



Covington Independent Public Schools- 2022-2023

Comprehensive District Improvement Plan (CDIP)

Rationale

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

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

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 school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

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

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. (*found at Kentucky Department of Education Website*)

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

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

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

Requirements for Building an Improvement Plan

There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.

The required school goals include the following:

For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.

For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1: Proficiency Goal

<p>Goal 1 (State your proficiency goal.):</p> <p>By 2025, the district will increase the reading percentage of proficient/distinguished students from 44% to 58% (elementary); from 28% to 44% (middle), and from 21% to 40% (high). By 2025, the district will increase our English ACT composite score to 18.0.</p> <p>By 2025, the district will increase the math percentage of proficient/distinguished students from 29% to 50% (elementary); from 18% to 37% (middle), and from 14% to 28% (high). By 2025, the district will increase our Math ACT composite score to 18.0.</p> <p>By 2025, the district will increase our overall ACT composite score to 18.0.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: <i>Curriculum and Instruction:</i></p> <p>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?</p> <p>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?</p> <p>KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p>	<p>Collaboratively in our district Professional Learning Communities (PLC) develop, implement, and monitor our districtwide curriculum (units and assessments) that ensures ALL students have equitable access to a common curriculum and instruction which is aligned to the KAS, is culturally relevant, accessible to all students and inclusive of cultural diversity.</p> <p>Provide district level job embedded training to all teachers and instructional coaches in our district.</p> <p>Provide training around formative assessment to monitor student progress and provide ongoing feedback that can be used by students and teachers to improve teaching and learning.</p> <p>Provide High-Quality Instructional Resources to schools in order to provide students with resources which are engaging, accessible and inclusive of cultural diversity</p>	<p>District leadership will provide assistance, modeling and guidance to principals and instructional coaches when giving teachers feedback on unit plans and formative assessment development throughout the process at the school level.</p> <p>District leadership will provide assistance, modeling and guidance to principals and instructional coaches with analyzing and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) to adjust instruction for students.</p> <p>Coaching cycles will be provided to teachers by each school's instructional coach.</p> <p>Focus Visit collaboration throughout the year with each schools’ leadership team. Collaboration will include on-site collaborative walkthroughs with a focus on improving instructional strategies which are highly effective and culturally responsive.</p>	<p>District Wide common assessments, Flashbacks, STAR Curriculum Based Measure, Pearson Benchmarks, Kentucky Summative Assessment (KSA), ACT</p> <p>ACCESS state testing for English Language Learners (ELL) students</p> <p>High functioning Professional Learning Communities (PLC) at the district and school level which reviews, analyzes and uses data from all resources to guide instruction for all students.</p> <p>Professional Learning Community Rubrics: <i>-Clarifying and Monitoring Essential Learning</i> <i>-Turning Data Into Information</i> Completed once per year by each school’s leadership team and teachers.</p> <p>Analysis of curriculum products completed by each team with district assistance: on-going</p> <ul style="list-style-type: none">● Unit Plans● Formative Assessments	<p>District leadership will evaluate the implementation and progress of the plan- on-going. Timelines will be monitored and adjusted based on each schools continuous improvement plan- Plan Do Study Act (PDSA plans)</p> <p>District Focus Visit Data connected to instructional strategies.</p> <p>Curriculum Survey Results: Teachers – Given after every 1 to 2 units of instruction</p> <p>District common embedded assessment results will be monitored by each school and also at the district level for progress – per unit.</p> <p>STAR CBM benchmark and progress monitoring data will be monitored by the district through regular Response to Intervention (RTI) meetings at the school level.</p> <p>Pearson benchmark data will be analyzed and monitored at the school level for 3 benchmarks yearly</p>	<p>Title I, II, III, and IV Funds</p> <p>District General Funds</p> <p>School based general funds</p> <p>School Improvement Funds – Local Education Agency Support</p> <p>ESSER II and III Funds (Emergency Funds- COVID)</p>

<p>KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?</p> <p>By 2024, the district will increase the percentage of proficient and distinguished students in reading from 44% to 56% (elementary); from 27% to 44% (middle); and from 21% to 29% (high).</p> <p>By 2024, the district will increase the percentage of proficient and distinguished students in math from 29% to 45% (elementary); from 18% to 33% (middle); and from 14% to 24% (high).</p>	<p>and the perspectives of their communities.</p> <p>Provide Covington Independent Public School (CIPS) virtual students and families with the support and resources they need to be successful and progress through their KAS aligned online program.</p>	<p>Provide principals, coaches and teachers guidance and training around using our High-Quality Instructional Resources in alignment with our curriculum in order to provide students lessons which are engaging, accessible and challenging.</p> <p>Share standards which students will be learning at each grade level with families.</p> <p>Provide guidance for our virtual teachers in order to ensure online students receive equitable access to our Kentucky Academic Standards aligned curriculum.</p>	<p>Continually monitor virtual students' progress and grades with our online curriculum program- Edgenuity.</p>	<p>Schools will develop a system to monitor ongoing mastery of standards- i.e. flashbacks</p>	
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2: <i>MTSS Systems of Intervention (Multi-Tiered Systems of Support)</i></p> <p>KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?</p>	<p>Develop a MTSS Guidance Document for CIPS</p> <p>In order to eliminate achievement gaps schools with district collaboration will develop highly coordinated Response to Intervention (RTI) and Positive Behavior Intervention Programs in their schools to address students who are at risk academically, and behaviorally, and may need assistance for Social-Emotional Learning.</p>	<p>Provide the training, time and resources needed for teams of teachers and leadership to develop a systematic Response to Intervention System and/or Positive Behavior Intervention Strategies (PBIS) for students who are identified for support.</p> <p>Provide coaching for principals, coaches and teachers from a consultant for Research Based Reading Interventions Reading Mastery and Corrective Reading interventions. (ES, MS)</p>	<p>STAR CBM Benchmark Data- 3 times per year - disaggregate data by individual student-level characteristics</p> <p>Monitor Novice reduction on various assessments</p> <p>Professional Learning Community Rubrics – <i>Providing Students With Systematic Interventions and Extensions</i> Completed once per year- completed by school instructional leadership team and school teams.</p>	<p>STAR CBM progress monitoring on students identified as at risk. Progress monitoring for intensive students will be given on a weekly basis. (K-6)</p> <p>District common embedded assessment results will be monitored by each school and also at the district level for progress – per unit (K-12)</p> <p>Schools will develop a system to monitor ongoing mastery of standards- i.e. flashbacks (3-12)</p> <p>Progress monitor district behavioral data periodically during the year to monitor</p>	<p>Title 1 Funds</p> <p>District General Funds</p> <p>School based general funds</p> <p>School Improvement Funds - LEA Support</p> <p>ESSER II and III Funds</p>

<p>By 2024, the district will decrease the percentage of novice students in reading from 30% to 15% (elementary); from 44% to 20% (middle); and from 62% to 35% (high).</p> <p>By 2024, the district will decrease the percentage of novice students in math from 40% to 25% (elementary); from 56% to 45% (middle); and from 56% to 40% (high).</p>	<p>Develop a systematic process where at-risk students will be monitored on a timely basis in areas of concern. This monitoring will determine if the current level of support is not sufficient and if he or she needs to be moved to another level of support. This includes our district's virtual students which may need additional supports.</p> <p>Build capacity in school leadership in order to build systems of intervention in their schools.</p>	<p>Provide training for principals, behavior coaches, school psychologist, school counselors and teachers from a behavior specialist in the areas of Positive Behavior Intervention Supports (PBIS).</p> <p>Each school will conduct Response to Intervention and Student Support team meetings every 6-8 weeks to monitor each student's progress and make changes according to their progress. Meetings may be scheduled more often as needed.</p> <p>Provide specialized professional development, one on one coaching and guidance to 9th District and Holmes High School to support their turnaround plans in both Response to Intervention and Student Support Systems.</p>	<p>Analyze district behavioral data annually especially in the area of in and out-of-school suspensions - disaggregate data by individual student-level characteristics</p> <p>Quality of School Climate and Safety Indicator Survey- completed with Kentucky Summative Assessments (KSA)- annually - disaggregate data by individual student-level characteristics</p> <p>Safe and Civil Schools Survey Results- annually</p>	<p>behavior incidents by individual student characteristics – monitor for decreases with in and out of school suspensions for White, Black and Special Education Students</p> <p>Quality of School Climate and Safety Indicator Survey- completed with Kentucky Summative Assessments (KSA)</p> <p>Schools will develop a system to monitor ongoing mastery of standards- i.e. flashbacks</p> <p>Safe and Civil Schools Survey Results</p>	<p>(Emergency Funds- COVID)</p>
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2: Separate Academic Indicator

<p>Goal 2 (State your separate academic indicator goal.):</p> <p>By 2025, increase proficiency in Social Studies from 35% percent proficient and distinguished to 62% percent for elementary, 16% to 45% for Middle School, and 12% to 30% for High School.</p> <p>By 2025, increase proficiency in Science from 26% percent proficient and distinguished to 43% percent for elementary, 6% to 25% for Middle School and 2% to 30% for High School.</p> <p>By 2025, increase proficiency in On-Demand Writing from 24% percent proficient and distinguished to 47% percent for elementary, 13% to 24% for Middle School and 6% to 50% for High School.</p> <p>By 2025, the district will increase our ACT composite score in Science to 18.0.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

Goal 2 (State your separate academic indicator goal.):

By 2025, increase proficiency in Social Studies from 35% percent proficient and distinguished to 62% percent for elementary, 16% to 45% for Middle School, and 12% to 30% for High School.
By 2025, increase proficiency in Science from 26% percent proficient and distinguished to 43% percent for elementary, 6% to 25% for Middle School and 2% to 30% for High School.
By 2025, increase proficiency in On-Demand Writing from 24% percent proficient and distinguished to 47% percent for elementary, 13% to 24% for Middle School and 6% to 50% for High School.
By 2025, the district will increase our ACT composite score in Science to 18.0.

Objective 1:
Curriculum and Instruction:

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?

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?

KCWP 3: Design and Deliver Assessment Literacy

What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?

KCWP 4: Review, Analyze and Apply Data

What evidence is there that you have an established system for examining and interpreting all

Collaboratively develop, implement, and monitor our **district-wide curriculum in Social Studies, the Sciences and Writing** that ensures all students have equitable access to a common curriculum and instruction which is aligned to the KAS, is culturally relevant, accessible to all students (This includes our district's virtual students which may need additional supports) and inclusive of cultural diversity.

Provide training around formative assessment to monitor student learning and providing ongoing feedback that can be used by students and teachers to improve teaching and learning.

Provide **High Quality Instructional Resources** with guidance and training to schools on these instructional resources in order to provide students resources which are engaging, accessible and inclusive of cultural diversity and the perspectives of their communities.

Embed literacy strategies into Social Studies and Science instruction in order to help

District leadership will provide assistance, modeling, and training to principals, teachers, and instructional coaches when giving teachers feedback on unit plans and formative assessment throughout the process at the school level.

Focus Visit collaboration throughout the year with each schools' leadership team. Collaboration will include on-site collaborative walkthroughs with a focus on improving instructional strategies which are evidence-based and culturally responsive.

Provide guidance and training to schools on the use of Characteristics of and High-Quality Instructional Resources in the Sciences, Social Studies and Writing in order to provide schools resources which are engaging, accessible and inclusive of cultural diversity and the perspectives of their communities.

During unit plan feedback sessions teams will ensure that opportunities to read in the content area are provided frequently with checks for comprehension and application of concepts in new situations

Provide guidance and training to schools on the use of Interactive Content Notebooks in various content areas.

District Wide common assessments, Pearson Benchmarks, KSA, ACT

Professional Learning Community Rubrics –*Turning Data Into Information* completed once per year by each school's leadership team.

Continually monitor virtual students' progress and grades with our online curriculum program- Edgenuity.

District leadership will evaluate the implementation and progress of the plan- on-going. Timelines will be monitored and adjusted based on each schools continuous improvement plan- **Plan Do Study Act (PDSA plans)**

District Focus Visit Data

Curriculum Survey Results: Teachers – Given after every 1 to 2 units of instruction

Analysis of curriculum products completed by each team with district assistance:

- Unit Plans
- **Formative Assessments**

District common embedded assessment results (SS, Science, and Writing) will be monitored by each school and also at the district level for progress – per unit.

Pearson benchmark data will be analyzed and monitored at the school level for 3 benchmarks yearly

Schools will develop a system to monitor ongoing mastery of standards- i.e. flashbacks in SS and Science

Title I, II, III and IV Funds

District General Funds

School based general funds

School Improvement Funds - LEA Support

ESSER II and III Funds (Emergency Funds-COVID)

Goal 2 (State your separate academic indicator goal.):

By 2025, increase proficiency in Social Studies from 35% percent proficient and distinguished to 62% percent for elementary, 16% to 45% for Middle School, and 12% to 30% for High School.
By 2025, increase proficiency in Science from 26% percent proficient and distinguished to 43% percent for elementary, 6% to 25% for Middle School and 2% to 30% for High School.
By 2025, increase proficiency in On-Demand Writing from 24% percent proficient and distinguished to 47% percent for elementary, 13% to 24% for Middle School and 6% to 50% for High School.
By 2025, the district will increase our ACT composite score in Science to 18.0.

the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?

By 2024, increase proficiency in Social Studies from 36% percent proficient and distinguished to 60% percent for elementary, 16% to 41% for Middle School, and 11% to 21% for High School.

By 2024, increase proficiency in Science from 26% percent proficient and distinguished to 40% percent for elementary, 6% to 21% for Middle School and 2% to 26% for High School.

By 2024, increase proficiency in On-Demand Writing from 29% percent proficient and distinguished to 40% percent for elementary, 13% to 19% for Middle School and 6% to 47% for High School.

students develop the ability to think deeply about content material and communicate effectively about learned concepts.

Ensure opportunities are scheduled daily for students to **write in Reading, English, Math, Science and Social Studies** classes for a variety of purposes and for a variety of audiences.

Provide CIPS virtual students and families with the support, communication and resources they need to be successful.

Provide guidance and training to schools on ways to incorporate writing into the various content areas.

Provide training and guidance for our virtual teachers in order to ensure online students receive equitable access to a rigorous curriculum.

Provide CIPS virtual students and families with opportunities to meet and discuss the overall virtual program with our secondary leaders and other families in our virtual program.

Continually monitor virtual students' progress and grades with our online curriculum program- Edgenuity.

3: Achievement Gap

Goal 3 (State your achievement gap goal.): **Proficient/Distinguished Levels**

Reading	Elementary				Middle School				High School			
	Current	22-23	23-24	24-25	Current	22-23	23-24	24-25	Current	22-23	23-24	24-25
African American	35	46	48	51	16	34	37	40	16	19	23	27
Hispanic	49	53	55	57	25	35	38	41	15	20	24	28
EL	59	63	67	70	0	12	16	21	*	*	*	*
Economically Disadvantaged	43	52	55	57	25	39	42	45	17	22	26	29
Special Education (IEP)	37	45	48	50	0	19	23	27	0	12	17	21
White	47	60	62	64	35	45	48	51	29	28	32	35
Two Or More Races	*	*	*	*	30	40	43	50	--	33	37	40

Math	Elementary				Middle School				High School			
	Current	22-23	23-24	24-25	Current	22-23	23-24	24-25	Current	22-23	23-24	24-25
African American	20	38	42	45	9	25	29	33	0	11	15	20
Hispanic	36	39	42	45	19	24	28	31	5	15	19	23
EL	42	45	50	60	0	9	14	18	0	9	14	18
Economically Disadvantaged	28	43	46	48	17	27	31	34	12	17	21	25
Special Education (IEP)	18	36	39	42	0	12	17	21	0	9	14	18
White	35	51	54	56	23	34	37	40	19	29	33	35
Two Or More Races	*	*	*	*	23	35	40	45	---	10	14	20

Decrease percent Novice in all groups below:

Reading	Elementary		Middle School		High School	
	Current	22-23	Current	22-23	Current	22-23
All Students	30	15	44	22	62	31
African American	37	15	58	26	69	34
Hispanic	30	15	48	24	73	40
EL	30	15	61	30	*	*
Economically Disadvantaged	30	15	45	22	64	32
Special Education (IEP)	34	15	60	40	81	50
White	25	15	37	16	51	25
Two Or More Races	28	15	32	15	81	60

Math	Elementary		Middle School		High School	
	Current	22-23	Current	22-23	Current	22-23
All Students	40	20	56	27	56	25
African American	49	20	62	31	56	26
Hispanic	41	20	60	30	73	35
EL	43	20	70	35	*	*
Economically Disadvantaged	41	20	57	26	55	25
Special Education (IEP)	48	25	66	40	81	60
White	31	20	49	25	47	24
Two Or More Races	47	20	32	16	*	*

*** If the number of students who took the test in each demographic group is below 30, the state does not provide a group score to the district**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Curriculum and Instruction</p> <p>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?</p> <p>KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?</p>	<p>Ensure ALL students have equitable access to a common curriculum, high quality instructional resources, and instruction which is aligned to the Kentucky Academic Standards, is culturally relevant, accessible to all students and inclusive of cultural diversity.</p> <p>Establish an equity policy that clearly affirms the district's beliefs and identifies which tenets of equity the district's administration will work to actively address through policies and actions.</p> <p>Increase the percentage of students taught by experienced teachers.</p> <p>Continue to provide professional learning for our</p>	<p>Collaboratively develop, implement, and monitor our districtwide curriculum that ensures ALL students have equitable access to a common curriculum and instruction which is aligned to the Kentucky Academic Standards, is culturally relevant, accessible to all students and inclusive of cultural diversity.</p> <p>Provide guidance and training to schools to assist in identifying and using the High-Quality Instructional Resources <i>in order to provide students</i> resources which are engaging, challenging, accessible and inclusive of cultural diversity and the perspectives of their communities.</p> <p>The district will provide all teachers with access to a series of equity speakers/trainers throughout the year which will</p>	<p>District Wide common assessments, Pearson Benchmarks, KSA, ACT</p> <p>ACCESS state testing data for EL students- increase in attainment rate</p> <p>Quality of School Climate and Safety Indicator Survey- completed with Kentucky Summative Assessments (KSA)</p> <p>Safe and Civil Schools Survey Results</p> <p>Teacher surveys after professional learning</p> <p>Decrease in and out of school suspensions for special education and black students</p> <p>Yearly teacher retention data measured by years of experience in CIPS</p> <p>Increase the number of teachers of color closer to the percentage of students of color in our district</p>	<p>District leadership will evaluate the implementation and progress of the plan- on-going. Timelines will be monitored and adjusted based on each schools continuous improvement plan- Plan Do Study Act (PDSA plans)</p> <p>District common embedded assessment results will be monitored by each school and also at the district level for progress – per unit- disaggregated data.</p> <p>District Pearson Benchmark Assessment results (3 times per year) will be monitored by each school and also at the district level for progress – per unit- disaggregated data.</p> <p>STAR CBM assessment results will be monitored by each school and also at the district level for progress – per unit- disaggregated data.</p> <p>Analyze district behavioral data periodically during the year to compare behavior incidents with black, Hispanic,</p>	<p>Title I, II, III and IV Funds</p> <p>District General Funds</p> <p>School based general funds</p> <p>School Improvement Funds - LEA Support</p> <p>ESSER II and III Funds (Emergency Funds- COVID)</p>

	<p>leadership and staff in areas such as i.e. Cultural proficiency, implicit bias, trauma-informed care, social-emotional learning.</p> <p>Develop external stakeholder strategy to engage students, families, and the community at large in conversations to improve the culture and climate in schools and district offices; particularly for students and families of color</p>	<p>support their understanding of equity in curriculum and instruction for our students of color, special education and economically disadvantaged students. Support our staff with working with these students in the regular classroom and increase their cultural understanding.</p> <p>Increase opportunities for our teachers to learn Spanish in order to better communicate more effectively with EL students and families.</p> <p>Provide district new teacher training on a regular basis. Ensure each school has new teacher mentor systems in place for at least 1-2 years for new teachers.</p> <p>Increase recruitment efforts to see out teachers of color in our district</p>		<p>White, students with disabilities (with IEP or Individual Education Plan), and Other.</p> <p>District Student Support Team Focus Visit Data</p>	
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<p>Objective 2 <i>MTSS Systems of Intervention</i></p> <p>KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?</p>	<p>Alignment of MTSS systems in all schools according to CIPS MTSS Guidance Document</p> <p>In order to eliminate achievement gaps develop a systematic process where all students who are in need are required to receive researched based interventions in academics, behavior, and social-emotional learning on a daily basis</p> <p>Develop a systematic process where at-risk students will be monitored on a timely basis in areas of concern. This monitoring will determine if the current level of support is not sufficient and if he or she needs to be moved to another level of support.</p> <p>Provide specialized training and coaching for all staff needed on interventions needed to serve students who are in need of intervention.</p> <p>Build capacity in school leadership in order to build systems of intervention in their schools.</p>	<p>Provide the training, time and resources needed for teams of teachers to develop a systematic Response to Intervention System and/or Positive Behavior Intervention Strategies (PBIS) for students who are identified for support.</p> <p>Provide coaching for principals, coaches, and teachers from a consultant for Reading Mastery and Corrective Reading interventions.</p> <p>Provide training for principals, behavior coaches, school psychologist, school counselors, and teachers from a behavior specialist in the areas of PBIS.</p> <p>Provide specialized professional development, one on one coaching and guidance to 9th District and Holmes High School to support their turnaround plans in both Response to Intervention and Student Support Systems.</p> <p>Each school will conduct Response to Intervention and Student Support team meetings every 6-8 weeks to monitor each student's progress and make changes according to their progress. Meetings may be scheduled more often as needed. Support for conducting these meetings will be provided by the district leadership.</p>	<p>Intervention in program data progress monitoring (Reading Mastery and Corrective Reading Data)</p> <p>STAR CBM Benchmark Data- 3 times per year - disaggregate data by individual student-level characteristics</p> <p>Professional Learning Community Rubrics – <i>Providing Students With Systematic Interventions and Extensions</i> – once per year- completed by school instructional leadership team and school teams.</p> <p>Decrease in percentage of novice/intensive students on STAR CBM, district common embedded assessments, Pearson Benchmarks, and KSA (K-12)</p> <p>Analyze district behavioral data annually especially in the area of in and out-of-school suspensions - disaggregate data by individual student-level characteristics</p>	<p>STAR CBM progress monitoring on students identified as at risk. Progress monitoring for intensive students will be given on a weekly basis. (K-6)</p> <p>Schools will develop a system to monitor ongoing mastery of standards- i.e. flashbacks (3-12)</p> <p>Progress monitor district behavioral data periodically during the year to compare behavior incidents between black, Hispanic, and White, Students with IEPs, and other students.</p>	<p>Title I, II, III and IV Funds</p> <p>District General Funds</p> <p>School based general funds</p> <p>School Improvement Funds – SIF and LEA Support</p> <p>ESSER II and III Funds</p>
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4: English Learner Progress

<p>Goal 4 (State your English learner goal.):</p> <p>By 2025, the district will increase the attainment rate of our English <i>Language Learner (ELL)</i> students from 3.1% to 30%</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By 2024, the district will increase the attainment rate of <i>English Language Learner (ELL)</i> students from 3.1% to 20% districtwide.</p> <p>Students receiving an Overall Composite score of 4.5 or higher on the ACCESS assessment (Assessing Comprehension and Communication State to State) for ELLs assessment have reached the English language attainment goal. The Attainment Rate shows the percentage of students reaching attainment out of the total number of students tested in that grade or level.</p>	<p>Setting up systems and processes for effective planning, delivering and monitoring of the EL program of services.</p> <p>Effective monitoring of ELs as well as those who have exited the program.</p> <p>Training for all non-EL certified teachers who currently are teaching ELs in the regular classroom.</p> <p>District monitoring to ensure WIDA ELD standards and framework are taught with fidelity.</p>	<p>SIOP Training for all non-EL certified teachers who currently are teaching ELs.</p> <p>The District will begin using the ELLevation Platform giving EL teachers and administrators greater access to information and effective measurement, creating a higher level of accountability.</p> <p>The district will provide all teachers with access to a series of equity speakers throughout the year which will support their understanding of equity in curriculum and instruction for our students of color, as well as understanding of these students' cultures.</p>	<p>ACCESS State Testing attainment rate</p>	<p>STAR CBM progress monitoring on students identified as at risk. Progress monitoring for intensive students will be given on a weekly basis. (K-6)</p> <p>District common embedded assessment results will be monitored by each school and also at the district level for progress – per unit (K-12)</p> <p>Progress on English language proficiency will be monitored by each school and at the district level for each of the four language proficiency domains (K-12).</p>	<p>Title I, II, III and IV Funds</p> <p>District General Funds</p> <p>School based general funds</p> <p>School Improvement Funds – School Improvement Funds (SIF) and LEA Support</p> <p>ESSER II and ESSER III (Emergency Funds-COVID)</p>

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): To improve the overall climate and safety conditions in all schools in our district.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Continue development of a robust MTSS framework including academic, social emotional, and behavioral success. Objective 2: Reduce the number of exclusionary discipline incidents with a focus on disproportionality among student groups such as racial, gender, and exceptionality. Objective 3: Enhance trauma awareness throughout the school community 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?	Develop a MTSS Guidance Document for CIPS Alignment of MTSS systems in all schools according to CIPS MTSS Guidance Document Develop a systematic process in schools to monitor discipline incidents, with a focus among student groups such as racial, gender, and exceptionality. Build capacity in school leadership teams to create effective systems of intervention in their schools.	Assess each school’s implementation of Safe & Civil Schools’ <i>Foundations</i> (school wide Positive Behavior Supports) processes and practices. Provided targeted professional development and coaching to schools needing support on <i>Foundations</i> implementation Each school will disaggregate discipline data monthly with a focus on the use of exclusionary discipline across all student groups. Shore up Tier 3 behavioral interventions using a variety of strategies such as FBAs and BIPs, School-Based Mental Health Counseling and other research-based interventions District Team provides training resources to schools, including a train-the-trainer option so that schools build capacity to continue training as new staff are added to their building. Staff will be trained in trauma-informed & resiliency-oriented practices, including building staff resilience and wellness.	Improvement in Safe & Civil Schools <i>Implementation Checklist</i> Improvement in Safe & Civil Schools <i>Implementation Checklist</i> Reduction in exclusionary discipline Reduction of exclusionary discipline among all student groups. Reduction in disproportionate use of exclusionary discipline. School Leadership Team members and Student Support Team members complete <i>Trauma Informed Schools Checklist</i> . District Team member reviews the Checklist with school team to help determine next steps	Mid-year and end of year in Safe & Civil Schools <i>Implementation Checklist</i> Mid-year and end of year in Safe & Civil Schools <i>Implementation Checklist</i> Each school will review behavior referral data and exclusionary discipline data monthly and set goals for reduction, in consultation with district staff Each school will review exclusionary discipline data across student groups monthly and set goals for reduction of disproportionality, in consultation with district staff Schools will complete Trauma Informed Schools checklist at the beginning and middle of the school year and set goals for improvement.	Title I, II, III and IV Funds District General Funds School based general funds School Improvement Funds – SIF and LEA Support ESSER II and ESSER III (Emergency Funds-COVID)

Goal 5 (State your climate and safety goal.):

To improve the overall climate and safety conditions in all schools in our district.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Trauma impact and support services information will be provided to parents and community partners at family and community events.			

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.):

The goal for Covington Independent Schools is for 100% of all graduates to be Postsecondary Ready when they graduate. The district’s goal is that each graduate is equipped with the knowledge, skills, and dispositions to pursue a successful future. Kentucky’s accountability system provides students with multiple, meaningful opportunities to engage in pathways that build awareness of career opportunities, provide real-world instruction and lead to credentials with labor market value, by 2027

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To increase the number of students who were academically ready from 31% to 55% for the 2022-23 school year Objective 2 To increase the number who were career ready from 45% to 55% for the 2022-23 school year.	Review, analyze, and apply data results to improve the number of students who meet the academic benchmark	In high school PLC’s, teachers need to actively review and embed the ACT standards for English, Math, and Reading, in all their high school core academic courses.	Increase the number of students meeting ACT Benchmark and KYOTE Benchmark scores	Leadership team meet monthly and review watch list of students performing below academic readiness and create strategies to address individual student needs.	SBDM CTE state funding
	Design and align academic systems where all students are prepared to successfully meet the academic requirements to be postsecondary ready. Establish the learning culture and environment where students see and understand the need for academic growth. Review, analyze, apply data results to improve the number of students who meet the career ready benchmark Design and align academic systems in the career pathway programs’ where all students are prepared to successfully meet the career ready requirements. Establish the learning culture and environment where students can explore their postsecondary career options for success after high school	District and school leadership at the high school level need to identify and provide students with the opportunities to meet the Academic Ready Benchmarks <i>multiple times</i> during the student’s high school career. Create and monitor a watch list for students preforming below academic and career ready District and school leadership teams need to explore the best option for each individual student in terms of successfully completing academic dual credit options when appropriate District and school leadership need to work with regional programs, 2- and 4-year colleges, and other local districts to ensure that most appropriate options are offered to our students to achieve career readiness. District and school leadership teams need to explore the best option for each individual student in terms of successfully completing career ready dual credit options. In all career pathway programs, teachers need to review and embed the appropriate end of program assessment standards and requirements for industry certificates as they plan and deliver instruction to their students.	AP, IB, ACT Benchmark, and KYOTE Benchmarks will be monitored for all students at each grade level up to graduation Additional benchmarking opportunities will be created to increase benchmark totals. Successful academic dual credit completion will increase for each class upon graduation. Increase the number of options students have access to become career ready. Increase the number students getting a grade of “C” or higher in dual credit career related courses. Increase in the number of students who meet the career ready requirements. Increase the number of field trips and increase the number of classroom presentations by professionals	Leadership team meet monthly and review interventions for students not meeting academic readiness. Leadership team will meet monthly with academic coaches to review academic progress of students taking dual credit classes and discuss necessary interventions Monitor the watch list monthly of students who are working to be career ready but are not meeting the necessary requirements identified by the leadership team. Leadership team will meet monthly with CTE coaches to review academic progress of students taking dual credit classes and discuss necessary interventions.	Perkins funding Title 1 funding ESSER II SBDM CTE state funding Perkins funding Title 1 funding ESSER II SBDM CTE state funding Perkins funding Title 1 funding ESSER II

Goal 6 (State your postsecondary goal.):

The goal for Covington Independent Schools is for 100% of all graduates to be Postsecondary Ready when they graduate. The district’s goal is that each graduate is equipped with the knowledge, skills, and dispositions to pursue a successful future. Kentucky’s accountability system provides students with multiple, meaningful opportunities to engage in pathways that build awareness of career opportunities, provide real-world instruction and lead to credentials with labor market value, by 2027

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Create and monitor a watch list for students preforming below academic and career ready In all career pathway programs , school leadership, program advisory teams, and teachers need to provide opportunities for students to experience real life experiences related to their career pathway.			

7: Graduation Rate (high school only)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the districts overall combined 4- and 5-year graduation rate from 80.9 in 2022 to 85% in 2023.	District and school leadership will target students quarterly at all high school grade levels to monitor students who are falling behind academically. District and school leadership will review all high school grade levels by sub populations to monitor students who are falling behind academically.	District leadership will require school leadership to report the number of students who are falling behind at each grade level and quarterly and then a plan to address the problem. District leadership will request quarterly failure data by sub-population (specifically EL students and special education students) and ask for a specific plan to address these groups if there is a problem with numbers.	Quarterly decrease in the failure rate. Quarterly decrease in EL student and special Education students' failure rate	District and school leadership will meet to discuss failure lists and interventions that will help students be successful. District and school leadership will meet to discuss failure list of special ED and EL students monthly and discuss the appropriate necessary interventions that are being provided to help the students be successful.	SBDM CTE state funding Perkins funding Title 1 funding ESSER II

Special Considerations for Targeted Support and Improvement (TSI) Schools- Holmes Middle School

TSI schools must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components Of Turnaround Leadership Development And Support:
<p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response: Provide leadership training for school and teacher leadership team in areas of curriculum and instruction, response to intervention, PBIS Provide school with a curriculum which is aligned and quality controlled to the Kentucky Academic Standards by experienced teachers and educational recovery specialist from KDE. Support will be provided as needed implementing this curriculum. Assessments which have been aligned to the KAS and quality controlled by experienced teachers and educational recovery specialist from KDE. Provide school with evidence-based interventions to be utilized to increase student performance and address the critical needs. Provide specialized training and coaching for teachers and leadership with these interventions. Provide the training, time and resources needed for teams of teachers and leadership to develop a systematic Response to Intervention System and/or Positive Behavior Intervention Strategies (PBIS) for students who are identified for support. Provide coaching for principals, coaches and teachers from a consultant for Reading Mastery and Corrective Reading interventions. Provide training for principals, behavior coaches, school psychologist, school counselors and teachers from a behavior specialist in the areas of PBIS.</p>

Components Of Turnaround Leadership Development And Support:

School will conduct Response to Intervention and Student Support team meetings every 6-8 weeks to monitor each student’s progress and make changes according to their progress. Meetings may be scheduled more often as needed.

Identification Of Critical Resources Inequities:

The high turnover of staff makes it very difficult to continuously train and retrain staff and develop the teacher leadership capacity necessary to meet the priority needs listed above. The grant funds will give the leadership team the financial support that will help them address the two priority needs listed:

Consider:

Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response:

The district secondary director and finance director will work collaboratively with the principal and their leadership team to identify resources which are needed to sustain improvement efforts with high quality instructional materials and high quality professional learning.
Develop a continuous improvement process to regularly and consistently monitor and analyze school-wide programs and practices Engage all educators in developing, implementing, monitoring, and documenting a school-wide instructional process, which ensures individual learner needs are met.

Targeted Subgroups and Evidence-Based Interventions:

Consider:
Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Response:
African American; Hispanic; English Learners plus Monitored; Disability, White

Reading (P/D)	Middle School			
	Current	22-23	23-24	24-25
African American	16	34	37	40
Hispanic	25	35	38	41
EL	0	12	16	21
Economically Disadvantaged	25	39	42	45
Special Education (IEP)	0	19	23	27
White	35	45	48	51

Math (P/D)	Middle School			
	Current	22-23	23-24	24-25
African American	9	25	29	33
Hispanic	19	24	28	31
EL	0	9	14	18
Economically Disadvantaged	17	27	31	34
Special Education (IEP)	0	12	17	21
White	23	34	37	40

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
Corrective Reading- Reading Mastery (used for RTI) 3-5	https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Corrective_Reading_070207.pdf	<input type="checkbox"/>
Training Provided for teachers in Corrective Reading (used for RTI) 3-5	https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Corrective_Reading_070207.pdf	<input type="checkbox"/>

Targeted Subgroups and Evidence-Based Interventions:		
Safe and Civil Schools Positive Behavioral Interventions	www.nrepp.samhsa.gov	<input type="checkbox"/>
Explicit Direct Instruction Unit Planning and Instructional Methods	https://dataworks-ed.com/research-ed	<input type="checkbox"/>

Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students
<p>Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p>Response: Analysis of Kentucky Summative Assessment data as a whole and by sub group data (see below), as well as the student survey Quality and Climate and Safety for Holmes Middle School.</p>

Special Considerations for Comprehensive Support and Improvement (CSI) Schools- 9th District and Holmes HS

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Evidence-Based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the “[Documenting Evidence under ESSA](#)” resource available on KDE’s [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Explicit Direct Instruction Unit Planning and instructional methods	https://dataworks-ed.com/research-ed	
Safe and Civil Schools Positive Behavioral Interventions	www.nrepp.samhsa.gov	<input checked="" type="checkbox"/>
Train staff to implement high impact teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>

Reading	Elementary				High School			
	Current	22-23	23-24	24-25	Current	22-23	23-24	24-25
African American	35	46	48	51	16	19	23	27
Hispanic	49	53	55	57	15	20	24	28
EL	--	--	--	--	--	--	--	--
Economically Disadvantaged	43	52	55	57				
Special Education (IEP)	37	45	48	50	0	12	17	21

Math	Elementary				High School			
	Current	22-23	23-24	24-25	Current	22-23	23-24	24-25
African American	20	38	42	45	0	11	15	20
Hispanic	36	39	42	45	5	15	19	23
EL	--	--	--	--	0	9	14	18
Economically Disadvantaged	28	43	46	48	12	17	21	25
Special Education (IEP)	18	36	39	42	0	9	14	18