06:33

2022-23 Phase One: Executive Summary for Districts

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2022-23 Phase One: 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 (KCSD) 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 P-5; 1 P-8 school, 3 middle schools serving grades 6-8; 3 high schools serving grades 9-12, and 1 career institute serving grades 9-12. Located at the Northern portion 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 (KCSD) employs 1,678 staff members; 963 of which are certified and 715 are classified. Of the District's core academic teachers, 100% are highly qualified under the guidelines of No Child Left Behind, 39 teachers are National Board certified and the average years of teaching experience is 12.8. The population of Kenton County is approximately 169,495. Of this group 91% are white, 5% are African-American, and 4% are Hispanic. Ninety-one percent (91%) are high school graduates and 34% have a Bachelor's degree or higher. Median household income is $66,541: 11% live below the poverty level. The district is home to students with 44 different home languages. 82.8% of the students are white, 6.5% are Hispanic/Latino, 6% are two or more races, and 4.7% other. The Free and Reduced Lunch population is 45.69%. Seventeen (17) schools have a Free and Reduced Lunch rate over 20%. Food services has been providing both breakfast and lunch to all students at no cost since March of 2020 through May of 2022. Approximately 9,209 meals are served on a daily basis by food services. 100% of classrooms provide internet connection and WiFi access. 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 partners participate 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 352 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 2020 are captured below by listing student, staff, and overall district achievements.

Our Students 2022 Notable Achievements: Percentages of students scoring proficient and distinguished in the Kentucky Summative Assessment (KSA) were well above the state in all content areas and at all grade levels with the exception of high school science (-1.0); Students scored above state average in ACT; Approximately 3,000 students from elementary, middle, and high who are participating in accelerated/advanced coursework; 32 students named to Governor's Scholar Program; Over $17.5 million in scholarships earned by the class of 2022; Two Northern Kentucky Education Council Academic All-Stars; One Northern Kentucky Education Council Career and Technical All-Star; One Northern Kentucky Education Council Against All Odds winner; KHSAA girls wrestling champion (Simon Kenton); KHSAA state runner up in boys archery (Simon Kenton); KHSAA state runner up in boys diving (Dixie Heights); KHSAA class 2A girls cross country runners up (Scott High School; Two students selected to serve on KHSAA Student Advisory Panel; Four students selected to NKY Youth Leadership Class; NCWIT Aspirations in Computing Award (Dixie Heights/Ignite); One winner and two finalists in the Jim Claypool Art & Conservation Writing Contest from the Kenton County Conservation District; Dixie Heights speech team competed in national competition in Washington, D.C.; First place winner in Microsoft Office Specialist PowerPoint Competition (Dixie Heights); Four Martin Luther King Jr. student award winners from the Kentucky Martin Luther King Jr. State Commission. Our Students 2021 Notable Achievements: All Kentucky Summative Assessment (KSA) scores for all students at all levels (elementary, middle, and high) were above the state average for Proficient and Distinguished percentages. The 2021 ACT composite score ranked 22nd in the state and 8th in the region. 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 Staff Notable Achievements 2022: Director of Health Services Paula Rust won the 2022 Kentucky Education Support Staff Professional (KESSP) Award; Early College Supervisor Amanda Dempsey won the Emerging Leader Award at the NKY Chamber's Outstanding Women of NKY Ceremony. She was also named to Leadership KY's ELEVATE Class of 2022; One Kentucky Association of School Resource Officers (KYASRO) 2022 Educator of the Year; One Northern Kentucky Education Council AD Albright Administrator of the Year; One Northern Kentucky Education Council Golden Apple winner; One Clements Award winner; Two Outstanding School Media Librarians winners; One Carolyn Quire Service Award from the KY Association for College Admission Counseling; 24 teachers completed the KC-NET program; Growing Abilities Award from Redwood; One GoTeach Ambassador. 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 District Notable Achievements 2022: Over 30 career pathways are offered to students; Over 350 related arts and elective opportunities available for students in grades K-12; The average monthly percentage of high-quality staff retained is 98.5%; 2022 Energy Partner of the Year for the 9th time; School Resource Officers in every school. Our District Notable Achievements 2021: 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

The district has been 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 our Learning Management System (LMS) to capture data by student and by standard, this is allowing the district and schools to drill down to determine learning deficits per standard, per child. In addition, each school has an individualized Action Plan with two very targeted goals for the school year. The two goals are determined from review of previous data. Schools must identify the type of support from one of four areas: Vision and Communication, Planning and Structures, Implementation,

Measuring and Monitoring Progress. Action steps must be defined with progress monitoring towards the goals outlined. Progress towards the goals are monitored monthly by a support team for each school. Data is used to celebrate progress and make adjustments in action steps. Each school's action plan is targeted to the school's specific needs. School level teams are also working through MTSS to capture data and make determinations around tiered instruction, we believe will help our students make improvements towards overall achievement. Teachers receive regular training by content areas on standards deconstruction, question item analysis, and how to provide needs based instruction, whereby, teachers are able to determine remediation work needed by standard for individual and small groupings of students. We continue to provide trainings for staff to best offer student supports to the specific populations of Special Education Services; English Learners Development; Gifted and Talented Services; Social, Emotional, and Behavioral Learning; and PBIS also will support our district making improvements in the next three years. Each department listed above recently completed a comprehensive review of all instructional resources in the district with an analysis of where gaps in resources exist. This work, blended with the use of data trends, will result in an overhaul of identifying resources that have proven to show student achievement results over time, as well as identifying areas where gaps exist or resources that are not sustaining results. This work is ongoing throughout the year and is helping to identify areas of improvement by content in our district.

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.

Recent state testing data results indicate the following schools in the Kenton County School District have been identified as TSI schools: Beechgrove Elementary, James A. Caywood Elementary, Summit View Academy (middle school), Turkeyfoot Middle School, Twenhofel Middle School, Dixie Heights High School, Scott High School, and Simon Kenton High School. All schools were identified as TSI for Students with Disabilities, with the exception of Dixie Heights High School. Dixie Heights was identified as a school for TSI with EL Plus Monitored. Also, Turkeyfoot Middle School was identified TSI for not only Students with Disabilities, but also EL Plus Monitored.

The procedure for providing support and monitoring to the TSI schools will take place through each school's individual school Action Plan. School teams of educational consultants with specialty areas of academics, special education and EL support are in place to work closely with schools to outline strategies that will help schools reach specific goals with the targeted population in mind. The school team meets monthly to review school data and develop strategic plans targeted to the areas of need, as determined by the school data. Action steps outlined in plans center on use of assessment to make decisions for individual students. The types of assessment data being collected, as well as the when and how the data is collected and reviewed is outlined it the school action plan. Data is gathered and triangulated from state assessments, common summative and formative

assessments, and diagnostic assessments. Documentation of PLC meetings and staff meetings are often linked into the document by the principal to demonstrate progress towards the goals. The MTSS process is also reviewed by the school team, with scoring on a rubric. For schools that do not have processes in place and are not functioning at a level of maintaining consistency, supports are provided. Principals are collecting data from learning walks completed to differentiate supports to staff, including teachers of special education and EL. Differentiated approaches take place for professional learning within a school staff based upon the needs identified within the Cycle of Quality Instruction, which is based upon four elements: Element 1 - Teacher provides appropriate task/text/problem; Element 2 - All students substantively interact with the task AND teacher elicits a response/product from ALL students; Element 3 - Students collaborate to process thinking/ideas; and Element 4 - Teacher uses responses from ALL students to adapt instruction. The special education department worked with several schools that exemplified a need last school year and this school year for a complete comprehensive review. This processes yielded a data collection review taking place monthly of four categories: progress monitoring data collection and entry into Infinite Campus (IC); monitoring progress reports being sent home at mid-term and end of term grading periods; review of compliance for due process binders, and IEP matching the student schedule. Lead teachers for special education meet monthly and then disseminate information back to special education teachers at the school level. As a part of this process, lead teachers are completing a book study this year on the book: *Restorative Practices and Special Needs: A Practical Guide to Working Restoratively With Young People by Nick Burnett and Margaret Thorsborne.* Behavior data analysis takes place for special education students monthly whereby a trends of data are analyzed and a plan of support is created for schools showing a need with high Office Discipline Referrals, Seclusion and Restraint, Suspension, etc. Disproportionalities are identified and special education consultants work with schools that may have a disproportionality to address barriers. The special education department is outlining a proposal targeted to TSI schools whereby teachers will receive professional development on successful and research based Specially Designed Instruction (SDI) strategies that can be aligned to specific standards that are present in IEP's, as well as the deconstruction of these standards. Professional learning will continue with ensuring teachers understand the level of rigor that needs to be demonstrated by students to meet the standard. As a part of the proposal, students of TSI schools will be offered additional instruction to close gaps on standards the students have not mastered.

For school identified TSI for EL Plus Monitored, Turkeyfoot Middle School and Dixie Heights High School, the following steps will be implemented: work with the Kenton County School District (KCSD) English Language Development Handbook in order to systemically equip all stakeholders in providing ELD (English Language Development) services in order to provide equitable services for all ELs and outline district guidance for ELD programming. In the 22-23 school year we will begin to progress monitor three times per year in order to identify next steps in real time for instructional adjustments. For schools identified TSI for EL Plus Monitored, this will allow the school support team to closely monitor the data and review regularly to ensure adjustments to instruction take place for EL students, as needed. KCSD plans to build capacity for TSI schools to evaluate and strengthen the effectiveness of their EL programming in order to close achievement gaps for EL students.

Schools will be supported to build capacity with general education teachers to support EL students by providing ongoing support to teachers through job-embedded professional learning opportunities.

The steps outlined above will be implemented in TSI schools to ensure successful implementation of the school improvement plan.

Additional Information

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

The Kenton County School District (KCSD) continually works to maintain safe and secure facilities. Many building systems have been upgraded and installed throughout the entire school district designed to provide maximum security for its occupants. The KCSD is actively working to utilize these new systems to the fullest extend possible and maximize their designated potential. Ongoing training is scheduled throughout the KCSD on a monthly basis to ensure all equipment, building systems, and safety protocol is being followed. The KCSD is currently adding classrooms and much needed square footage to five elementary schools. The additional square footage will enable the KCSD to remove all modular classrooms in use for instructional purposes. The elimination of these modular classroom units will further strengthen our safety and security for all staff and students. The single monitored entrance requirement will be in full compliance once mobile classrooms are removed. KCSD continues to strive for implementation of 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. All KCSD facilities operate with Wi-Fi access. We are continually working to add access in gyms, cafeterias, and other large gathering locations. We currently have 19,929 student devices. We are currently in the second year of a full 1:1 rollout with staff and students, as part of a three year plan. Preschool currently offers a full day program welcoming over 400 students. 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 third year with 82 juniors participating and 61 returning seniors participating in a collaborative model with Northern Kentucky University. The YSA offers small group advising, intervention plans and community building. KCSD offers students the opportunity to attend 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. The Kenton County School District has 501 students enrolled in the Ignite Institute. Gifted and Talented services are offered for high potential learners at the primary level and identified gifted students in grades four

through twelve. 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 2021-2022 over 2,286 students received Gifted and Talented services. In grades K-5, there were over 420 students in advanced course work. In grades 6-8, there were over 1,150 students in advanced course work, and in grades 9-12, there were1,280 students in advanced course work. The Kenton County ELD (English Learners Development) 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 ELD students and non-ELD students. A high-quality English language instructional program with qualified personnel is implemented to prepare ELD students to successfully attain English and participate in all-English classrooms. There are 44 different languages represented, with Spanish as the most prevalent language. Currently there are approximately 550 ELD students in the district. In 2021- 2022 school year 3,955 students participated in advanced placement or dual credit courses. Students at all district high schools are eligible to earn dual credits through select courses in partnership with Northern Kentucky University, Thomas More University, Murray State University, Kentucky State University, Eastern Kentucky University, Morehead State University, Gateway Community and Technical College, and Cincinnati State. 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 1,970, approximately 14.3% of the total student enrollment. 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" Title I 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.

Kenton County

Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase Two: District Safety Report_09142022_06:33

2022-23 Phase Two: District Safety Report

Kenton County
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2022-23 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, 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

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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, shall be reported for the 2022-2023 school year and each year thereafter.

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) and is a copy maintained on file for review?

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

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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 <u>prior</u> school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c) and is a copy maintained on file for review?

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, on or prior to 05/06/22.

9. Did each principal discuss the emergency plan with **all** school staff prior to the first instructional day of the <u>current</u> 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 in the district completed the review of the emergency plan with all staff on 08/11/22.

10. During the first 30 instructional days of the <u>current</u> 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) and were drills logged in the current drill log?

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

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Kenton County

11. During the month of January during the <u>prior</u> 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) and were drills logged in the appropriate drill log and maintained on file?

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

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase Two: The Needs Assessment for Districts_09192022_07:46

2022-23 Phase Two: The Needs Assessment for Districts

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

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2022-23 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 (KCSD) 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 KCSD 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 three times per month to regularly review a variety of data sets in relation to each of our seventeen schools. 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, common summative and formative data, and SEB (Social, Emotional and Behavior) 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. The CDIP/CSIP review is a broad approach to looking at data. We narrow our focus for each school by reviewing data aligned to the goals set in each school's action plan. Each school has an action plan with defined areas of focus, types of supports identified, goals that are specific in nature to that school and have been developed based upon data trends the school has demonstrated over time, action steps, and identification of those responsible for action steps and how progress is monitored over time. 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 II and Tier III likewise is up for review, depending on the needs of the school. School support teams work to review data and progress towards each individual school's goals. Strategic action steps 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 at CIA (Curriculum, Instruction and Assessment) meetings. CIA meetings are offered to schools in a differentiated format. Schools administration teams attend based upon current needs of the school. School level leadership have a chance to work with data, collaborate with academic program consultants, and work together as a team on to enact improvement initiatives.

Review of Previous Plan
    2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive District Improvement Plan (CDIP). What was successful? How does it inform this year's plan?
    The Kenton County School District (KCSD) CDIP is based upon the work from the seven Pillars within the Community Based Accountability System (CBAS). The CBAS model does not replace the state assessments and we value the data provided by the state assessments; however, we believe that no school system should be measured by an annual standardized assessment alone. The KCSD work with the CBAS model is grounded in forward facing progress versus annual summative reviews with regards to educating the whole child and ensuring a world-class

education for all of our students. Our CDIP goals are grounded in this work and aligned to each of the Pillars.

Pillar 1 - Student Learning and progress aligns to the CDIP Proficiency Goal, Growth Goal, Gap Objective, and the Separate Academic Indicator Goal. KCSD is continuing to grow the culture and understanding of the importance and responsibility responding to the data/trends within Pillar 1. With the recent addition of KSA data, MAP data, and CERT data there is certainly a lot of positive data in all of the data sets. KCSD has a lot to be proud of and celebrate! Overall there were not any surprises in the recent data sets and our team continues to use assessment for learning in real time as well as this assessment of learning to make adjustments for students and staff. One of the biggest trends and areas of growth we continue to discuss/support is the importance of teachers understanding the standards and planning student tasks that are aligned to the rigor level of the standard. Additionally, it is imperative that principals are reviewing lesson plans and the standards/curriculum maps when in classrooms giving feedback. The other elements of our cycle of quality instruction will not generate the intended outcome if element 1 within our Cycle of Quality Instruction (alignment of the task to the standard) isn't in place. Our district common assessment running average in reading/math was a much higher percentage than the KSA percentages of students scoring Proficient or Distinguished. While we know the common assessments are not an exact match to the design of KSA, we utilize the results of our district common assessments to measure student understanding of the standards after a unit on the curriculum map. Tighter implementation and consistency of the district common assessment protocols (before, during, and after) is an area that needs to be improved systematically. An area of growth that we are discussing/supporting schools is around having a structure for all teachers to systemically spiral review with the standards that have already been taught and monitor this data in real time to determine next steps/needs. There is not a consistent approach/expectation to this in buildings. Our team has been offering numerous professional learning opportunities this month for all teachers in all areas. These are strategically planned to allow teachers to collaborate with teachers across the district using student data to share strategies, strengths, areas of need, adjustments, etc. Essentially this is a large scale/district PLC. Principals have submitted building level analysis/trends around high quality instructional comprehensive resources. We are comparing the school trends to the trends completed by district staff as a next step strategy in this process. We will form and meet as a district committee with representation from all roles and levels in January. We continue to support principals in growing the culture of quality and intentional extended learning opportunities, especially with the additional funding sources that were allocated during this period through ARP ESSER funds. To date, we have spent $87,000 in this area. We have outlined critical components and best practices as we follow the regulations and board policies in this area. We will be adding an essential question next school year in this Pillar to address/evaluate the literacy levels of students K-8. This data will be added to the report cards for students. As we are finalizing our assessments per Senate Bill 9, we will have the second half of the year to roll this out, explain the why, develop timelines, training needs, etc. This particular piece of literacy will be added to the elementary structure around transition readiness.

Pillar 2 - Student Readiness aligns to the CDIP goals of Transition Readiness and Graduation Rate. KCSD has a district wide goal of 100% of our students Transition Ready. Pillar 2, likewise, has a dashboard to capture monthly data pertaining to Transition Readiness and Graduation Rate. The district has a focus of capturing data at logical transition points with data represented in 21-22 for exiting primary and exiting high school. Within the CBAS model for Transition Readiness our seniors exited at a rate of 90.1% Transition Ready. Our 2022 seniors also had a composite ACT superscore of 19.4. Our students continue to perform above the state benchmark averages. KCSD seniors displayed a significant increase of students Career Ready, with 76.7% of our exiting class of 2022 demonstrating Career Readiness. Based upon the information gathered around Transition Readiness, our 2022-2023 plan now includes district wide data collection for Transition Readiness for exiting middle school and exiting elementary. The models for both are aligned to the high school model with capturing data around reading proficiency, GPA, advanced course work, attendance, and extra/co-curricular activities. It important to continue to build the culture in each school around Transition Readiness by ensuring communication with all stakeholders, ensuring students at all grade levels are Transition Ready, and celebrations of Transition Readiness regularly taking place. For the 23-24 school year, we will be adding a literacy component to the exiting elementary school Transition Readiness model. This data will be added to the report cards for students. This particular piece of literacy will be added to the elementary structure around transition readiness.

Pillars 3 to 7 are additional district initiatives not required through the KDE CDIP guidelines, but important for KCSD in educating the whole child and providing a world-class education for ALL students. Pillars 3 to 7 are outlined in our CDIP.

Pillar 3 encompasses Engaged, Well-rounded Students and provides for over 400 district related opportunities in related arts and electives for students in grades K-12. Over 100 different clubs and activities are offered to students in KCSD. Our work with Pillar 3 has allowed us to determine next steps for informing this year's plan. The team will create a streamlined approach to collecting activity participation, assist schools with creating and running reports to identify students not involved in activities, and create promotional materials that highlight the importance of students being involved.

Pillar 4 - Community Engagement and Partnerships reported that over 75,000 individual contacts to families took place during the 21-22 school year. Over 240 volunteer opportunities are provided to family and community members. Next steps to inform the 22-23 CDIP plan center on the quality of the contact with families and measurement of the community engagement and family partnerships.

Pillar 5 - Professional Learning/Quality Staff - Our successes indicate the average monthly percentage of high quality staff retained has been 96.83% in comparison to the state at 95.5%. New employee surveys indicate that 98% of our new employees feel as through they have the ability to make a positive difference in the lives of our students. KCSD also held our first ever Job Fair with over 130 applicants in attendance.

Pillar 6 - Fiscal and Operational Systems - The district had in 21-22 seven schools under major renovations with a total budget of $79,983,583. Capital Outlay Funds of $1.3 million dollars were targeted for large maintenance and improvement projects. The average age of the bus fleet went from 6.02 years old to 5.51 in 2022 and the district was awarded the Energy Partner of the Year for the 9th time.

Pillar 7 - Safety and Well -being - School Resource Officers (SRO's) are in every school, which takes collaboration in a district this size with six different police departments. Terrace Metrics was administered for the first time in 21-22 school year to grades 3 and 11, making the screening assessment now being administered in grades 3 to 11. KCSD conducted training with all school level Principals and Central Office Staff over the Family Reunification Plan. Next steps to inform the 22-23 CDIP will focus on training and implementation for the systems we have in place.

Trends

3. 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 2020-21 to 288 in 2021-22.
• From 2020 to 2022, the district saw an 11% increase in novice scores in reading among students in the achievement gap.

Data trends for the Kenton County School District (KCSD) show both trends of strength where our data is growing strong, but also areas where our data is not as strong as pre-pandemic.

For the past two years, KCSD has been above the state at all grade levels and all content areas for the KSA Proficient/Distinguished percentages, with the exception of high school science which was below the state by 1% point in the 21-22 school year.

Reading and math trends show an increase at all grade levels (elementary, middle, and high) from 2021 (two years); however, this is not an increase from 2019 KSA/KPREP data. Trend data indicates for the areas of reading and math at all grade levels KCSD is not performing at the same P/D percentages or higher as compared to pre-pandemic scores in Spring of 2019. The same is to be said for elementary writing and social studies; middle school science and social studies; and high school science, writing, and social studies.

When looking at three years of data for KSA/KPREP data, KCSD is showing improvement in elementary science. From 2019, our elementary science score was at 40.2% P/D. However, at this time we are 44% P/D. This is an increase of +3.8%. Middle School writing is also above the KSA/KPREP 2019 scores from 39.3% to 50.0%. This is an increase of +10.7.

Trend data shows a continual decrease over the last three consistent years of KSA/ KPREP data in the following content areas for all students:

- Middle School Science 30.4% PD in 2019 as compared to 27.7% P/D in 2021 (-2.7), as compared to 23.0 P/D in 2022 (-4.7).
- High School Science 36.9% PD in 2019 as compared to 32.3% P/D in 2021 (-4.6), as compared to 13.0 P/D in 2022 (-19.3).

All other data sets showed an increase in 2021 over the 2019 data, but decreased again in 2022: elementary writing, middle school writing, and high school writing. Social studies was not assessed in 2021 for the KSA, but does show a decrease at all three levels (elementary, middle, and high) from 2019.

Student with disability data continues to decrease from the 2018-2019 data to the present in the areas of reading and math. In elementary math scores went from 24.1% in 2019 to 19.3% in 2021, to 22.0% in 2022 (-2.1). In elementary reading scores went from 31.4% in 2019 to 23.4% in 2021, to 24.0% in 2022 (-7.4). In middle school math scores went from 12.7% in 2019 to 10.6% in 2021, to 11.0 in 2022 (-1.7). In middle school reading scores went from 21.4% in 2019 to 16.8% in 2021, to 15.0% in 2022 (-6.4). In high school math scores went from 17.1% in 2019 to 17.1% in 2021, to 6.0% in 2022 (-11.1). In high school reading scores went from 24.8% in 2019 to 14.7% in 2021, to 5% in 2022 (-19.8). However, elementary reading and math, as well as middle school math increased from 2021 to 2022 for students with disabilities.

Although we have seen decreased with student with disability data, when comparing the five largest districts in the state, our student with disabilities population of students outscore the other districts with elementary students scoring first compared to the others in all areas: proficiency, separate academic indicators, and overall. Middle school students with disabilities also outscored the other districts by ranking first in all areas: proficiency, separate academic indicators, and overall. High school students with disabilities were third in proficiency for the five largest districts, second for separate academic indicators, first for Post-secondary readiness, and overall third.

Data trends do indicate that our ACT composite scores have been on the decrease. In 2020 our junior composite was at 20.1. In 2021, our junior composite was at 19.0 (-1.1). In 2022, our junior composite was at 18.8 (-.2). Over the past three years, in each subject area of the ACT, our scores are continuing to drop, with the exception of Reading, which remained consistent from 2021 to 2022. English has gone from 19.8, 18.4, to 18.3 (-1.5). Math has gone from 19.7, 18.7, to 18.3 (-1.4). Reading has gone from 20.6, 19.5, to 19.5 (-1.1). Science has gone from 20.1, 19.1, to 18.0 (-2.0). However, we have provided at the district level the ACT to our tenth graders. Tenth graders composite from the past two years has increased from 16.8 to 17.8 (+1.0). However, KCSD does continue be above the state in all content areas and for the overall composite, and has been historically.

Transition Ready has gone from 71.2% in 2019 to 80.6% in 2022. The state did not report Transition Ready in 2021; however, our calculations lead us to believe it would have been reported in 2021 as 59.38%. As compared to either year, 2019 or

2021, this is a significant increase. Our AASA (School Superintendent Association) model adopted by our Board of Education allows students in the KCSD to demonstrate Transition Readiness in a much more comprehensive manner with many more opportunities. The KCSD AASA model Transition Ready rete for 2022 was at 90.12%. Again, significantly over the state percentages reported (+9.5). Our district goal is to have 100% of our students Transition Ready. Transition Readiness continues to be above the state average (+4.4).

Graduation Rate for the four-year adjusted cohort has gone from 93.7% in 2020 to 92.7% in 2021 and to 93.6% in 2022. KCSD was able to bring our graduation rate back to where were in 2020. Our district goal is to have a graduation rate of 96.5%. Trend data shows that historically, our district data has been above the state average for graduation rate.

Our ACCESS data for EL students shows the percentage of students making growth on the ACCESS assessment at the rate of 81% in 2020, 78% in in 2021, and 82% in 2022. Our data for exiting students over the past three years is overall consistent at 14% in 2020, 12% in 2021, and 13% in 2022.

Brigance data shows trends that indicate our data remains consistent for Kindergarten students that are ready with 55.3% ready in 2020, 51.0% ready in 2021, and 55.0% ready in 2022. We continue to trend over the state Kentucky students participating in the Brigance K-Screen at 44% ready. This is an increase of +11% above the state.

District Diagnostic Data from CERT show the following composite ranges for each grade level with the percentage of students at or above the benchmark. Data only available for grades 9 and 10 from the prior three years. Tenth graders percentages at or above benchmark were 12.8% in 2020, to 14.8% in 2021, to 12.0% in 2022 (-.8) for Fall reporting periods. Ninth graders percentages at or above benchmark were 23.2% in 2020, 30.1% in 2021, and 28.4% in 2022 (+5.2) for Fall reporting periods. Ninth graders have differing cut scores from tenth and eleventh graders. KCSD scores for the Fall of 2021 and Spring of 2022 were at or above the National Scores reported by CERT for all content areas. KCSD scores for the Fall of 2021 and Spring of 2022 were at or above the state scores reported by CERT for all content areas.

Starting in the 2020-2021 school year KCSD began monitoring the median percentile for achievement within the district diagnostic of MAP for middle school and elementary school students. The purpose was to be able to make comparisons at the state level with our MAP data. In the Fall of 2021 and Spring of 2022, KCSD MAP scores were above the state in all grade and subjects for the median percentile. State level MAP data is not yet available for the Fall of 2022. When comparing the Fall 2021 to Fall 2022, the data indicates when looking at the median percentile range for achievement and comparing instruction (not the same grouping of students) fifth grader grew in the area of reading by +4%. Our elementary second, third, and fifth grades grew in the area of math: 2nd grade (+3%), 3rd grade (+6%), and 5th grade (+12%). Our middle school seventh grade grew in the area of reading by +2%. Our middle school sixth grade grew in the area of math by +3%. With the MAP data sets from Fall of 2021 to Fall of 2022, there are

priority areas exemplified in the data. Again, not looking at the same grouping of students, but instruction from year to year, elementary reading in the following grades have decreased with the median percentile for achievement: grade Kindergarten (-3.0); grade one (-3.0); grade two (-5.0); and grade four (-3.0). For elementary math there are the following decreases with the median percentile for achievement: grade one (-3.0). SWD and the EL populations in the elementary schools for both reading and math have a significant decrease for the median percentile below all students. Again, when comparing grade level to grade level for instructional purposes, and not the same students, for middle school reading the following grade has decreased with the median percentile for achievement: grade 8 (-2). For middle school math the following grade has decreased with the median percentile for achievement: grade 8 (-4). Again, the SWD and EL populations for the median percentile are significantly below all students for the Fall 2022 data. For all populations our MAP projected proficiency scores from the Spring of 2022 were consistently higher than the KSA scores by about ten percent on average.

At this time, there are only two years' worth of trend data for Common Assessments in grades K to 8. High Schools only began Common Assessments in the 2021-2022 school year; therefore, no trend data is present. However, for grades K to 8 a running common assessment average has been obtained representing a year long trajectory of mastery of standards at the district level for elementary and middle schools.

Elementary math increased for all students from 64.67% to 75.90% (+11.23) and for students with disabilities (SWD) from 44.90% to 69.00% (+24.10). Middle School math increased for all students from 43.32% to 63.82% (+20.50) and for SWD from 21.47% to 47.42% (+25.95). Elementary reading increased for all students from 69.59% to 79.97% (+10.38) and SWD from 48.42% to 68.67% (+20.25). Middle School reading increased for all students from 41.38% to 63.98% (+22.60) and SWD from 12.52% to 46.73% (+34.21). Our district common assessment running average in reading/math was a much higher percentage than the KSA percentages of students scoring Proficient or Distinguished. While we know the common assessments are not an exact match to the design of KSA, we utilize the results of our district common assessments to measure student understanding of the standards after a unit on the curriculum map. Tighter implementation and consistency of the district common assessment protocols (before, during, and after) is an area that needs to be improved systematically.

Current State

4. 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

Kentucky Summative Assessment (KSA) in 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 2021-22 academic year
• Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Kenton County School District (KCSD) is composed of eighteen schools serving preschool to 12th graders. Approximately 13,722 students attended the KCSD during the 21-22 school year. We serve a population of 42.3% of economically disadvantaged students, with the population being composed of 82.8% of students White, 6.5% of students Hispanic or Latino, 6% of students two or more races, and 4.7% of the population registered as "other." Our faculty is composed of 79.6% females and 20.4% males. Over 3,970 students enrolled in advanced course work (AP courses and dual credit) during the 21-22 school year and 10.7% of the population participated in CTE programs. Over 16.5% of our population is identified as Gifted and Talented. Ninety percent of our population did NOT have any behavior events last school year and only approximately 5% of the population had either in school or out of school suspensions.

Currently, three schools were identified with an overall blue status rating: Kenton Elementary, Fort Wright Elementary, and RC Hinsdale Elementary. Ten schools were identified with an overall green status rating: Ryland Heights Elementary, White's Tower Elementary, Piner Elementary, River Ridge Elementary, Taylor Mill Elementary, JA Caywood Elementary, Simon Kenton High School, Woodland Middle School, Turkey Foot Middle School, and Twenhofel Middle School. Four schools were identified with overall yellow status rating: Scott High School, Dixie Heights High School, Summit View Academy, and Beechgrove Elementary School. No schools in the district were identified with a status in the orange or red areas. Seven schools were given the Federal classification of TSI for disability: Beechgrove Elementary, JA Caywood Elementary, Summit View Academy (middle) Twenhofel Middle School, Turkey Foot Middle School, Scott High School, and Simon Kenton High School. Turkey Foot also was labeled TSI for not only disability but for EL Plus Monitored. One school received a TSI classification for EL Plus Monitored only, Dixie Heights High School.

For Elementary Schools the following are percentages of students at the P/D level: Math All Students - 56%, Math Students with Disabilities (SWD) - 22%, Math EL Students - 26%, Reading All Students - 59%, Reading SWD - 24%, Reading EL - 31%, Science All Students - 44%, Combined Writing All Students - 58%, and Social Studies All Students - 51%.

For Middle Schools the following are percentages of students at the P/D level: Math All Students - 45%, Math SWD - 11%, Math EL Students - 8%, Reading All Students - 52%, Reading SWD - 11%, Reading EL Students - 8%, Science All Students - 23%, Combined Writing All Students - 50%, and Social Studies All Students - 46%.

For High Schools the following are percentages of students at the P/D level: Math All Students - 44%, Math SWD - 6%, Math EL Students - 8%, Reading All Students - 50%, Reading SWD - 5%, and Reading EL Students - 0%, Science All Students - 13%, Combined Writing All Students - 44%, and Social Studies All Students - 36%.

Currently, the high school juniors from 21-22 have a composite score of 18.8 overall, with the following in each area: English - 18.2, Math - 18.3, Reading - 19.4, and Science - 18.

Our 4 year adjusted graduation rate is at 93.6% and the state Transition Ready rate is 80.6%. Our district CBAS adopted model of Transition Ready yielded a Transition Ready Rate of 90.1%.

Our tenth graders took the ACT in 21-22 and had an overall composite score of 17.8 with the following for each content area: English - 16.8, Math - 17.2, Reading - 18.3, Science - 18.2.   Our nineth graders ended the school year with the following scores on the CERT Assessment: English - 18, Math - 17, Reading - 19, and Science - 19.

Grades K-8 take the MAP assessment and yielded Fall 2022 scores with a median percentile for math of:

Grade K - 68, Grade 1 - 69, Grade 2 - 69, Grade 3 - 67, Grade 4 - 63, Grade 5 - 68, Grade 6 - 54, Grade 7 - 50, Grade 8 - 51.

Grades K-8 take the MAP assessment and yielded Fall 2022 scores with a median percentile for reading of:

Grade K - 59, Grade 1 - 66, Grade 2 - 60, Grade 3 - 68, Grade 4 - 67, Grade 5 - 68, Grade 6 - 64. Grade 7 - 62, Grade 8 - 60.

Common Formative Assessments are also implemented with our students. We calculate a running common assessment average that gives a year end percentage of mastery towards standards. For the area of Math each level ended the year with the following percentage of students mastering standards at the level of 70% or higher: Elementary - 70.83%, Middle - 49.09%, and High - 38.46%. For the area of reading each level ended the year with the following percentage of students mastering standards at the level of 70% or higher: Elementary - 69.10%, Middle - 48.68%, and High - 40.01%. As mentioned, our district common assessment running average in reading/math was a much higher percentage than the KSA percentages of students scoring Proficient or Distinguished. While we know the common assessments are not an exact match to the design of KSA, we utilize the results of our district common assessments to measure student understanding of the standards after a unit on the curriculum map. Tighter implementation and consistency of the district common assessment protocols (before, during, and after) is an area that needs to be improved systematically.

Priorities/Concerns
    5. 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

Fortunately, our district is above the state for all students with Proficient/ Distinguished percentages in all areas, with the exception of High School Science, where we are 1% below the state. The state percentage of P/D for science is at 14%, as compared to KCSD at 13%.

KCSD also recognizes that our subgroup populations of Students with Disabilities (SWD) and English Learners (EL) have learning gaps presented in the data. A total of eight schools in the district did receive the federal classification of Target Assistance and Improvement (TSI). Those schools are: Beechgrove Elementary for the area of disability; Caywood Elementary for the area of disability; Summit View Academy (middle) for the area of disability; Turkeyfoot Middle for both areas of disability and EL Plus Monitored; Twenhofel for the area of disability; Dixie Heights High School for the area of EL Plus Monitored; Scott High School for the area of disability; and Simon Kenton High School for the area of disability.

Proficient/Distinguished data below the state P/D percentages support the TSI classification. Elementary student P/D percentages for SWD below the state are as follows: for reading the state is at 26%, as compared to KCSD at 24% (-2); for science the state is at 18%, as compared to KCSD at 13% (5); for social studies the state is at 20%, as compared to 16% (-4); and for writing the state is at 14%, as compared to 9% (-5). Middle Schools had three areas below the state: for math the state is at 14%, as compared to KCSD at 11% (-3); for reading the state is at 16%, as compared to KCSD at 15% (-1); for science the state is at 9%, as compared to KCSD at 5% (-4). High Schools also had areas below the state: for math the state is at 10%, as compared to KCSD at 6%; for reading the state is at 12%, as compared to KCSD at 5% (-7); for science the state is at 5%, as compared to KCSD at 4% (-1); for writing the state is at 9%, as compared to the KCSD is at 8% (-1). High School Social Studies was consistent with the state with the district and state both scoring 10% of students at P/D.

Proficient/Distinguished data below the state P/D percentages for EL students are only reported in the area of high school reading. High School reading for EL students for the state are at 5%, as compared to KCSD at 0% (-5). High School areas of science and writing have suppressed data and the areas of middle school science and writing have suppressed data.

Other priority areas are evident when comparing date to previous years. Proficiency data for all levels (elementary, middle, and high) may be above the 2020-2021 P/D percentages for reading and math in 2022; however, that is not the case when comparing the data prior to the COVID pandemic, the 2018-2019 school year. All levels of P/D data for reading and math in 2022 are below the 2018-2019 data for all students. Elementary math all went from 60.2% to 56.0% (-4.2).

Elementary reading went from 63.2% to 59.0% (-4.2). Middle School math went from 54.2% to 45.0% (-9.2). Middle School reading went from 63.9% to 52.0% (-11.9). High School math went from 48.9% to 44% (-4.9). High School reading went from 54.1% to 50.0% (-4.1).

When looking at the same data sets of reading and math for students with disabilities, those too are lower than the pre-pandemic data. All levels (elementary, middle, and high) of P/D data for reading and math in 2022 are below the 2018-2019 data for student with disabilities (SWD). Elementary math went from 24.1% to 22.0% (-2.1). Elementary reading went from 31.4% to 24.0% (-7.4). Middle School math went from 12.7% to 11.0% (-1.7). Middle School reading went from 21.4% to 15.0% (-6.4). High School math went from 17.1% to 6.0% (-11.1%). High School reading went from 24.8% to 5.0% (-19.8).

Separate Academic Indicators show an increase from the 2021-2022 data in comparison to the 2018-2019 data in the areas of elementary science and middle school writing. Elementary science continued to increase each year from 2020-2021 to 2021-2022. All other areas had a continual decrease, decreasing not only from 2020-2021, but from 2018-2019. The present scores in comparison to the pre-pandemic decrease is noted below.

As compared to the pre-pandemic data in 2018-2019 the decreases are evident in the following areas for all students. Elementary social studies decreased from 66.6% to 51.0% (-15.6). Elementary writing decreased from 59.8% to 58.0% (-1.8). Middle School science decreased from 30.4% to 23.0 (-7.4). Middle School social studies decreased from 67.4% to 46.0% (-21.4). High School science decreased from 36.9% to 13.0% (-23.9). High School social studies decreased from 65.4% to 36.0% (-29.4%). High School writing decreased from 59.3% to 44.0% (-15.3).

Our district diagnostic data from CERT and MAP does have priority areas evident, when comparing the Fall 2021 data to the Fall 2022 data. With the CERT data for our high school students, from Fall to Fall of 2021 to 2022, our 10th graders overall composite score went from 14.8 to 12.0 (-2.8). Our ninth graders also had a small decrease from 30.1 to 28.4 (-1.7). Also, in comparison to all students with the percent of students at or above benchmark for Fall of 2022, at all grades and in all content areas our students with disabilities and EL population are performing significantly below all students.

With the MAP data sets for our middle school and elementary students, from Fall of 2021 to Fall of 2022, for all students there are priority areas exemplified in the data. This data represents grade level instruction from year to year, but not the same groupings of students. For elementary reading all students in the following grades have decreased with the median percentile for achievement: grade Kindergarten (-3); grade one (-3); grade two (-5.0); and grade four (-3.0). For elementary math all students the following grade has decreased with the median percentile for achievement: grade one (-3). When comparing the same groupings of students from one grade to the next from Fall of 2021 to Fall of 2022 the following grades decreased with the median percentile in reading: grade one to grade two (-9); grade three to grade four (-1); and grade four to grade five (-2). For elementary math when comparing students moving from one grade level to the next the following

decrease took place for the median percentile: grade one to grade two (-3). SWD and the EL populations in the elementary schools for both reading and math have a significant decrease for the median percentile below all students. Again, this is comparing grade level instruction and not the same groupings of students. For middle school reading all students the following grade has decreased with the median percentile for achievement: grade 8 (-2). For middle school math all students the following grade has decreased with the median percentile for achievement: grade 8 (-4). However, when looking at the same students moving from one grade to the next in middle school reading the following decrease took place from sixth to seventh grade (-2). The following decrease took place for students in math moving from sixth to seventh (-1). Again, the SWD and EL populations for the median percentile are significantly below all students for the Fall 2022 data.

Strengths/Leverages

6. 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 (P/D), with the exception of HS Science (-1%). For elementary P/D: reading at the state was at 45% as compared to KCSD at 59% (+14%); math for the state was at 38% as compared to KCSD at 56% (+18%); science for the state was at 29% as compared to KCSD at 44% (+15%); social studies for the state was at 37% as compared to KCSD at 51% (+14%); and writing for the state was at 37% as compared to KCSD at 51% (+14%).

For middle school P/D: reading at the state was at 43% as compared to KCSD at 52% (+9%); math at the state was at 37% as compared to KCSD at 45% (+8%); science for the state was at 22% as compared to KCSD at 23% (+1%); social studies for the state was at 36% as compared to 46% at KCSD; and writing for the state was at 39% as compared to KCSD at 50% (+10%).

For high school P/D: reading for the state was at 44% as compared to KCSD at 50% (+6%); math for the state was at 36% as compared to KCSD at 44% (+8%); social studies for the state was at 34% as compared to KCSD at 36% (+2%); and writing for the state was at 38% as compared to KCSD at 44% (+6%). High School science decreased by only -1%.

For Students with Disabilities (SWD) strengths show that several areas were above the state for P/D percentages. For elementary SWD P/D: math at the state was at

20%, as compared to KCSD at 22% (+2). For middle school SWD P/D: science at the state was at 12% as compared to KCSD at 19% (+7); and writing at the state was at 8%, as compared to KCSD at 12% (+4).

For English Learner Students (EL) strengths show that several areas were above the state for P/D percentages. All elementary content areas for P/D were above the state: math for the state was at 18%, as compared to KCSD at 26% (+8); reading for the state was at 22%, as compared to the KCSD at 31% (+9); science for the state was at 10%, as compared to KCSD at 16% (+6); Social Studies for the state was at 13%; as compared to KCSD at 20% (+13); and writing for the state was at 13%, as compared to 26% (+13). Middle Schools demonstrated data above the state for all content areas that were not suppressed: math for the state was at 7%, as compared to KCSD at 8% (+1); reading for the state was at 6%, as compared to KCSD at 8% (+2); and social studies for the state was at 6%, as compared to KCSD at 21% (+15). High Schools had one area above the state with math for the state at 6%, as compared to KCSD at 8% (+2). High Schools had two areas of suppressed data.

Compared to the 2020-2021 data, several areas increased with P/D percentages in 2021-2022. For all grade levels reading and math scores increased for P/D. For math elementary P/D, there is an increase of +6.4%. For math middle school P/D, there is an increase of 8.8%. For math high school P/D, there is an increase of 6.0%. For reading elementary P/D, there is an increase of 8.4%. For reading middle school P/D, there is an increase of 3.4%. For reading high school P/D, there is an increase of 9.0%. There was also an increase for science in elementary P/D of 5.9%.

In comparison to pre-COVID data of 2018-2019, there is an increase for elementary science (+3.8%) and middle school writing (+10.7%)

For the ACT, KCSD outscored the state in the overall composite of 18.8 as compared to the state at 18.3 (+.5), as well as in each subject area: in English the state was at 17.5 as compared to KCSD at 18.2 (+.7); in math the state was at 17.7 as compared to KCSD at 18.3 (+.6); in reading the state was at 19.0 as compared to KCSD at 19.4 (+.4); and in science the state was at 18.6 as compared to KCSD at 18.9 (+.3). For the overall ACT composite KCSD ranked 36th in the state out of 160 school districts and 6th in region out of 16 districts. For each subject area we ranked as follows in the state: English 34th, Reading 40th, Math 31st, and Science 38th.

For ACCESS results for EL students, KCSD had 546 EL students enrolled in the 2021-2022 school year. This was an increase from 2020-2021 of 79 students. For the percentage of students showing growth on the ACCESS test, there was an increase to 82%, which is 4% higher than in 2020-2021. Nine schools out of 17 in the district showed growth from the 2020-2021 ACCESS test in comparison to 2021-2022. They are: Fort Wright, Taylor Mill, White's Tower, Kenton, Woodland, Turkey Foot, Simon Kenton, and Scott.

KCSD also outscored the state with the graduation rate of 93.6%, as compared to the state at 89.9% (+3.7%). Our Transition Ready Rate also outscored the state percentage. The state is at a Transition Ready Rate of 76.2% as compared to KCSD at 80.6% (+4.4). KCSD has adopted the AASA (School Superintendent Association) version of Transition Readiness. The model allows for students to have many more

opportunities to allow students to be Transition Ready, which are related to experiences they are partaking in on a regular basis. Within the AASA model, for the 2021-2022 school year, KCSD had 90.12% of seniors exit Transition Ready. That is an increase of +9.52% over the state model.

KCSD is 2nd in the region and 8th in the state for students earning a qualifying score in dual credit coursework. KCSD is 4th in the region and 12th in the state for students earning a qualifying score on the AP exam. KCSD has a total of 1,269 students complete advanced course work in our high schools.

Behavior data is likewise below the state average with 12.1% of students with a behavior event at the state level, as compared to KCSD with 10.3% with a behavior event (-1.8). Quality of School Climate and Safety data is reported in terms of an index for an overall combined rating from 27 questions whereby students could answer with strongly disagree, disagree, agree, or strongly agree. The KCSD index for elementary, middle, and high schools is above the state. The state index for elementary is 76.6, as compared to KCSD at 79.4 (+2.8). The state index for middle schools is 65.9, as compared to KCSD at 69.2 (+3.3). The state index for high schools is 61.4, as compared to KCSD at 64.1 (+2.7)

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. Our support of tier I instruction can best be found outlined in our KCSD Action Plan steps, specifically in Pillar I. Through the work taking place in Pillar 1 – Student Learning and Progress our district reviews monthly at our district Cabinet meetings, and quarterly with all stakeholders the progress in the following areas by asking the key questions of:

1. – To what degree do ALL KCSD learners demonstrate academic growth and achievement?

1.1a - To what degree are all students demonstrating instructional benchmarks on assessments for and of learning?

1.1b – To what degree are all schools demonstrating growth on instructional benchmarks on assessments for and of learning?

1.1c – To what degree are we closing achievement gaps or students with disabilities and English Learners?

1.2 – To what degree are KCSD students provided opportunities to participate in accelerated/advanced coursework?

1.3 – To what degree do all KCSD schools implement the Multi-Tiered System of Supports (MTSS) with fidelity?

Pillar 2 within the KCSD Action Plan – Student Readiness, also supports the work that allows us to be successful with Transition Readiness, with key questions of:

2.1 - To what degree are students Transition Ready (college and/or career) exiting High School?

2.2 – To what degree are students Transition Ready exiting middle school?

2.3 – To what degree are students Transition Ready exiting elementary school?

Regularly monitoring the data, allows for the district leaders and school leaders to adjust learning necessary in real time for our students.

District level data also demonstrate strengths from one year to the next. With diagnostic data sets from MAP and CERT, growth has been demonstrated in the area of achievement from the Fall of the 2021-2022 school year to the Fall of the 2022-2023 school year. When looking at the median percentile range for achievement for the same grade levels of instruction (not the same student groupings), our elementary fifth grade grew in the area of reading by +4% for all students. Our elementary second, third, and fifth grades grew in the area of math: 2nd grade (+3%), 3rd grade (+6%), and 5th grade (+12%). Our middle school seventh grade grew in the area of reading by +2%. Our middle school sixth grade grew in the area of math by +3%. When looking at the same students moving from grade level to grade level for elementary reading there were increases with the median percentile for: Kindergarten to grade one (+4); and grade two to grade three (+3). When looking at elementary math for the same students increases were: Kindergarten to grade one (+1); grade two to grade three (+1); grade three to grade four (+2); and grade four to grade five (5). Middle school math grade seven to grade eight showed an increase of (+1). When comparing MAP across the state, for the Spring of 2022, all KCSD median percentile scores for each grade and content area were above the state median percentile. Fall 2022 state MAP scores for the state are not yet available.

With the CERT assessment our 11th graders are meeting the Fall Cert Benchmark composite at a higher rate compared to this time last year, Fall of 2021, with an increase of +4.9% in Fall of 2022. For the Spring 2022 CERT data, all content areas were above the state average benchmark score. Likewise, for the Spring of 2022, CERT data in all content areas were above the National average benchmark scores, with the exception of English (-1.0).

From the 2020-2021 school year to the 2021-2022 school year KCSD showed great improvement in all areas of common assessments for our elementary and middle school students. We collect a year long running average of common assessments scores to demonstrate mastery of standards within our district. The common assessments across the district serve as a common formative that all students in our district participate in at regular intervals marking the end of a unit or bundle of standards, as indicated on the common district curriculum timelines. Elementary math increased for all students from 64.67% to 75.90% (+11.23) and for students with disabilities (SWD) from 44.90% to 69.00% (+24.10). Middle School math increased for all students from 43.32% to 63.82% (+20.50) and for SWE from 21.47% to 47.42% (+25.95). Elementary reading increased for all students from 69.59% to 79.97% (+10.38) and SWD from 48.42% to 68.67% (+20.25). Middle School reading increased for all students from 41.38% to 63.98% (+22.60) and SWD from 12.52% to

46.73% (+34.21). Although this appears as a strength, our district common assessment running average in reading/math was a much higher percentage than the KSA percentages of students scoring Proficient or Distinguished. Our common assessments are not an exact match to the design of KSA; however, we utilize the results of our district common assessments to measure student understanding of the standards after a unit on the curriculum map. Tighter implementation and consistency of the district common assessment protocols (before, during, and after) is an area that needs to be improved systematically.

Evaluate the Teaching and Learning Environment
7. 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.
    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

Attachment Summary

Attachment Name	Description	Associated Item(s)
District Key Elements Template 22	The six Key Core Work Processes are outlined for the Kenton County School District.	•

Key Elements	Evidence
KCWP 1: Design and Deploy Standards 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?	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, creating common formative assessments, and providing feedback on these tools. 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.
KCWP 2: Design and Deliver Instruction What evidence is there that instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the district?	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. Professional Learning focuses on supporting quality tier I instruction. Evidence that instruction is highly effective can be seen through our KCSD Cycle of Quality Instruction and the four elements: 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 the whole staff, or a portion of the staff need to focus on tier I instructional practices from within any one of the four elements of the 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, Special Education, Instructional Technology and SEB 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 three times 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.
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	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 ACT, Kentucky Summative Assessment (KSA), ACCESS, Brigance, 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. KCSD is in the process of adopting a Universal Screener and Diagnostic assessment per the requirements of SB9. This will be added to our Balanced Assessment System. We will be adding an essential question next school year in our Pillar 1 to address/evaluate the literacy levels of students K-8. This data will be added to the report cards for students. As we are finalizing our assessments per Senate Bill 9, we will have the second half of the year to roll this out, explain the why, develop timelines, training needs, etc. This particular piece of literacy will be added to the elementary structure around transition readiness.
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?	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 our the seven Pillars that support our Board of Education adopted around the Community Based 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 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 and progress for EL students. 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.
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?	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. We are working very hard this year to identify, monitor, and collect data for Transition Ready at the elementary, middle and high school levels with exiting primary, exiting middle school, and exiting seniors. 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 three times 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. Embedded in this work is progress with the Multi-tiered System of Support, MTSS. A KCSD MTSS rubric has been designed to determine if schools are implementing MTSS with fidelity. With the school team review, GAP population data is included in our data reviews, including our EL populations and Students with Disabilities. Our EL students are being progress monitored this year to have data to help support our EL population. Social, Emotional, and Behavior data is also reviewed regularly.
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?	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 social, emotional, and behavior 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. 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 staff. Our schools have been instrumental in working to ensure Social, Emotional, and Behavioral Learning is taking place by gathering resources and attending trainings in this area. Our Terrace Metrics Screener data is some of the highest in the region with Optimal and Satisfactory ratings, with Grit and Positive

	School Experiences being measured within our Transition Ready models for elementary and middle school students. Students in grade 3 to 11 take the Terrace Metrics Screener twice per year, in the Fall and Spring.

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2022-23 Phase Two: District Assurances

Kenton County
Henry Webb
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Fort Wright, Kentucky, 41017
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Kenton County

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Kenton County

2022-23 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 2022-2023 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**
- o No
- o N/A

<u>COMMENTS</u>

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Kenton County

Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase Three: Comprehensive District Improvement Plan_10282022_12:09

2022-23 Phase Three: Comprehensive District Improvement Plan

Kenton County
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2022-23 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.

All objectives and strategies are based upon the District Action Plan, which represents the Community Based Accountability Model (CBAS). This is the second year of implementation of CBAS for the Kenton County School District (KCSD). There are seven Pillars within the CBAS model. All seven Pillars have remained consistent as Pillar 1 - Student Learning and Progress; Pillar 2 - Student Readiness; Pillar 3 - Engaged, Well-Rounded Students; Pillar 4 - Community Engagement; Pillar 5 - Professional Learning/Quality of Staff; Pillar 6 -Fiscal and Operational Systems and Pillar 7 - Safety and Well-being. All objectives have been updated to reflect the 2022 state data and objectives have been set for 2023 with an appropriate annual increase leading to the five year goal set for 2027. Based upon the new state accountability model, the required objectives and strategies have been added to address English Learner Progress and Quality of School Climate and Safety. Strategies for all objectives have been revised to include the following: KCSD Curriculum and Assessment Plan, KCSD Balanced Assessment System, K-12 Common Assessment Protocols, KCSD Instructional Wheel, K-5 Literacy Plan, KCSD Trauma Informed Care and Restorative Practices Implementation Plan, High School MTSS Plan, SEL Lessons, Transition Readiness for Middle Schoolers, and a revised plan for Transition Readiness for Elementary Students. Supports through the revised strategies are designed to strengthen tier I instruction for all students, including those in identified gap groupings. Specific strategies added to address the EL population of students are: District/School Meetings to support the school structures around closing gaps, including a monthly data review; Implementation of

the KCSD English Learner Handbook, including progress monitoring; and Determining to what degree we are increasing English Proficiency for English Learner Students. Specific strategies added to address the population of students with disabilities are: District/School Meetings to support the school structures around closing gaps, including a monthly data review; and analyzing and collecting data in the areas of compliance for due process binders, scheduling for student with disabilities, progress towards IEP goals, progress monitoring data, and reporting to families at regular reporting intervals.

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, Baldridge, 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 seven (7) required district goals:

• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety
• Postsecondary Readiness
• Graduation Rate
• Achievement Gap

Attachment Summary

Attachment Name	Description	Associated Item(s)
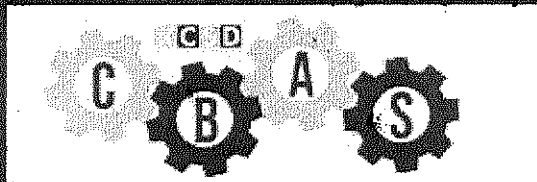
Kenton County School District
Community Based Accountability System (CBAS)
CDIP/Action Plan 22-23

The KCSD Pillars are all equally important. The Pillars are not prioritized as listed.

**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 #1: By 2027, the district will increase math and reading proficiency for all students from:
56% in 2022 to 78% for elementary math;
59% in 2022 to 80% for elementary reading;
45% in 2022 to 73% for middle school math;
52% in 2022 to 76% for middle school reading;
44% in 2022 to 72% for high school math;
50% in 2022 to 75% for high school reading
as measured by the school report card proficiency data.

Proficiency Objective 1: By 2023, the district will increase math and reading proficiency for all students from:
56% in 2022 to 60% for elementary math;
59% in 2022 to 63% for elementary reading;
45% in 2022 to 51% for middle school math;
52% in 2022 to 57% for middle school reading;
44% in 2022 to 50% for high school math;
50% in 2022 to 55% for high school reading;
as measured by the school report card proficiency data.

Strategy	Key Question/Measure of Success	Evidence (Measures and Indicators)/Progress Monitoring	Action Steps/Activities	Funding
1. Student Learning and Progress: Ensure academic success for all students so that	1. To what degree do ALL KCSD learners demonstrate academic growth and achievement?	• Learning Management System (LMS) ☐ MAP Data ☐ 70% Accuracy on District Common	• Ongoing Tier I professional learning and support ○ Continued emphasis on calibration of quality instruction, specifically in the	$143,431.62 - LMS $56,686.00 ESSER Funds for

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
	1.1a To what degree are all students reaching instructional benchmarks on assessments for and of learning in math and reading?	Assessments Elementary, Middle, and High
		☐ CERT Grade Level Benchmarks
		• Anecdotal Data
			area of Element 1 (alignment to the standards) of our Cycle of Quality Instruction.
			• Differentiated professional learning and support through CIA and school support team structure
			• Implementation of the KCSD Curriculum and Assessment Plan
			• Ongoing training and implementation of the Best Practices During Shared Walks. Share Monthly Trends/Action Steps
			  ○ Providing ongoing support and training to staff as a result of the instructional trends and student data. Collective and individual needs must be met in a clear, supportive, and ongoing manner.
			• Ongoing training and implementation of the KCSD Balanced Assessment System
			  • 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.
				Certified Staff Hourly/Stipend pay

			• Implementation of the KCSD Instructional Leadership Wheel with fidelity in all schools • K-5 Literacy Plan • Full Implementation of the Learning Management System • Analyze Trends from High Quality Instructional Resource review to determine needs/next steps. ○ District and school comprehensive analysis of instructional resource needs. A collaborative process will lead to recommendations for resources as well as a systemic instructional resource plan moving forward.	
	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 ○ 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	1.1a Action Steps are the same for 1.1.b In addition: • School Action Plan/School Support Teams • District/School Leadership Meetings	

		growing. ○ Growth from fall to spring and spring to spring on MAP/CERT • Anecdotal Data		

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
		• Total number of opportunities being offered in grades K-12:
		    ○ K-5
		    ○ 6-8
		    ○ 9-12
		Participation for accelerated/advanced coursework
		• Total number of students participating in at least one accelerated/advanced course
		    ○ K-5
		    ○ 6-8
		    ○ 9-12
			1.1 a Action Steps
			In addition:
			• The district will utilize the data and information to support schools in growing opportunities and success for students.
			• Revisit criteria for PREP/PREP Plus.
			• Continue to review the implementation of teacher recommendations to our PREP/PREP Plus Program.
				$143,431.62 - LMS
				
				$56,686.00 ESSER Funds for Certified Staff Hourly/Stipend pay

| 1. Student Learning and Progress: Ensure academic success for all students so that every student reaches their maximum learning potential.

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze, and Apply Data

KCWP 5: Design, Align, Deliver Support Classroom Activities | 1.3 To What Degree Do All KCSD Schools Implement the Multi-Tiered System of Support (MTSS) with fidelity for ALL students? | • Tier I, II, III Data
• Learning Management System (LMS)
• Data Dashboard
   ○ MTSS Data
• MTSS Rubric for ALL Students
• MTSS School Plans
• Observations/Feedback
• Anecdotal Data- school implementation in determining the effectiveness of programming/interventions | • Ongoing Tier I professional learning and support
• Continued Implementation of MTSS Rubric for ALL Students
   ○ KCSD revised MTSS Fidelity Rubric for ALL. This tool clarifies and provides a roadmap for growth and success in a comprehensive manner around Leadership, Instruction, and Data Driven Decision Making. School and district teams are calibrated around the current levels of fidelity and the necessary supports/structures that will generate growth.
• Differentiated professional learning.
• Revised High School MTSS Structure
• District Entrance/Exit Criteria
• District Progress Monitoring Probes
• SEB Entrance/Exit Criteria/Progress Monitoring | $143,431.62 - LMS |

Separate Academic Indicator Goal #2: By 2027, the district will increase science, social studies, and writing proficiency for all students from:
44% in 2022 to 72% for elementary science;
51% in 2022 to 76% for elementary social studies;
58% in 2022 to 79% for elementary writing;
23% in 2022 to 62% for middle school science;
46% in 2022 to 73% for middle school social studies;
50% in 2022 to 75% for middle school writing;
13% in 2022 to 44% for high school science;
36% in 2022 to 68% for high school social studies;
44% in 2022 to 72% for high school writing
as measured by the school report card proficiency data.

Separate Academic Indicator Objective 1: By 2023, the district will increase science, social studies, and writing proficiency for all students from: 44% in 2022 to 50% for elementary science; 51% in 2022 to 60% for elementary social studies; 58% in 2022 to 63% for elementary writing; 23% in 2022 to 31% for middle school science; 46% in 2022 to 52% for middle school social studies; 50% in 2022 to 55% for middle school writing; 13% in 2022 to 22% for high school science; 36% in 2022 to 42% for high school social studies; 44% in 2022 to 50% for high school writing as measured by the school report card proficiency data.				
Strategy	**Key Question/Measure of Success**	**Evidence (Measures and Indicators)/Progress Monitoring**	**Action Steps/Activities**	**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?
	
	 1.1b To What Degree Are All Schools Demonstrating Growth on Instructional Benchmarks on Assessments for Learning and of Learning?
		• Learning Management System (LMS)
		 • Data Dashboard
		  ○ Growth in a trendline over time of administering common assessments. While we know the assessments cover a different bundle of standards, we are measuring if the trendline is maintaining or growing.
		  ○ Growth from fall to spring and spring to spring on MAP/CERT
		 • Anecdotal Data
			• Ongoing Tier I professional learning and support
			 • Differentiated professional learning and support through CIA and school support team structure
			 • Implementation of the <u>KCSD Curriculum and Assessment Plan</u>
			
			  ○ Revised curriculum map at the elementary level in the area of Science and Social Studies. School leadership support and monitoring of instructional schedules in these two content areas.
			
			 • Ongoing training and implementation of the <u>Best Practices During Shared Walks</u>. Share Monthly Trends/Action Steps
				$143,431.62 - LMS
				
				 $56,686.00 - ESSER Funds for Certified Staff Hourly/Stipend pay

| KCWP 4: Review, Analyze, and Apply Data

KCWP 5: Design, Align, Deliver Support Classroom Activities | | | • Ongoing training and implementation of the <u>KCSD Balanced Assessment System</u>
   • 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 <u>K-12 Common Assessment Protocols</u> with fidelity in all schools.
• Implementation of the <u>KCSD Instructional Leadership</u> Wheel with fidelity in all schools
• <u>K-5 Literacy Plan</u>
• Full Implementation of the <u>Learning Management System</u>
• Analyze Trends from High Quality Instructional Resource review to determine needs/next steps.
   ○ District and school comprehensive analysis of instructional resource needs. A collaborative process will lead to recommendations for resources as well as a systemic instructional resource plan moving forward.
In addition:
• <u>School Action Plan</u>/School Support Teams
• District/School Leadership Meetings | |

Achievement Gap Objective 1: By 2023, the district will increase math and reading proficiency for students with disabilities from: 22% in 2022 to 30% for elementary math; 24% in 2022 to 32% for elementary reading; 11% in 2022 to 20% for middle school math; 15% in 2022 to 24% for middle school reading; 6% in 2022 to 16% for high school math; 5% in 2022 to 15% for high school reading; as measured by the school report card proficiency data.				
Strategy	**Key Question/Measure of Success**	**Evidence (Measures and Indicators)/Progress Monitoring**	**Action Steps/Activities**	**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
	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?
		• Learning Management System (LMS)
		  ○ Data for students meeting proficiency towards standards
		• Data Dashboard
		  ○ Percentages of students with disabilities making progress on IEP goals
		  ○ Compliance Data
		  ○ Monthly Data Review
		    ☐ Schedule/IEP alignment
		    ☐ Data Entry/Progress of IEP Goals
		    ☐ Progress Reports
		• Anecdotal Data- school implementation in determining the
			• Ongoing Tier I professional learning and support
			• Differentiated professional learning and support through CIA and school support team structure
			• Implementation of the KCSD Curriculum and Assessment Plan
			• Ongoing training and implementation of the Best Practices During Shared Walks. Share Monthly Trends/Action Steps
			• Ongoing training and implementation of the KCSD Balanced Assessment System
			  • 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.
				$143,431.62 - LMS
				
				$56,686.00 - ESSER Funds for Certified Staff Hourly/Stipend pay

| KCWP 5: Design, Align, Deliver Support Classroom Activities | | | effectiveness of programming around Special Education | Implementation of the <u>K-12 Common Assessment Protocols</u> with fidelity in all schools. Implementation of the <u>KCSD Instructional Leadership</u> Wheel with fidelity in all schools ○ District Wide Entrance/Exit Criteria in the areas of literacy and numeracy will allow for consistency across all settings. <u>K-5 Literacy Plan</u> Full Implementation of the <u>Learning Management System</u> Analyze Trends from High Quality Instructional Resource review to determine needs/next steps. In addition: Highlighting best practices/determining training needs as a result of the monthly data reviews District/School Meetings to support the school structures around closing gaps. ○ Schools have strengthened systems ensuring that compliance areas (schedules/services, data collection, etc.) are consistently in place for all students. We must continue to grow this areas with the understanding that they are the foundation necessary for quality services/instruction. ○ Closing the Gap School | |

| | | | Meetings- Individual support for schools with an emphasis on ensuring all students are aligned with the appropriate interventions and monitoring the effectiveness of intervention instruction through implementation of programs to fidelity. |
| | | | ○ Understanding of the Targeted Support and Improvement (TSI) data specific to each of the seven schools. Specific plans to address root causes will be identified and implemented by district and school teams. |

English Learner Progress Goal #4: By 2027, the district will increase the English Learners Progress overall indicator rating from:
58.6% in 2022 to 79.3% for elementary schools;
29.6% in 2022 to 64.8% for middle schools;
47.3% in 2022 to 73.6% for high schools
as measured by the school report card proficiency data.

English Learner Progress Objective 1: By 2023, the district will increase the English Learners Progress overall indicator rating from:
58.6% in 2022 to 62.8% for elementary schools;
29.6% in 2022 to 36.6% for middle schools;
47.3% in 2022 to 52.5% for high schools
as measured by the school report card proficiency data.

Strategy	Key Question/Measure of Success	Evidence (Measures and Indicators)/Progress Monitoring	Action Steps/Activities	Funding
1. Student Learning and Progress: Ensure academic success for all	1. To what degree do ALL KCSD learners demonstrate academic growth and achievement?	• Learning Management System (LMS) ○ Data for students meeting proficiency	• Ongoing Tier I professional learning and support • Differentiated professional learning and support through	$143,431.62 - LMS

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	**1.1c To What Degree Are We Closing Achievement Gaps for English Learners?** **1.1d To What Degree Are We Increasing English Proficiency for English Learner Students?**	towards standards • Data Dashboard • EL Progress Monitoring Data/ACCESS Data • Anecdotal Data- school implementation in determining the effectiveness of programming around EL	CIA and school support team structure • Implementation of the KCSD Curriculum and Assessment Plan • Ongoing training and implementation of the Best Practices During Shared Walks. Share Monthly Trends/Action Steps • Ongoing training and implementation of the KCSD Balanced Assessment System • 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 • K-5 Literacy Plan • Full Implementation of the Learning Management System • Analyze Trends from High Quality Instructional Resource review to determine needs/next steps. In addition:	

| | | | • Leading the implementation of the <u>KCSD English Learner Handbook</u>
• Provide English Learner Progress Monitoring Data
• Highlighting best practices/determining training needs as a result of the monthly data reviews
• District/School Meetings to support the school structures around closing gaps. | |

Quality of School Climate and Safety Goal #5: By 2027, the district will increase the Quality of School Climate and Safety overall indicator rating for all students from:
79.0% in 2022 to 90.0% for elementary schools;
70.4% in 2022 to 85.2% for middle schools;
66.0% in 2022 to 83.0% for high schools
as measured by the school report card proficiency data.

Quality of School Climate and Safety Objective 1: By 2023, the district will increase the Quality of School Climate and Safety overall indicator rating for all students from:
79.0% in 2022 to 81.0% for elementary schools;
70.4% in 2022 to 73.3% for middle schools;
66.0% in 2022 to 69.4% for high schools
as measured by the school report card proficiency data.

Strategy	Key Question/Measure of Success	Evidence (Measures and Indicators)/Progress Monitoring	Action Steps/Activities	Funding
7. Safety & Well-Being: Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This	7.1 To what degree do students feel safe and secure in a positive school environment?	• Terrace Metrics Data • SEB Dashboard	• Analyze Terrace Metrics data and provide support to schools • Continued support for schools around the use of the SEB dashboard ○ Utilizing the Behavior and SEB District Data Dashboard in real time to identify district and school trends/needs.	$14,706.00 Terrace Metrics

includes both physical safety as well as the social emotional needs of each student. KCWP 4: Review, Analyze, and Apply Data KCWP 6: Establishing Learning Culture and Environment			○ Incorporating specific instruction during the SEL block of time to address trends/needs. ○ Additional training around implementing our threat assessment process to fidelity. ○ <u>KCSD Trauma Informed Care Plan and Restorative Practices Implementation</u>	
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. KCWP 4: Review, Analyze, and Apply Data KCWP 5: Design and Deliver Instruction	7.2 To what degree do students perceive themselves in a positive mindset as it relates to their social, emotional, behavioral, and physical wellbeing?	- Terrace Metrics - Health Data	- Continue to analyze Terrace Metrics data and provide support to schools - Continue to implement our student priority rating system - Sharing the analysis of data from the health office to identify trends	$14,706.00 Terrace Metrics

KCWP 6: Establishing Learning Culture and Environment				

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.
 	
KCWP 4: Review, Analyze, and Apply Data
 	
KCWP 6: Establishing Learning Culture and Environment
	7.3 To what degree do we monitor and address the social, emotional, behavioral, and physical wellbeing of each student?	Terrace Metrics
		MTSS
		   • Tier One SEL
		   • Tier One Adult Advocate
		   • Tiered Interventions
		Navigate Prepared
		Trauma Informed Care Plan
			• Continued implementation of MTSS with fidelity
			• Continued implementation of Terrace Metrics with fidelity
			• Growing the recursive process around SEB data analysis including use of the SEB Dashboard
			• Expanding the SEB Dashboard
				$14,706.00 Terrace Metrics

7. Safety & Well-Being: Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both	7.4 To what degree are students provided with safe learning spaces/facilities?	• Local facility plan/security upgrades • Navigate Prepared • State Security Marshal report / Report Summary • Single Monitored Entrance	• Provide ongoing training to security upgrades • Provide intentional training and communication for single monitored entrance	$39,397.50 Navigate Prepared

physical safety as well as the social emotional needs of each student. KCWP 6: Establishing Learning Culture and Environment				

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.
 	
KCWP 6: Establishing Learning Culture and Environment
	7.5 To what degree are we prepared to both mitigate and effectively respond to crisis situations?	• Navigate Prepared
		  o District and School Safety Plans
		  o Threat Assessment
		• District Crisis Team
		• State Security Marshal Report
		• SRO's
		• Family Reunification Plan
		• Kenton County Emergency Incident Training
			• Continue district and school safety team meetings
			• Continued training around crisis mitigation and crisis response
				$39,397.50 Navigate Prepared

Postsecondary Readiness Goal #6: By 2027, the district will increase the percentage of students transition ready in grade 12 from 80.6% in 2022 to 90.3%, 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.

Postsecondary Readiness Objective 1: By 2023, the district will increase the percentage of students transition ready in grade 12 from 80.6% in 2022 to 82.5%, as measured by College/Career Readiness calculations.

Strategy	Key Question/Measure of Success	Evidence (Measures and Indicators)/Progress Monitoring	Action Steps/Activities	Funding
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	**2.1 To what degree are students Transition Ready (college and/or career) exiting High School?**	<u>Exiting High School Transition Readiness</u> • Learning Management System (LMS) • Data Dashboard	• Use of data to make informed instructional decisions around Transition Ready. • Alignment of <u>High School MTSS</u> model to incorporate support towards ALL aspects of graduating Transition Ready. • <u>SEL Lessons</u> for Tier I for all grades (9-12) to help students understand Transition Readiness. • Support will be provided through training held for Adult Advocates to better understand the role as it relates to Transition Readiness. ◦ Tier 1 student conferences will take place several times throughout the school year with the adult advocate at the high school level. This will also evolve at the middle school level. This new strategy is providing students more of an active role and increasing student agency. We believe this increases the level of relevance necessary for students to take ownership of their supports. This strategy is also strengthening the role of the adult advocate. The information from the student conferences are communicated with parents. • High Schools will have a	$14,706.00 Terrace Metrics $143,431.62 - LMS

			- systematic process to report progress through data collection with a Transition Ready Data Dashboard. - The KCSD Instructional Wheel will be expanded to include all aspects of the Career component of Transition Readiness. - Through the use of the ILP process work with high schools to have students identify a career cluster/pathway. - Expand Career Pathways and Internship opportunities for students at all high schools. - Support school leadership to ensure focused and intentional communication and conversations between school administration, teachers, counselors, families and students are taking place around Transition Ready. - The Director of District Wide Programs will meet monthly with counselors/school community at all levels to review Transition Ready Data, share community resources and updates around Transition Readiness. - Supporting High School Leaders to ensure celebrations regularly take place to recognize students on track and achieving	

			Transition Ready. ○ District Literacy and Numeracy Plans are being developed identifying essential skills from the ELA and Math standards aligned in a vertical progression.	
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 Middle School?	Exiting Middle School Transition Readiness • Learning Management System (LMS) • Data Dashboard •	• Use of data to make informed instructional decisions around Transition Ready. • Middle Schools will have a systematic process to report progress through data collection with the use of a Transition Ready Data Dashboard that includes grades 6 to 8. • Through the use of the ILP process work with middle schools to have students identify career interests and possible career cluster/pathway. • Support school leadership to ensure focused and intentional communication and conversations between school administration, teachers, counselors, families and students are taking place around Transition Ready. • The Director of District Wide Programs will meet monthly with counselors/school community at all levels to review Transition Ready Data, share community resources,	$14,706.00 Terrace Metrics $143,431.62 - LMS

			and updates around Transition Readiness.
			• Supporting schools to ensure there is a system in place so that students are aware of individual progress towards achieving Transition Ready. Begin the process of students monitoring their own progress towards Transition Readiness.
			• Begin discussions and planning with Middle School Leaders on how an Adult Advocate can be a part of the Transition Ready process.
			• Supporting Middle School Leaders to ensure celebrations regularly take place to recognize students on track and achieving Transition Ready.
			   ○ District Literacy and Numeracy Plans are being developed identifying essential skills from the ELA and Math standards aligned in a vertical progression.
			   ○ Plans to implement a literacy and numeracy diagnostic at the elementary and middle level in conjunction with our universal MAP screener. This will allow staff to be better informed on the literacy and numeracy levels of students.	

2. Student Readiness: Ensure all students are prepared with the	**2.3 To what degree are students Transition Ready exiting elementary school?**	<u>Exiting Elementary School Transition Readiness</u> • Learning Management System (LMS)	• Use of data to make informed instructional decisions around Transition Ready. • Elementary Schools will have a	$14,706.00 Terrace Metrics $143,431.62 -

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
		• Data Dashboard	systematic process to report progress through data collection with the use of a Transition Ready Data Dashboard that includes grades P-5.
			• Support school leaders to ensure focused and intentional communication and conversations between school administration, teachers, counselors, families and students are taking place around Transition Ready.
			• The Director of District Wide Programs will meet monthly with counselors/school community at all levels to review Transition Ready Data, share community resources and updates around Transition Readiness.
			• Students are aware of individual progress towards achieving Transition Ready.
			• Support Elementary Leaders to ensure celebrations regularly take place to recognize students on track and achieve Transition Ready.
			   ○ District Literacy and Numeracy Plans are being developed identifying essential skills from the ELA and Math standards aligned in a vertical progression.
			   ○ High quality literacy training
				LMS

			for staff specifically at the elementary level that incorporates the science of reading. Addressing the importance of literacy at this level is the foundation for transition readiness. ○ Plans to implement a literacy and numeracy diagnostic at the elementary and middle level in conjunction with our universal MAP screener. This will allow staff to be better informed on the literacy and numeracy levels of students.	

Graduation Rate Goal #7: By 2027, the district will increase the graduation rate from 93.6% in 2022 to 96.8%, as measured by the school report card 4-year adjusted cohort graduation rate.

Graduation Rate Objective 1: By 2023, the district will increase the graduation rate from 93.6% in 2022 to 94.2%, as measured by the school report card 4-year adjusted cohort graduation rate.

Strategy	Key Question/Measure of Success	Evidence (Measures and Indicators)/Progress Monitoring	Action Steps/Activities	Funding
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	2.1 To what degree are students Transition Ready (college and/or career) exiting High School?	Exiting High School Transition Readiness ● Learning Management System (LMS) ● Data Dashboard	● Use of data to make informed instructional decisions around Transition Ready. ● Alignment of High School MTSS model to incorporate support towards ALL aspects of graduating Transition Ready. ○ Systemic process to monitor all students in grades 9-12 in real time as it relates to being on track to graduate. ● SEL Lessons for Tier I for all grades (9-12) to help students understand Transition Readiness.	$14,706.00 Terrace Metrics $143,431.62 - LMS

KCWP 5: Design, Align, Deliver Support Classroom Activities KCWP 6: Establishing Learning Culture and Environment			• Support will be provided through training held for Adult Advocates to better understand the role as it relates to Transition Readiness. ○ The revised high school MTSS structure allows for targeted instruction specifically towards being on track to graduate. Tier 1 student conferences will take place several times throughout the school year with the adult advocate. This new strategy is providing students more of an active role and increasing student agency. We believe this increases the level of relevance necessary for students to take ownership of their supports. This strategy is also strengthening the role of the adult advocate. The information from the student conferences are communicated with parents. • High Schools will have a systematic process to report progress through data collection with a Transition Ready Data Dashboard. • The KCSD Instructional Wheel will be expanded to include all aspects of the Career component of Transition Readiness.	

			• Through the use of the ILP process work with high schools to have students identify a career cluster/pathway. • Expand Career Pathways and Internship opportunities for students at all high schools. • Support school leadership to ensure focused and intentional communication and conversations between school administration, teachers, counselors, families and students are taking place around Transition Ready. • The Director of District Wide Programs will meet monthly with counselors/school community at all levels to review Transition Ready Data, share community resources and updates around Transition Readiness. • Supporting High School Leaders to ensure 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.	2.2 To what degree are students Transition Ready exiting Middle School?	<u>Exiting Middle School Transition Readiness</u> • <u>Learning Management System (LMS)</u> • <u>Data Dashboard</u> •	• Use of data to make informed instructional decisions around Transition Ready. • Middle Schools will have a systematic process to report progress through data collection with the use of a	$14,706.00 Terrace Metrics $143,431.62 - LMS

KCWP 4: Review, Analyze, and Apply Data KCWP 5: Design, Align, Deliver Support Classroom Activities KCWP 6: Establishing Learning Culture and Environment			Transition Ready Data Dashboard that includes grades 6 to 8. • Through the use of the ILP process work with middle schools to have students identify career interests and possible career cluster/pathway. • Support school leadership to ensure focused and intentional communication and conversations between school administration, teachers, counselors, families and students are taking place around Transition Ready. • The Director of District Wide Programs will meet monthly with counselors/school community at all levels to review Transition Ready Data, share community resources, and updates around Transition Readiness. • Supporting schools to ensure there is a system in place so that students are aware of individual progress towards achieving Transition Ready. Begin the process of students monitoring their own progress towards Transition Readiness. • Begin discussions and planning with Middle School Leaders on how an Adult Advocate can be a part of the Transition Ready	

			process. • Supporting Middle School Leaders to ensure 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	**2.3 To what degree are students Transition Ready exiting elementary school?**	Exiting Elementary School Transition Readiness • Learning Management System (LMS) • Data Dashboard	• Use of data to make informed instructional decisions around Transition Ready. • Elementary Schools will have a systematic process to report progress through data collection with the use of a Transition Ready Data Dashboard that includes grades P-5. • Support school leaders to ensure focused and intentional communication and conversations between school administration, teachers, counselors, families and students are taking place around Transition Ready. • The Director of District Wide Programs will meet monthly with counselors/school community at all levels to review Transition Ready Data, share community resources and updates around Transition Readiness. • Students are aware of individual progress towards achieving Transition Ready.	$14,706.00 Terrace Metrics $143,431.62 - LMS

			• Support Elementary Leaders to ensure celebrations regularly take place to recognize students on track and achieve Transition Ready.	

Optional Goal #8 - Impact Survey: By 2026, the district will increase the topic of resources within the Impact Survey from 40% favorable to 70%.

Impact Survey Objective 1: By 2024, the district will increase the topic of resources within the Impact Survey from 40% favorable to 55%.

Strategy	Key Question/Measure of Success	Evidence (Measures and Indicators)/Progress Monitoring	Action Steps/Activities	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
	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
		   ○ Growth in a trendline over time of administering common assessments. While we know the assessments cover a different bundle of standards, we are measuring if the trendline is maintaining or growing.
		   ○ Growth from fall to spring and spring to spring on MAP/CERT
		• Anecdotal Data
			• Ongoing Tier I professional learning and support
			   ○ Continued emphasis on calibration of quality instruction, specifically in the area of Element 1 (alignment to the standards) of our Cycle of Quality Instruction.
			• Differentiated professional learning and support through CIA and school support team structure
			• Implementation of the KCSD Curriculum and Assessment Plan
			• Ongoing training and implementation of the Best Practices During Shared Walks. Share Monthly Trends/Action Steps
			   ○ Providing ongoing support and training to staff as a result of the instructional trends and
				$143,431.62 - LMS
				
				$56,686.00 ESSER Funds for Certified Staff Hourly/Stipend pay

KCWP 5: Design, Align, Deliver Support Classroom Activities			student data. Collective and individual needs must be met in a clear, supportive, and ongoing manner.	
			- Ongoing training and implementation of the <u>KCSD Balanced Assessment System</u> - 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 <u>K-12 Common Assessment Protocols</u> with fidelity in all schools. - Implementation of the <u>KCSD Instructional Leadership</u> Wheel with fidelity in all schools - <u>K-5 Literacy Plan</u> - Full Implementation of the <u>Learning Management System</u> - Analyze Trends from High Quality Instructional Resource review to determine needs/next steps. - District and school comprehensive analysis of instructional resource needs. A collaborative process will lead to recommendations for resources as well as a systemic instructional resource plan moving forward. In addition:	

			● School Action Plan/School Support Teams ● District/School Leadership Meetings	

Strategy	Key Question/Measure of Success	Evidence (Measures and Indicators)/Progress Monitoring	Action Steps/Activities	Funding

3. Engaged, Well-Rounded Students: Engage students in a way that contributes to their overall development and future well-being.	*To what degree are ALL KCSD students engaged in a way that contributes to their overall development and well-being?*
	
	3.1 To what degree are KCSD students provided with opportunities and participating in clubs, extra, and/or co-curricular activities?
		● 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:
		  ○ K-5
		  ○ 6-8
		  ○ 9-12
		● Identify participation in clubs, extra and/or co-curricular activities.
		● Data Dashboard- Total number of students participating in at least one extra/co-curricular activity
		  ○ K-5
		  ○ 6-8
		  ○ 9-12
			● 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.
			● Pillar 3.1 Expectations will be reviewed at the beginning of the school year to include supporting schools in identifying students involved and not involved in activities. Schools will follow up with students not involved in an activity.
			● The district will share participation percentages with each school three times a year.
			● The district will utilize the data and information to support schools in growing opportunities and participation for students.
			● The district and schools will create promotional materials highlighting activities offered
				$14,706.00 Terrace Metrics
				
				$2,276,595.00 Stipends for Athletics, Extra/Co Curricular

			and why it is important to be involved. • Review the roles and responsibilities of the District Elementary/Secondary Activities Coordinators and determine adjustments and changes needed to increase the number of extra-curricular opportunities offered and increase participation.	

3. Engaged, Well-Rounded Students: Engage students in a way that contributes to their overall development and future well-being.	*To what degree are ALL KCSD students engaged in a way that contributes to their overall development and well-being?*
	
	3.2 To what degree are KCSD students provided with opportunities in related arts classes (including elective classes)?
		• Identify related arts opportunities (including elective classes)
		• Total number of related arts classes (including elective classes) opportunities being offered
		   ○ K-5
		   ○ 6-8
		   ○ 9-12
			• Identify and track the number of related arts opportunities by elementary, middle, and high school levels.	$14,706.00 Terrace Metrics

3. Engaged, Well-Rounded Students: Engage students in a way that contributes to their overall development and future well-being.	*To what degree are ALL KCSD students engaged in a way that contributes to their overall development and well-being?* 3.3 To what degree do students have positive school experiences?	• Percent of students who scored optimal and satisfactory on the Terrace Metrics Screener. • Reporting will be percentages of students (scoring optimal and satisfactory) by elementary (3-5), middle(6-8), and high school (9-11) levels.	• Analyze Terrace Metrics Data - Specific to students who scored optimal and satisfactory on the screener. • The district will utilize the data and information to support schools with students scoring below the optimal and/or satisfactory range on the Terrace Metrics screener.	

Strategy	Key Question/Measure of Success	Evidence (Measures and Indicators)/Progress Monitoring	Action Steps/Activities	Funding
4. Community Engagement & Partnerships: Ensure all stakeholders in the community have the opportunity to meaningfully engage and support all schools in the KCSD.	4. To what degree do stakeholders in the community have the opportunity to engage with and support all schools? 4.1 To what degree does the district provide opportunities for families and the community to support student academic and SEL success?	• # of volunteer opportunities • # of Learning Opportunities for Families • # of School and Community Partnerships • # Job Embedded or Career Based Experiences • Survey community partners twice per year to identify strengths and barriers to partnership • The Kenton County Library will report the schools they have partnered with at each signaling period to measure increases in addition to the survey.	• Use information from community partner surveys to provide strategies to schools to improve relationships and collaboration • Identify and highlight best practices from the data analysis • Highlight and celebrate schools who are excelling in engaging families and the community	1,069,375.00 Community Education Budget
4. Community Engagement & Partnerships: Ensure all stakeholders in the community have the opportunity to meaningfully engage and support all schools in the KCSD.	4. To what degree do stakeholders in the community have the opportunity to engage with and support all schools? 4.2 To what degree do our schools engage families and the community to support academic and SEL success?	• Schools will report progress towards identified areas of improvement in the areas of Relationship Building and Communication from the Kentucky Family and School Partnership Self Assessment at each signaling period using a survey	• Define the what and why behind Family engagement with leadership • On-going training with FRYSCs around family and community engagement • Schools will complete the Kentucky Family and School Partnership Self Assessment self assessment in the area of Relationship Building and Communication with the SBDM Council and report results by	1,069,375.00 Community Education Budget

			October14. • Schools will identify at least one strategy from relationship building and one strategy for communication to implement to improve their identified area of need. *One additional strategy must address engagement of the families of at-risk students.* • Use the KY Digital Family Engagement Playbook and other resources to support schools in identifying strategies based on self assessment. • Identify and highlight best practices from data analysis.	
4. Community Engagement & Partnerships: Ensure all stakeholders in the community have the opportunity to meaningfully engage and support all schools in the KCSD.	*4. To what degree do stakeholders in the community have the opportunity to engage with and support all schools?* **4.3 To what degree do our schools engage families of at risk students to support academic and SEL success?**	• Schools will report progress towards their specific strategy to address families of at risk students from the Relationship Building and Communication from the Kentucky Family and School Partnership Self Assessment at each signaling period	• Highlight and Celebrate schools who are excelling in engaging families and the community • Schools will identify one strategy from either relationship building or communication to address engagement of families of at-risk students. • Identify and highlight best practices for engaging at risk families from signaling data • Identify and Celebrate schools who are excelling in engaging at-risk families	1,069,375.00 Community Education Budget

Strategy	Key Question/Measure of Success	Evidence (Measures and Indicators)/Progress Monitoring	Action Steps/Activities	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.	5.1 To what degree are we retaining high quality staff?	• % retained high quality staff Nov/Feb/May
		• HR Dashboard
		• Exit Surveys
		• Stay Surveys
			• Continued-implementation of HR dashboard
			  ○ By Location (% retention)
			  ○ By Job-Type (% retention)
			• Implement exit surveys for all staff leaving the district
			• Implement stay surveys for all remaining staff
			• 3 HR Support & Assistance Mtgs per year w/supervisors
				No additional 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.	5.2 To what degree are we able to fill positions with high quality staff?	HR Frontline Data % positions filled within 60 days	• Expansion of posting positions on external job boards • Continue headhunter searches • Continued development of prospective employment "Why KCSD" landing page • Exploring alternative certification avenues • Establishing additional university partnerships	No additional 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.	5.3 To what degree are staff engaged in high quality professional growth?	• % of staff completing individualized professional learning plans • Responses on the stay survey	• Utilize 3 HR Support & Assistance Mtgs per year w/supervisor to status check • Supervisor training in professional growth and learning	No additional funding

Strategy	Key Question/Measure of Success	Evidence (Measures and Indicators)/Progress Monitoring	Action Steps/Activities	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.	5.4 To what degree are new staff provided necessary supports to grow and become high quality staff?	• % new staff receiving systemic supports • % needing & receiving targeted supports • Survey data	• 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 well-being of all students.	5.5 To what degree are struggling staff provided necessary support to grow and become high quality staff?	• % identified struggling staff receiving targeted supports	• Utilize 3 HR Support & Assistance Mtgs per year w/supervisor	No additional funding
Strategy	**Key Question/Measure of Success**	**Evidence (Measures and Indicators)/Progress Monitoring**	**Action Steps/Activities**	**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?	• Annual expenditure budget dedicated to current year Action Plan items • General Fund contingency (10%) available for annual budget	• 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	6.2 To what degree does the district plan for and practice good stewardship of our current and future	• Capital assets are recorded and tracked in a Resource Management System • District Facility Plan/KFICS • Needs Assessment	• Review/monitor the implementation of Destiny Resource Management System to record/track school assets • Reconciliation of MUNIS Fixed	$13,369.35 Capital Asset Record System

and using its resources to further the district mission.	facilities and capital assets?		• Assets to Destiny Resource Management information • Creation of new facility plan/ and updating KFICS • Analyze and prioritize annual needs assessment	
6. Fiscal & Operational Systems: Ensure the district is financially responsible/efficient and using its resources to further the district mission.	6.3 To what degree is the district able to assess and solve/address needs in transportation regarding fleet size, condition and associated repair costs?	• Transportation Fleet Dashboard • Enrollment trends and demographic study	• Continue to analyze and update overall condition of fleet • Continue to analyze data trends for decisions on routing • Analyze impact of larger capacity bus purchases to route reductions, route times, and capacity utilization.	$5,000.00 Planning and Development Services of Kenton County
6. Fiscal & Operational Systems: Ensure the district is financially responsible/efficient and using its resources to further the district mission.	6.4 To what degree is the KCSD Food Service Department meeting student nutritional needs and preferences to create a healthy learning community?	• Required nutrition guidelines • Analyze success of menu options/changes based upon student purchases • Evaluate how federal reimbursement funds are spent on meal component costs	• Continue publishing nutrition guidelines for all meals • Compare current student participation rates for both breakfast and lunch to past data to see if changes were successful and identify best practices • Track labor, food, and other related costs to past data and school data	$4,452.00 Nutrislice
6. Fiscal & Operational Systems: Ensure the district is financially responsible/efficient and using its resources to further the district mission.	6.5 To what degree does KCSD design and maintain energy efficient buildings?	• Utility bill data • Construction and Capital Outlay Decision/Purchases	• Review weather normalized utility cost and usage data • Review of intentional design decisions and purchases to lower utility costs	No funding source provided

Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support
Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval. **Response:** Eight KCSD schools were identified with the federal classification of Targeted Support and Improvement (TSI). Seven of the eight schools received the TSI identification for students with disabilities. Those schools are: Beechgrove Elementary, Caywood Elementary, Summit View Middle, Turkeyfoot Middle, Twenhofel Middle, Scott High School and Simon Kenton High School. In addition, two schools were identified as TSI schools for EL Plus Monitored Students, which are Turkeyfoot Middle and Dixie Heights High School. The KCSD plan for monitoring and supporting school improvement for schools identified as TSI focuses on the goals represented in each school's individual Action Plan in conjunction with the school CSIP. The School Action Plan focuses on identified root causes and each school has an action team composed of Central Office support staff that meet at a minimum monthly to review the Action Plan, including reviewing data and the outcome of intentional action steps. Support staff regularly are scheduled in the schools identified as TSI to carry out actionable steps based upon the needs determined through data analysis.   It is important that each school has an understanding of their own data, which led to the classification as a TSI school; therefore, principals have also been asked to complete targeted learning walks in classrooms where collaborative co-teaching takes place to look for best practices in classrooms that support researched and evidence based co-teaching models. In addition, to support schools that have been identified as TSI for students with disabilities, the special education department is offering paid training sessions for both general education teachers and collaborative special education teachers to attend together to work towards identifying essential standards students are not mastering. Those standards have been deconstructed and will be analyzed by teachers to better understand the rigor that needs to be implemented in the classroom to ensure students reach the intended level and outcomes of the standard, and are demonstrating mastery. Two paid sessions will be held for both the special education teacher and the general education teacher to attend together as co-teachers. The first session will have an emphasis on reading standards

and the second will have an emphasis on math standards. Teachers will be able to work with their own student's data to plan for Specially Designed Instruction for standards identified to allow for student success in reaching the level of proficiency. Teachers will also look at exemplar models of student work to allow them to have a better understanding of all components needed to master essential standards. The special education department is also offering funding to any school that would like to offer extended school services to support those students that are identified with a disability, in the form of after or before school tutoring.

To help support schools identified as TSI for EL Plus Monitored students, a KCSD English Learner Handbook has been developed and implemented. Progress monitoring data is being collected for English Learners. Best practices are being highlighted and training needs are being determined as a result of monthly data reviews. Students that fall into the category of EL Plus Monitored are being identified at the two schools that have the TSI classification for EL Plus Monitored. The district EL Coordinator, along with School Action Teams will develop individual school plans for structures and systems to be put into place to ensure the EL Plus Monitored population is able to demonstrate mastery of standards for not only state assessments, but all assessments.

Data review is a regular part of the process to help monitor and support schools. Schools have strengthened systems ensuring that compliance areas (schedules/services, data collection, etc.) are consistently in place for all students, as this is the foundation necessary for quality services/instruction. The special education department and the district EL Coordinator regularly reviews (monthly) data sets specific to the two populations of students. Through our KCSD Balanced Assessment Approach, data that represents state assessment data, diagnostic data, and common formative data is analyzed regularly for students with disabilities and our EL students. In addition, the EL students have progress monitoring data that is analyzed and the special education department analyzes the compliance of due process folders, special education student schedules, the percentage of students meeting IEP goals, progress monitoring data, and that progress is reported to families at regular reporting intervals.

KCSD is taking a proactive approach to not only support our identified TSI schools, but the district is working with all schools through hosting Closing the Gap School Meetings. This is individual support for schools with an emphasis on ensuring all students are aligned with the appropriate interventions and monitoring the effectiveness of the intervention instruction through implementation of programs to fidelity. To help support this process, district wide entrance/exit criteria in the areas of literacy and numeracy are being developed, which will allow for consistency across all settings.

Review of all three phases of the CDIP will take place on December 7, 2022, with Board Members, parent representative and KCEA representative. This process is a comprehensive review of all components of the CDIP with an explanation provided around each diagnostic completed and input provided by those present. This will include highlighting the support provided by the district to those schools with the TSI federal classification. Board members will approve phases I to III of the CDIP at the January Board of Education meeting on January 9th, 2023.

2022-23 Phase Three: The Superintendent Gap Assurance_10282022_12:06

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Kenton County
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United States of America

Kenton County

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2022-23 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:

o 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.**