



Covington Independent Public Schools- 2023-2024

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 indicators, 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.

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.

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*)

Requirements for Building an Improvement Plan

There are six (7) required district goals: proficiency, separate academic indicator, achievement gap, ELL progress, Quality of School Climate and Safety, graduation rate, and post secondary 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

Goal 1 (State your proficiency goal.): 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. 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. By 2025, the district will increase our overall ACT composite score to 18.0. ***The following strategies, activities, measures of success, progress monitoring, and funding applies to all students on-site and those teachers and students of our virtual academy.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Curriculum and Instruction: 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). By 2024, the district will increase the percentage of proficient and distinguished students in math from 29% to 45% (elementary); from 18%	KCWP 1: Collaboratively quality control, implement, and monitor our district-wide curriculum (units and assessments) 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. KCWP 2: Provide training for schools in high-effect size, evidence based instructional strategies to ensure aligned, highly	<i>District guidance protocols are available for all schools for Curriculum and Assessment Monitoring and Revision, Unit Planning Feedback and Monitoring, Assessment Development, and our District Data Analysis protocol. <u>All are attached in eprove with CDIP.</u></i> KCWP 1: Select district level administrators, principals, instructional coaches, and teacher leaders will quality control our current curriculum to ensure its alignment to the Kentucky Academic Standards. This team will use <u>teacher survey data</u> from each unit and assessment data to assist in	Flashbacks- Daily based on remediation needed per student and class around mastery of standards. 3-12 District-wide common end of unit assessments - end of each unit K-12. Curriculum surveys will be offered to teachers <u>after every 1-2 units</u> of instruction. District Benchmarks- Pearson- 3 times per year 3-11 accountability areas. Kentucky Summative Assessment (KSA)- Spring each year	A flashback system to monitor ongoing mastery of standards will be developed and analyzed by teachers daily, coaches and school leaders <u>on a daily basis.</u> District-wide common end of unit assessment results will be monitored during the year by teacher PLCs, coaches, and school leaders, and district level leaders on an <u>on-going basis each year after each assessment.</u> Curriculum surveys will be given to teachers <u>after every 1-2 units</u> of instruction. Results will be analyzed by the curriculum quality control team and revisions will be made to curriculum, and assessments as needed. Staff surveys <u>after all professional learning sessions.</u> Data will be used to	Title I, II Funds- Curriculum quality control team stipends- 30,000 HHS School Improvement Funds-Mastery Prep for ACT Program and Bootcamp: 15,000 Edulastic Assessment Platform - HHS- 8,000 ESSER III Funds (Emergency Funds- COVID)- Mastery Connect Assess,emt Platform- 40,000 District Benchmark Assessments- 88,000 Edgenuity- 18,000 Lexia- 40,000

to 33% (middle); and from 14% to 24% (high). 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 the data that is in schools (e.g., formative, summative,	effective instruction in all classrooms. KCWP 2: District Curriculum Director will provide training on coaching cycles to all district instructional coaches and school coaches. KCWP 3: Align all schools with a balanced assessment system in our district, and all schools, which aligns the Kentucky Academic Standards with classroom assessment for learning, district common end-of-unit assessments, district benchmark assessments, and the Kentucky State Assessment. KCMP 4: Develop a data-driven decision-making environment in our district. Provide training around formative assessment to monitor student progress and provide ongoing feedback that students and teachers can use to improve teaching and learning. (CIPS) virtual students and families with the support and resources they need to be successful and progress	the revision of curriculum to ensure alignment to the Kentucky Academic Standards. These quality control sessions will <u>occur once per month.</u> KCWP 2: Coaches will develop systems for coaching cycles in each school to support teachers in effective instruction for students. Training will be <u>provided every other month for coaches.</u> KCWP 3: Provide <u>monthly training</u> for our school’s leadership teams around developing classroom assessment for learning, and other formative assessments that align with our common district end-of-unit assessments, district benchmarks, and the Kentucky State Assessment. The goal will be to develop a balanced assessment system district-wide. On-site support will also be provided to schools in building systems for assessment for learning development. KCWP 4: District leadership will provide assistance, modeling and guidance to principals,	ACT- high school students- Winter each year District disaggregated data will be analyzed for all sub-groups for all the above assessments. Continually monitor virtual students’ progress and grades with our online curriculum program- Edgenuity. ACCESS state testing for English Language Learners (ELL) students- Winter once per year District Focus Visit Data- data will focus on clear learning target data, learner engagement, and rigor. Rubrics are used from the International Center for Leadership in Education. Professional Learning Community Rubrics: -Clarifying What Students Learn- Curriculum -Turning Data Into Information - Applying Data -Performance of schools’ PLC teams <i>Completed once per year by each school’s leadership team and teachers.</i>	determine future professional needs of teachers. District benchmark assessments will be <u>monitored in November, February, and April each year.</u> Results will be analyzed by teachers, coaches, school leaders, and district level leaders. Next steps will be developed by school teams. District leadership will analyze and provide support <u>after each benchmark</u> where needed determined by the data. Kentucky Summative Assessment data will be analyzed by teachers, school leaders, coaches, and district level leaders <u>on an annual basis.</u> ACT practice will be provided for students through Mastery Prep. Data will be <u>monitored, analyzed, and next steps created for struggling students on a regular basis all year.</u> ACT data will be analyzed by high school teachers, school leaders, coaches, and district level leaders <u>on an annual basis.</u> District disaggregated data will be analyzed for all sub-groups for all the above <u>assessments when administered.</u> Results will be analyzed by teachers, coaches, school leaders, and district level leaders. Edgenuity data will be monitored and analyzed each <u>day</u> by virtual teachers for all virtual academy students.	
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benchmark, and interim assessment data) in order to determine priorities for individual student success?	through their KAS aligned online program.	instructional coaches, and lead teachers with developing systems for analyzing and interpreting all data that is in schools (e.g., formative, summative, benchmark, state assessment data) to adjust instruction for students. We will <u>provide this guidance monthly</u> at District Leadership Meetings and on-site as needed with leadership teams. Provide students support to prepare them to take the ACT at our high school. Students will use Mastery Prep throughout the year to prepare for the ACT in the Spring of each year. KCWP 2: District Focus Visits : will be <u>provided 4-5 times per year</u> for each school (additional for TSI/CSI schools) with each schools' leadership team. Collaboration with on-site walkthroughs with a focus on improving instructional strategies which are highly effective and culturally responsive. We will score walkthroughs collaboratively to develop their skills with observation and next steps for teachers.		ACCESS state testing for English Language Learners (ELL) students- <u>analyzed by ELL teachers, school leaders, district leaders annually.</u> District Focus Visit Data- district team will complete walkthroughs with the school team collaboratively. Team will discuss scoring and next steps for school. Data from walkthroughs will be analyzed by district leadership, school leadership, and teachers. <u>Walkthroughs will take place 4-5 times per year, more in more intensive schools.</u> Plan-Do-Study-Act (PDSA) will be developed in collaboration with schools each year. <u>Focus areas in each PDSA and monitoring visits will vary from school to school.</u>	
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Objective 2: Multi-Tiered Systems of Support (MTSS): <i>Systems of Intervention:</i> 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). 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). 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?	Collaboratively develop a MTSS Guidance Document for CIPS to align all schools in our district with our RTI and PBIS systems. KCWP 5: 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. Provide all schools with highly effective research and evidence based reading and math programs and interventions. 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.	KCWP 5: Provide on-going 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. KCWP 5: Provide coaching for principals, coaches and teachers from a consultant for Research Based Reading Interventions Reading Mastery and Corrective Reading interventions. (ES, MS) Consultant will be on site an average of once per month. Provide training for principals, behavior coaches, school psychologists, school counselors and teachers from a behavior specialist in the areas of Positive Behavior Intervention Supports (PBIS). Training will be on-site and at Leadership once per month. KCWP 4:	DIBELS Mclass (Universal Screener) Benchmark Data- 3 times per year - disaggregate data by individual student-level characteristics STAR Phonics- Diagnostic Assessment- measures student's mastery of phonics - provided for students to indicate more clearly where a student is struggling in phonics acquisition (1-9) Monitor Novice reduction-completed after each end of unit common assessment by school. Flashback data- targeted daily assessments around standards Professional Learning Community Rubrics – Providing Students With Systematic Interventions and Extensions <i>Completed once per year-completed by school instructional leadership team and school teams.</i> Analyze district behavioral data annually especially in the area of in and out-of-school suspensions - disaggregate	DIBELS Mclass progress monitoring will be completed by teachers, intervention teachers, and coaches on students identified as at risk. Progress monitoring for intensive students <u>will be given on a weekly basis. On-Watch students twice per month, and benchmark students once per-month or determined by teacher.</u> (K-6) Novice reduction will be monitored by district team, school leadership team, and teachers on common embedded unit assessment disaggregated results – results will be <u>analyzed after each end of unit</u> common assessment (K-12) Staff survey data on the effectiveness of the MTSS process Flashback data- Schools will develop a system to monitor ongoing mastery of standards <u>on a daily basis</u> per student and per class- (3-12) Student support teams will analyzed district behavioral data monthly during the year to monitor behavior incidents by individual student characteristics – monitor for decreases with in and out of school suspensions for White, Black and Special Education Students Response to Intervention (RTI)teams will analyze district screening and	School Improvement Funds - Targeted behavior management training for CSI schools 30,000 ESSER II and III Funds (Emergency Funds- COVID)- DIBELS Mclass Universal Screener- 32,000 STAR Phonics Diagnostic Assessment- 6,400 Direct Instruction Reading Mastery Consultant (Elementary Schools, Middle School)- 64,480 School Direct Instruction Reading Mastery Training (Elementary School and Middle School)- 9400

	Build capacity in school leadership in order to build systems of intervention in their schools. Leadership meetings- <u>once per month</u>.	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. Provide specialized professional development, one on one coaching and guidance to 9th District and Holmes High School on a regular basis to support their turnaround plans in both Response to Intervention and Student Support Systems.	data by individual student-level characteristics Quality of School Climate and Safety Indicator Survey- completed with Kentucky Summative Assessments (KSA) Safe and Civil Schools Survey Results	diagnostic reading data <u>every 6 weeks</u> during the year to monitor each student's progress in reading. RTI teams will develop next steps for students as needed according to this data. Quality of School Climate and Safety Indicator Survey- completed by students with Kentucky Summative Assessments (KSA)- <u>annually - disaggregate data</u> by individual student-level characteristics Safe and Civil Schools Survey Results - <u>completed annually by teachers</u>	
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2: Separate Academic Indicator

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	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Curriculum and Instruction: 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.	KCWP 1: 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. Embed authentic literacy strategies into Social Studies and Science instruction in order to help students develop the ability to think deeply about content material and communicate effectively about learned concepts. (Reading, writing, and discussion)	<i>District guidance protocols are available for all schools for Curriculum and Assessment Monitoring and Revision, Unit Planning Feedback and Monitoring, Assessment Development, and our District Data Analysis protocol. All are attached in eprove with CDIP.</i> KCWP 1: To ensure our curriculum is being followed and to increase the effectiveness of instruction, district leadership will provide assistance, modeling and guidance to principals and instructional coaches around giving teachers feedback on unit plans and formative assessment development throughout the process at the school level on a <u>monthly basis, or as needed.</u> KCWP 2: District Focus Visits (learning walks) will be <u>provided monthly</u> for each school (additional for TSI/CSI schools) throughout the year with each schools’ leadership team.	Flashbacks- Daily based on remediation needed per student and class around mastery of standards. District-wide common end of unit assessments - end of each unit K-12. District Benchmarks- Pearson- 3 times per year 3-11 accountability areas. Kentucky Summative Assessment (KSA)- Spring each year ACT- high school students- Winter each year District disaggregated data will be analyzed for all sub-groups for all the above assessments after each end of unit assessment	A flashback system to monitor ongoing mastery of standards will be developed and analyzed by teachers daily, coaches and school leaders <u>on a daily basis.</u> District-wide common end of unit assessment results in SS and the Sciences will be monitored during the year by teacher PLCs, coaches, and school leaders, and district level leaders on an <u>on-going basis each year after each assessment.</u> District benchmark assessments will be <u>monitored in November, February, and April each year.</u> Results will be analyzed by teachers, coaches, school leaders, and district level leaders. Next steps will be developed by school teams. District leadership will analyze and provide support <u>after each benchmark</u> where needed determined by the data.	Title I, II Funds- Curriculum quality control team stipends- 30,000 School Improvement Funds Mastery Prep for ACT- 15,000 Edulastic- HHS- 8,000 ESSER III Funds (Emergency Funds-COVID)- Mastery Connect Assessment Platform- 40,000 District Benchmark Assessments- 88,000 Edgenuity- 18,000 Edulastic- HHS- 8,000 Lexia- 40,000

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.					
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 the data that is in schools (e.g.,	Ensure opportunities are scheduled daily for students to write in Reading, English, Math, Sciences 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.	Collaboration will include on-site collaborative walkthroughs with a focus on improving instructional strategies which are highly effective and culturally responsive. District will also score walkthroughs collaboratively with the school leadership team to develop their skills with observation and next steps for teachers. KCWP 2: <u>During unit plan feedback sessions</u> teams will ensure that opportunities to read and write regularly in SS and Science are provided frequently with checks for comprehension and application of concepts in new situations. KCWP 1: Provide training and guidance for our virtual teachers in order to ensure online students receive equitable access to a rigorous curriculum in the areas of SS and the Sciences. 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.	District Focus Visit Data- data will focus on clear learning target data, learner engagement, and rigor. Rubrics are used from the International Center for Leadership in Education. Continually monitor virtual students’ progress and grades with our online curriculum program- Edgenuity.	Kentucky Summative Assessment data will be analyzed by teachers, school leaders, coaches, and district level leaders <u>on an annual basis</u>. ACT practice will be provided for students through Mastery Prep. Data will be <u>monitored, analyzed, and next steps created for struggling students on a regular basis all year</u>. ACT data will be analyzed by high school teachers, school leaders, coaches, and district level leaders <u>on an annual basis</u>. District disaggregated data will be analyzed for all sub-groups for all the above assessments when administered. Results will be analyzed by teachers, coaches, school leaders, and district level leaders. Edgenuity data will be monitored and analyzed on an on-going basis by virtual teachers for all virtual academy students. Curriculum surveys will be given to teachers after every 1-2 units of	

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.

formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?		KCWP 3: Provide <u>monthly training</u> for our school's leadership teams around developing classroom assessment for learning, and other formative assessments which will align with our common district end of unit assessments, district benchmarks, and the Kentucky State Assessment. The goal will be to develop a balanced assessment system district-wide in which all assessments align with the Kentucky Academic Standards. Training will be provided at each leadership meeting monthly. On-site support will also be provided to schools in building systems for assessment for learning development. KCWP 4: District leadership will provide assistance, modeling and guidance to district leaders, principals, instructional coaches, and lead teachers with developing systems for analyzing and interpreting all data that is in schools (e.g., formative, summative, benchmark, state assessment data) to adjust instruction for students. We will <u>provide this guidance monthly at</u>		instruction. Results will be analyzed by SS and the Sciences curriculum quality control team.	
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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.					
		District Leadership Meetings and on-site as needed with leadership teams.			

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
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Objective 1: Curriculum and Instruction: By 2024, the district will increase the percentage of proficient and distinguished students in reading to: <i>Goals set year to year in the above chart for all groups for proficiency gains and novice reduction.</i> By 2024, the district will increase the percentage of proficient and distinguished students in math to: <i>Goals set year to year in above chart for all groups for proficiency gains and novice reduction.</i> 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 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	KCWP 1: 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. KCWP 2: Provide High-Quality Evidenced Based Instructional Resources to schools in order to provide students with resources which are engaging, accessible and inclusive of cultural diversity and the perspectives of their communities. KCWP 2: Provide training for schools in high-effect size, evidence based instructional strategies to ensure aligned, highly effective instruction in all classrooms. Establish an equity policy that clearly affirms the district's beliefs and identifies which tenets of equity the district's administration will work to	KCWP 1: Implement, and monitor our district wide 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. KCWP 2: The district will provide all teachers with access to a series of equity speakers/trainers throughout the year which will support their understanding of equity in curriculum and instruction for our students of color, special education and economically disadvantaged students. Support our staff in learning about culturally responsive teaching. KCWP 5: Increase opportunities for our teachers to learn Spanish in order to better communicate more effectively with ELL students and families. KCWP 5: Provide district new teacher training on a regular basis. Ensure each school has new teacher mentor systems in	District-wide common end of unit assessments - end of each unit K-12. District Benchmarks- Pearson- 3 times per year 3-11 accountability areas. Kentucky Summative Assessment (KSA)- Spring each year ACT- high school students- Winter each year ACCESS state testing for English Language Learners (ELL) students- Winter once per year District disaggregated data will be analyzed for all sub-groups for all the above assessments. Continually monitor virtual students' progress and grades with our online curriculum program- Edgenuity. Decrease in and out of school suspensions for special education and black students- <u>data collected by school student support teams monthly</u> Yearly teacher retention data measured by years of experience in CIPS - <u>annual report</u> Increase the number of teachers of color closer to the percentage of students of color in our district	Novice reduction will be monitored by district team, school leadership team, and teachers on common embedded unit assessment disaggregated results – results will be <u>analyzed after each end of unit common assessment (K-12)</u> District disaggregated data will be analyzed for all sub-groups <u>after each end of unit assessment</u>. Results will be analyzed by teachers, coaches, school leaders, and district level leaders. District Pearson Benchmark Assessments disaggregated data results will be monitored by each school and also at the district level for progress- <u>3 times per year</u>. Analyze district behavioral data periodically during the year to compare behavior incidents with black, Hispanic, White, students with disabilities (with IEP or Individual Education Plan), and Other. District Student Support Team Focus Visit Data 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)	Title I, II, III and IV Funds- Equity Speakers- 6,000 (during school year) <u>PD Academy</u> Equity Speakers- 20,000 ELL Trainer- 12,900 Special Ed Training- for special ed and regular ed teachers- 11,000 ESSER III- Learning Loss Intervention teachers- 5 teachers- 300,000 School Improvement Funds - Instructional Coaches- HHS- 110,000
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for individual student 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?	actively address through policies and actions. Continue to provide professional learning for our leadership and staff in areas such as i.e. Cultural proficiency, implicit bias, trauma-informed care, social-emotional learning. 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	place for at least 1-2 years for new teachers. Increase recruitment efforts through our personnel department, in collaboration with our school principals, to seek out teachers of color in our district.			
Objective 2: MTSS Systems of Intervention 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?	KCWP 5: In order to eliminate achievement gaps develop a systematic process where all students who are in need are required to receive researched/evidence-based interventions in academics, behavior, and social-emotional learning according to a tiered intervention model to include increasing intensity of intervention based on need	KCWP 5: 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. Provide training and on-site coaching for principals, coaches, and teachers from a consultant for Reading Mastery and Corrective Reading interventions.	DIBELS Mclass (Universal Screener) Benchmark Data- <u>3 times per year</u> - disaggregate data by individual student-level characteristics STAR Phonics- Diagnostic Assessment- measures student's mastery of phonics - provided for students to indicate more clearly where a student is struggling in phonics acquisition (1-9) Professional Learning Community Rubrics – <i>Providing Students With Systematic Interventions and</i>	DIBELS Mclass progress monitoring will be completed by teachers, intervention teachers, and coaches on students identified as at risk. Progress monitoring for intensive students <u>will be given on a weekly basis. On-Watch students twice per month, and benchmark students once per-month or determined by teacher.</u> (K-6) Student support teams will analyzed district behavioral data <u>monthly</u> during the year to monitor behavior incidents by individual student characteristics – monitor for	School Improvement Funds - Targeted behavior management training for CSI schools 30,000 ESSER II and III Funds (Emergency Funds-COVID)- DIBELS Mclass- 32,000 STAR Phonics Diagnostic Assessment- 6,400

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?	KCMP 4: 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. Provide specialized training and coaching for all staff needed on interventions needed to serve students who are in need of intervention. Build capacity in school leadership in order to build systems of intervention in their schools.	Provide training for principals, behavior coaches, school psychologists, school counselors, and teachers from a behavior specialist in the areas of PBIS. 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. 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.	<i>Extensions – <u>once per year</u>-</i> completed by school instructional leadership teams and school teams. <u>Analyze district behavioral data annually</u> especially in the area of in and out-of-school suspensions - disaggregate data by individual student-level characteristics	decreases with in and out of school suspensions for White, Black and Special Education Students Quality of School Climate and Safety Indicator Survey- completed by students with Kentucky Summative Assessments (KSA)- <u>annually - disaggregate data</u> by individual student-level characteristics Safe and Civil Schools Survey Results - <u>completed annually by teachers</u>	Direct Instruction Reading Mastery Consultant (Elementary Schools, Middle School)- 64,480 School Direct Instruction Reading Mastery Training (Elementary School and Middle School)- 9400 School Based Funds- MTSS School Coach- High School - 65,000 Behavior Coach- Middle School - 65,000
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4: English Learner Progress

Goal 4 (State your English learner goal.): By 2025, the district will increase the attainment rate of our English <i>Language Learner (ELL)</i> students from 3.1% to 30%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, the district will increase the attainment rate of <i>English Language Learner (ELL)</i> students from 3.1% to 20% districtwide. 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. 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 6: Training for all non-EL certified teachers who currently are teaching ELs in the regular classroom. KCWP 1: District monitoring to ensure WIDA ELD standards and framework are taught with fidelity. KCWP 2: Setting up systems and processes for effective planning, delivering and monitoring of the EL program of services. KCWP 4: Effective monitoring of ELs as well as those who have exited the program.	SIOP Training for all non-EL certified teachers who currently are teaching ELs. 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. 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.	DIBELS Mclass (Universal Screener) Benchmark Data- <u>3 times per year</u> - disaggregate data by individual student-level characteristics STAR Phonics- Diagnostic Assessment- measures student's mastery of phonics - provided for students to indicate more clearly where a student is struggling in phonics acquisition (1-9) Monitor Novice reduction- completed after each end of unit common assessment by school. District-wide common end of unit assessments - end of each unit K-12. District Benchmarks- Pearson- 3 times per year 3-11 accountability areas. ACCESS state testing for English Language Learners (ELL) students- Winter once per year	DIBELS Mclass progress monitoring will be completed by teachers, intervention teachers, and coaches on students identified as at risk. Progress monitoring for intensive students <u>will be given on a weekly basis. On-Watch students twice per month, and benchmark students once per-month or determined by teacher.</u> (K-6) Novice reduction will be monitored by district team, school leadership team, and teachers on common embedded unit assessment disaggregated results – results will be <u>analyzed after each end of unit</u> common assessment (K-12) District-wide common end of unit assessment results will be monitored during the year by teacher PLCs, coaches, and school leaders, and district level leaders on an <u>on-going basis each year after each assessment.</u> 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).	Title I, II, III and IV Funds- Equity Speakers- 6,000 (during school year) <u>CIPS PD Academy</u> Equity Speakers- 20,000 ELL Trainer- 12,900 Special Ed Training- for special ed and regular ed teachers- 11,000 SIOP Training- 18,000 School Improvement Funds - Instructional Coaches- HHS- 110,000

Goal 4 (State your English learner goal.): By 2025, the district will increase the attainment rate of our English <i>Language Learner (ELL)</i> students from 3.1% to 30%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
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? 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?			Kentucky Summative Assessment (KSA)- Spring each year ACT- high school students- Winter each year District disaggregated data will be analyzed for all sub-groups for all the above assessments. Continually monitor virtual students’ progress and grades with our online curriculum program- Edgenuity.	Kentucky Summative Assessment data will be analyzed by teachers, school leaders, coaches, and district level leaders <u>on an annual basis.</u> ACCESS state testing for English Language Learners (ELL) students- <u>analyzed by ELL teachers, school leaders, district leaders annually.</u> ACT practice will be provided for students through Mastery Prep. Data will be <u>monitored, analyzed, and next steps created for struggling students on a regular basis all year.</u> ACT data will be analyzed by high school teachers, school leaders, coaches, and district level leaders <u>on an annual basis.</u> District disaggregated data will be analyzed for all sub-groups for all the above <u>assessments when administered.</u> Results will be analyzed by teachers, coaches, school leaders, and district level leaders. Edgenuity data will be monitored and analyzed <u>each day</u> by virtual teachers for all virtual academy students.	

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, <u>social emotional, and behavioral success</u>. 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 Objective 4: Enhance staff wellbeing through intentional efforts at the district and school levels. 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 KCWP 6: 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. KCWP 6: Each school will implement a Social- Emotional Learning Curriculum. KCWP 6: Create a district and school staff wellbeing framework to support staff at all levels.	Assess each school’s implementation of Safe & Civil Schools’ <i>Foundations (School Wide Positive Behavior Supports)</i> processes and practices. Provide targeted professional development and coaching to schools needing support on Foundations 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 Train staff in trauma-informed & resiliency-oriented practices, including building staff resilience and wellness. Provide trauma impact and support services information to parents and community partners at family and community events. Review staff wellbeing resources from national, state, and regional organizations such as CDC School Employee Wellness Guide, KDE Employee Wellness webpage, and other school districts.	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. Support Team members complete <i>Trauma Informed Schools Checklist</i>. Improvement in state-administered Impact Kentucky survey results and in school and department-level survey results. Increased staff retention in each school	<u>Mid-year and end of year</u> in Safe & Civil Schools <i>Implementation Checklist</i> Each school will review behavior referral data and exclusionary discipline data <u>monthly</u> and set goals for reduction, in consultation with district staff Each school will review exclusionary discipline data across student groups <u>monthly</u> and set goals for reduction of disproportionality, in consultation with district staff Schools will complete Trauma Informed Schools checklist <u>at the beginning and middle</u> of the school year and set goals for improvement. KDE Impact Kentucky survey results; <u>annual report, interim school survey results</u>. Teacher retention surveys <u>implemented annually</u> by the personnel department.	School-based general funds - High School MTSS School Coach - 60,000 School Improvement Funds – SIF - Behavior Management Training- 30,000 General Fund- Employee Assistance Program - 21,000 Annually
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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
		Provide Employee Assistance Program (outside provider) to provide direct therapeutic support to staff members at no cost to them Conduct semi-annual staff surveys, similar to Impact, to assess perceptions of work-related stress. Form a district committee to review resources and identify promising practices. Share resources regarding staff well being with schools via District Leadership meetings and Principal meetings, as well as individual school meetings. Share resources with district departments via meetings and online access.			

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 Design and align academic systems where all students are prepared to successfully meet the academic requirements to be postsecondary ready. 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	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. District and school leadership at the high school level need to identify and provide students with the opportunities to meet the Academic Ready Benchmarks multiple times during the student’s high school career. Create and monitor a watch list for students performing 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	Increase the number of students meeting ACT Benchmark and KYOTE Benchmark scores 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 of 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.	A flashback system to monitor ongoing mastery of standards will be developed and analyzed by teachers daily, coaches and school leaders <u>on a daily basis.</u> ACT like questions will be built into flashbacks as needed. District-wide common end of unit assessment results will be monitored during the year by teacher PLCs, coaches, and school leaders, and district level leaders on an <u>on-going basis each year after each assessment.</u> District benchmark assessments will be <u>monitored in November, February, and April each year.</u> Results will be analyzed by teachers, coaches, school leaders, and district level leaders. Next steps will be developed by school teams. District leadership will analyze and provide support <u>after each benchmark</u> where needed determined by the data. Kentucky Summative Assessment data will be analyzed by teachers,	CTE state funding- 187,722 Board PD CTE Funding- 86,129 Perkins funding- 86,647 ESSER III- Mastery Prep for ACT Program and Bootcamp: 15,000 Board PD- Dual Credit- Bluegrass and Gateway- 89,697 AP and IB- 86,129 Young Scholars Academy- NKU- 91,600

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
		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. Create and monitor a watch list for students performing 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.	Increase the number of field trips and increase the number of classroom presentations by professionals	school leaders, coaches, and district level leaders <u>on an annual basis.</u> ACT practice will be provided for students through Mastery Prep. Data will be <u>monitored, analyzed, and next steps created for struggling students on a regular basis all year.</u> ACT data will be analyzed by high school teachers, school leaders, coaches, and district level leaders <u>on an annual basis.</u> District disaggregated data will be analyzed for all sub-groups for all the above <u>assessments when administered.</u> Results will be analyzed by teachers, coaches, school leaders, and district level leaders. Edgenuity data will be monitored and analyzed <u>each day</u> by virtual teachers for all virtual academy students. ACCESS state testing for English Language Learners (ELL) students- <u>analyzed by ELL teachers, school leaders, district leaders annually.</u>	

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
				Leadership team <u>meet monthly</u> and review watch list of students performing below academic readiness and create strategies to address individual student needs. Leadership team <u>meet monthly</u> and review interventions for students not meeting academic readiness. Leadership team will <u>meet monthly</u> with academic coaches to review academic progress of students taking dual credit classes and discuss necessary interventions Monitor the <u>watch list monthly</u> of students who are working to be career ready but are not meeting the necessary requirements identified by the leadership team.	

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
				Leadership team will meet monthly with CTE coaches to review academic progress of students taking dual credit classes and discuss necessary interventions.	

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 2024.	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. Leadership team <u>meets monthly</u> and review watch list of students performing below academic readiness and create strategies to address individual student needs.	ESSER III and School Improvement Funds: Summer and Afterschool Program for Credit Recovery Title 1- Summer School - Credit Recovery- 30,000 Violence Prevention Grant- 60,000

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:
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? 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 all students, with increasing intensity of intervention for those 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 psychologists, school counselors and teachers from a behavior specialist in the area of PBIS. 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:

Components Of Turnaround Leadership Development And Support:
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.	☐

Targeted Subgroups and Evidence-Based Interventions:		
Corrective Reading- Reading Mastery (used for RTI) 3-5	https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Corrective_Reading_070207.pdf	☐
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	☐
Safe and Civil Schools Positive Behavioral Interventions	www.nrepp.samhsa.gov	☐
Explicit Direct Instruction Unit Planning and Instructional Methods	https://dataworks-ed.com/research-ed	☐

Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students
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. 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.

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	☒
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.	☒
Train special education teachers and administrators in evidence-based methods for specially designed instruction (SDI)	Riccomini, P. J., Morano, S., & Hughes, C. A. (2017). Big Ideas in Special Education: Specially Designed Instruction, High-Leverage Practices, Explicit Instruction, and Intensive Instruction. TEACHING Exceptional Children, 50(1), 20–27. https://doi.org/10.1177/0040059917724412	
Train special education teachers and administrators in co-teaching practices	Marilyn Friend PhD, Lynne Cook PhD, DeAnna Hurley-Chamberlain & Cynthia Shamberger MEd (2010) Co-Teaching: An Illustration of the Complexity of Collaboration in Special Education, Journal of Educational and Psychological Consultation, 20:1, 9-27, DOI: 10.1080/10474410903535380 Conderman, & Hedin, L. R. (2014). Co-Teaching With Strategy Instruction. Intervention in School and Clinic, 49(3), 156–163. https://doi.org/10.1177/1053451213496158	
		☐

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
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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