

DATE:

July 27th, 2023

AGENDA ITEM (ACTION ITEM):

Consider/Approve revisions to the CBAS Pillars and District Action Plan

APPLICABLE BOARD POLICY:

01.11 General Powers and Duties of the Board

HISTORY/BACKGROUND:

The 2023-2024 school year will be our third year of implementation of our Community Based Accountability System (CBAS). This system has enabled our district to have a holistic approach to accountability, deepen our commitment to being a data driven district, establish a forward-facing culture and engage all stakeholder groups in the accountability process. Each year we review our CBAS Pillars and Action Plan to ensure that our work is intentional, connected and systemic to meet our district goals. The recommendation is to change the CBAS Pillars to move from seven to six pillars and our action plan has been revised for the 2024 school year. Reminder, we utilize data throughout the year to adjust our action plan as needed which is the definition of a Forward-Facing Culture.

FISCAL/BUDGETARY IMPACT:

NA

RECOMMENDATION:

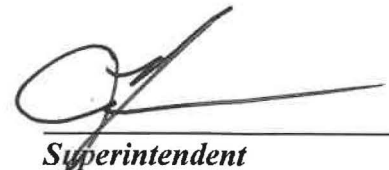
Approval to revisions of the CBAS Pillars and District Action Plan

CONTACT PERSON:

Henry Webb

Principal/Administrator

District Administrator



Superintendent

Use this form to submit your request to the Superintendent for items to be added to the Board Meeting Agenda.

Principal –complete, print, sign and send to your Director. Director –if approved, sign and put in the Superintendent's mailbox.



Mission

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

Motto

It's About ALL KIDS

Goals

Transition Readiness Rate 100%

Attendance Rate 96.25%

Core Beliefs

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

6 CBAS Pillars

Safety/Well-Being

Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social emotional needs of each student.

Student Learning/Progress

Ensure academic success and growth for all students so that every student reaches their maximum learning potential.

Student Readiness

Ensure all students are prepared with the knowledge, skills and dispositions to be transition ready.

Student, Family and Community Engagement

Ensure engagement of students, families, and the community in ways that contribute to the overall growth and success of all stakeholders.

World Class Staff

Ensure recruitment, retention and support of high-quality staff.

Fiscal/Operations Systems

Ensure the district is financially responsible and utilizes its resources to further the district mission.



Kenton County School District Community Based Accountability System (CBAS) Action Plan 23-24

KCSD Action Plan 22-23

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

Pillar Student Learning & Progress

Pillar Function	Key Question	Evidence (Measures and Indicators)	Action Steps
Student Learning and Progress: Ensure academic success and growth for all students so that every student reaches their maximum learning potential.	To what degree are all students reaching instructional benchmarks on assessments for and of learning in math and reading?	<ul style="list-style-type: none"> Performance Matters-Tier I, II, III Data <ul style="list-style-type: none"> 70% Accuracy on District Common Assessments Elementary, Middle, and High MAP- Elementary/Middle CERT Grade Level Benchmarks - High Classroom Instructional 	<ul style="list-style-type: none"> Ongoing Tier I job embedded professional learning and support Differentiated professional learning and support through school support team structure and CIA Ongoing training and implementation of the Best Practices During Shared Walks. Share Monthly Trends/Action Steps

		<p>Data</p> <ul style="list-style-type: none"> • Grade Analysis • Anecdotal Data 	<ul style="list-style-type: none"> • Calibration on quality instruction and the feedback provided to teachers with a systemic process to review the data and feedback that leads to necessary collective and differentiated professional learning. • Structures for effective co-teaching and collaboration • Vertically aligned Literacy Plan with instructional shifts in how reading is taught, High Quality Comprehensive Instructional Resource for ALL students K-12 in the area of Literacy. KCSD Literacy Guide/ Literacy Support/Read to Succeed Q&A • High Quality Comprehensive Instructional Resource for ALL students in the area of Math for grades 6- Algebra 1. • Ongoing training and implementation of the KCSD Balanced Assessment System <ul style="list-style-type: none"> • Utilizing
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			<p>Performance Matters, schools will utilize PLC's/ILT's to analyze common weekly and/or district assessment data to adjust instruction in response to level of mastery demonstrated.</p> <ul style="list-style-type: none"> ● Clear school structure around common formative assessments and a process for spiral review of standards. ● Implementation of the K-12 Common Assessment Protocols with fidelity in all schools. ● Implementation of the KCSD Instructional Leadership Wheel with fidelity in all schools ● Full Implementation of the Learning Management System ● Implementation of the KCSD Curriculum and Assessment Plan ● School Action Plans ● District/School Support Team Meetings
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	<p>To What Degree Are All Students Demonstrating Growth on Instructional Benchmarks on Assessments for Learning and of Learning in math and reading?</p>	<ul style="list-style-type: none"> ● Performance Matters-Tier I, II, III Data ● Data Dashboard <ul style="list-style-type: none"> ○ Growth in a trendline over time of administering common assessments. While we know the assessments cover a different bundle of standards, we are measuring if the trendline is maintaining or growing. ○ Growth from fall to spring and spring to spring on MAP/CERT ● Classroom Instructional Data ● Grade Analysis ● Anecdotal Data <ul style="list-style-type: none"> ● Performance Matters-Tier I, II, III Data ● Universal screener data- 	<ul style="list-style-type: none"> ● Closing the Gap Meetings <ul style="list-style-type: none"> ● The same structures and action steps as outlined above <ul style="list-style-type: none"> ● The same structures and action steps as outlined above
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		<p>Entry/Progress of IEP Goals</p> <ul style="list-style-type: none"> • Progress Reports • EL Progress Monitoring Data/ACCESS Data • Classroom Instructional Data • Grade Analysis • Referral Data • Anecdotal Data- school implementation in determining the effectiveness of programming around Special Education and EL 	
	<p>To What Degree Are We Increasing English Proficiency for English Learner Students?</p>	<ul style="list-style-type: none"> • Performance Matters- Tier I, II, III Data <ul style="list-style-type: none"> ◦ Data for students meeting proficiency towards standards • Data Dashboard-EL Progress Monitoring Data/ACCESS Data • Classroom Instructional Data • Grade Analysis • Anecdotal Data- school implementation in determining the effectiveness of programming around EL 	<ul style="list-style-type: none"> • The same structures and action steps as outlined above • Leading the implementation of the KCSD English Learner Handbook • District/School Support Team Meetings • Closing the Gap Meetings

	<p>To What Degree Do All KCSD Schools Implement the Multi-Tiered System of Support (MTSS) with fidelity for ALL students?</p>	<ul style="list-style-type: none"> ● Performance Matters- Tier I, II, III Data ● Data Dashboard ● MTSS Rubric for ALL Students ● MTSS School Plans ● Classroom Instructional Data ● Observations/Feedback ● School Action Plans ● Anecdotal Data- school implementation in determining the effectiveness of programming/interventions 	<ul style="list-style-type: none"> ● The same structures and action steps as outlined above ● School Action Plans ● District/School Support Team Meetings ● Closing the Gap Meetings
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Pillar Student Readiness

<i>Pillar Function</i>	<i>Key Question</i>	<i>Evidence (Measures and Indicators)</i>	<i>Action Steps</i>
<p>Student Readiness: Ensure all students are prepared with the knowledge, skills and dispositions to be Transition Ready.</p>	<p>To what degree are students Transition Ready (college and/or career) exiting High School?</p>	<p>Exiting High School Transition Readiness</p> <ul style="list-style-type: none"> ● Data Dashboard ● Performance Matters-Tier I, II, III Data ● Classroom Instructional Data ● Grade Analysis ● Anecdotal Data 	<ul style="list-style-type: none"> ● Effective and recursive structures, with teaching and student learning, as outlined in the Student Learning and Progress Pillar will determine the readiness for our students to transition through each grade and level. ● Implementing support for ALL aspects of graduating Transition Ready through the alignment of the High School MTSS model.

			<ul style="list-style-type: none"> ○ Correct identification of students into appropriate tiers ○ Structured, effective student led conversations around individual awareness of transition readiness ● Leadership review of grade analysis data to ensure there are equitable practices for all kids. ● Build capacity with schools to support and promote implementation of ACT instruction to support college readiness. ● Expand upon Career Readiness MTSS Interventions providing lessons for students that may need additional support in the area of career readiness. ● Expand Career Pathways and Internship opportunities for students at all high schools. ● Provide training and support to school staff on pathways, including CIP codes and measurements for CTE-EOP Exams. ● Build capacity with schools
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	<p>To what degree are students Transition Ready exiting Middle School?</p>	<p><u>Exiting Middle School Transition Readiness</u></p> <ul style="list-style-type: none"> ● Data Dashboard ● Performance Matters-Tier I, II, III Data ● Classroom Instructional Data ● Grade Analysis ● Anecdotal Data 	<p>on ensuring students apply for and obtain the Essential Skills Certifications before graduating.</p> <ul style="list-style-type: none"> ● Facilitate annual Work Based Learning Fair for juniors and seniors to promote community outreach and support students with career readiness. ● Intentionally complete lessons through the ILP process that align to student interest and allow for career exploration. (ILP Expectations) ● Effective and recursive structures, with teaching and student learning, as outlined in the Student Learning and Progress Pillar will determine the readiness for our students to transition through each grade and level. ● Build an understanding with students of the impact passing grades and GPA have on overall Transition Readiness. ● Leadership review of grade analysis data to ensure there are equitable
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			<p>practices for all kids.</p> <ul style="list-style-type: none"> ● Build upon and implement the discussions Adult Advocate and students have regularly around Transition Ready (3 times per year). Through conversations, students will monitor their own progress towards Transition Readiness. ● Peer Mentoring will take place through the Superintendent Student Advisory Council on Transition Readiness. ● Build school culture ensuring intentional communication and conversations between school administration, teachers, counselors, families and students are taking place around Transition Ready. ● Through the use of the ILP process work with middle schools to have students identify career interests and possible career cluster/pathway. ● Intentionally complete lessons through the ILP process that align to student interest and allow for career exploration. (ILP
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	<p>To what degree are students Transition Ready exiting elementary school?</p>	<p><u>Exiting Elementary School Transition Readiness</u></p> <ul style="list-style-type: none"> ● Data Dashboard ● Data Dashboard ● Performance Matters-Tier I, II, III Data ● Classroom Instructional Data ● Grade Analysis ● Anecdotal Data 	<p><u>Expectations)</u></p> <ul style="list-style-type: none"> ● Effective and recursive structures, with teaching and student learning, as outlined in the Student Learning and Progress Pillar will determine the readiness for our students to transition through each grade and level. ● Begin discussions and planning with Elementary School Leaders on how an Adult Advocate can be a part of the Transition Ready process, which will begin to allow for students to be aware of individual progress towards achieving Transition Readiness. ● Leadership review of grade analysis data to ensure there are equitable practices for all kids. ● Build an understanding with students of the impact passing grades and GPA has on overall Transition Readiness. ● Peer Mentoring will take place through the Superintendent Student Advisory Council on Transition Readiness.
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			<ul style="list-style-type: none"> ● Build school culture ensuring intentional communication and conversations between school administration, teachers, counselors, families and students are taking place around Transition Ready.
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Pillar Student, Family, & Community Engagement

Pillar Function	Key Question	Evidence (Measures and Indicators)	Action Steps
Student, Family, & Community Engagement: Ensure engagement of students, families, and the community in ways that contribute to the overall growth and success of all stakeholders.	To what degree are KCSD students provided with opportunities and participating in clubs, extra, and/or co-curricular activities?	<ul style="list-style-type: none"> ● Identify clubs, extra, and/or co-curricular opportunities provided across the district. <ul style="list-style-type: none"> ○ Data Dashboard- Total number of extra/co-curricular opportunities being offered in grades K-12: <ul style="list-style-type: none"> ○ K-5 ○ 6-8 ○ 9-12 ○ District ● Identify participation in clubs, extra and/or co-curricular activities. <ul style="list-style-type: none"> ○ Data Dashboard- Total number of students participating in at 	<ul style="list-style-type: none"> ● Monitor school systemic processes to track the number of students participating in clubs, extra and/or co-curricular opportunities across the district by elementary, middle, and high school levels. ● Expectations will be reviewed at the beginning of the school year to include supporting schools in identifying students not involved in activities and provide necessary next steps. ● The district will utilize the data and information to support schools in growing

	<p>To what degree does the district and schools provide opportunities for ALL families to build an understanding of how to support their children's Social Emotional Behavior (SEB), academic, and extra-curricular involvement?</p>	<p>least one extra/co-curricular activity</p> <ul style="list-style-type: none"> ■ K-5 ■ 6-8 ■ 9-12 ■ District <ul style="list-style-type: none"> ● Identify and report the performance level for Relationship Building and Communication (Kentucky Family and School Partnership Self-Assessment) <ul style="list-style-type: none"> ○ Data Dashboard- % of schools identifying their performance level for Relationship Building and Communication for all schools. ○ Each school will record evidence for each level three times a year in the areas of Relationship Building and Communication. ● Anecdotal data and observations ● Identify attendance and 	<p>opportunities and participation for students.</p> <ul style="list-style-type: none"> ● Highlight specific students and/or schools in the district for their outstanding work through district/school newsletters, district/school memos, twitter, etc. ● Each school will review the Kentucky Family and School Partnership Self-Assessment for Relationship Building and Communication. Schools will rate their self-assessment level. ● Evidence should also include opportunities for at-risk families and students. Areas with limited evidence should be a focus for improvement. ● Informational guides will be shared and referenced when necessary with KCSd families: <ul style="list-style-type: none"> ○ KCSd Importance of Extra-Curricular Involvement ○ KCSd K-12 Literacy Guide ○ KCSd P-3 Supporting Literacy
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		<p>chronic absenteeism percentages for all schools.</p> <ul style="list-style-type: none"> ○ Data Dashboard-attendance percentage <ul style="list-style-type: none"> ■ K-5 ■ 6-8 ■ 9-12 ■ District 	<p>at Home</p> <ul style="list-style-type: none"> ○ KCSD Multi-System of Supports: Parent Guide to MTSS <ul style="list-style-type: none"> ● On-going training with FRYSCs and counselors around attendance, student, family, and community engagement ● The <i>KY Digital Family Engagement Playbook</i> will be incorporated into the ongoing trainings for FRYSCs and counselors. ● Schools will review attendance data in an on-going manner and work collaboratively with RBTL teams to identify students and support needed for them to be successful.
	<p>To what degree does our district/schools collaborate with community partners?</p>	<p>Identify the school and community partnerships.</p> <ul style="list-style-type: none"> ○ Data Dashboard - List and total number of community partnerships in grades P-12. ○ The district will share this information three times a year. 	<ul style="list-style-type: none"> ● Develop a systemic process to track the school and community partnerships that enhance student, family, and community engagement. ● Effective school/community partnerships will be highlighted and shared throughout the year.

Pillar World Class Staff

Pillar Function	Key Question	Evidence (Measures and Indicators)	Action Steps
World Class Staff: Ensure Recruitment, Retention, and Support of High Quality Staff	To what degree are we retaining high quality staff?	<ul style="list-style-type: none"> ● % retained high quality staff Nov/Feb/May <ul style="list-style-type: none"> ○ HR Dashboards ○ Exit Surveys ○ Stay Surveys 	<ul style="list-style-type: none"> ● Continued-implementation of- HR dashboards <ul style="list-style-type: none"> ○ By Location (% retention) ○ By Job-Type (% retention) ● Continued implementation of exit surveys for all staff leaving the district <ul style="list-style-type: none"> ○ Monitoring for retention in alternative fields ○ Monitor pay trends ● Continued implementation of stay surveys for all remaining staff for priority focus areas ● 3 HR Support & Assistance meetings per year w/supervisors for individualized action step planning ● Trend meetings with Assistant Superintendents/ Executive Directors
	To what degree are we able to	<ul style="list-style-type: none"> ● HR Frontline Data 	<ul style="list-style-type: none"> ● Expansion of posting

	<p>fill positions?</p> <p>To what degree are staff provided necessary supports to continue professional growth and be high quality educators/employees?</p>	<p>% open positions unfilled at 60 days</p> <ul style="list-style-type: none"> • % of staff completing individualized professional learning plans • % identified staff receiving documented targeted supports <ul style="list-style-type: none"> ○ Survey Data 	<p>positions on external job boards</p> <ul style="list-style-type: none"> • Continued development of prospective employment "Why KCSD" landing page • Exploring alternative certification avenues • Establishing additional university partnerships • Community involvement/outreach and events • Utilize 3 HR Support & Assistance meetings per year with supervisor to status check for individualized action step planning • Supervisor training in evaluations for professional growth • Effective and recursive structures to support ongoing professional learning congruent with Student Learning and Progress Pillar • Continued KC-NET progress monitoring • Data from surveys with staff monitored for action step planning
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Pillar Fiscal & Operational Systems

Pillar Function	Key Question	Evidence (Measures and Indicators)	Action Steps
Fiscal & Operational Systems: Ensure the district is financially responsible and utilizes its resources to further the district mission.	To what degree does the KCSD financially support the district missions and remain fiscally solvent?	<ul style="list-style-type: none"> • Annual expenditure budget dedicated to the various district functions • General Fund data to indicate the contingency meets or exceeds 10% available for annual budget 	<ul style="list-style-type: none"> • Ensuring district budget is aligned with district functions • Monitoring of district budget/revenue base/expenses to ensure solvency throughout the year
	To what degree does the district plan for current and future facilities and capital assets?	<ul style="list-style-type: none"> • Items/projects in the District Facility Plan and KFICS tracked for status • Number of Needs Assessment projects identified as priority for completion • Average number of days to complete assigned Needs Assessment projects 	<ul style="list-style-type: none"> • Implement priority projects as defined by the DFP and KFICS • Analyze and prioritize annual needs assessment • Needs Assessment process implemented for collection and review of requested items
	To what degree is the district able to assess and address transportation needs regarding fleet size, condition and associated repair costs?	<ul style="list-style-type: none"> • Transportation Fleet Dashboard • Enrollment trends and demographic study 	<ul style="list-style-type: none"> • Analyze and update overall condition and size of fleet • Analyze data trends for decisions on routing

	<p>To what degree is the KCSD Student Nutrition Department creating a healthy learning community?</p> <p>To what degree does KCSD design and maintain energy efficient buildings?</p>	<ul style="list-style-type: none"> • Number of schools posting Required nutrition guidelines and number of methods utilized • Analyze success of menu options based upon student purchases • Student collected utility data by school • Utility bill data • Construction and Capital Outlay Decisions and Purchases 	<ul style="list-style-type: none"> • Publish nutrition guidelines for all meals • Analyze student participation rates for breakfast and lunch to guide change initiatives • Utilize the student E-WISE program to implement energy saving practices • Review weather normalized utility cost and usage data • Review of intentional design decisions and purchases to lower utility costs
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Pillar Safety & Well Being

Pillar Function	Key Question	Evidence (Measures and Indicators)	Action Steps
Safety & Well-Being: Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social emotional needs of each student.	To what degree do schools implementation of the SEB Tier One Action Plans ** impact the social, emotional, and behavior needs of the students?	<ul style="list-style-type: none"> • SEB Dashboard <ul style="list-style-type: none"> ○ % Out of School Suspension by school compared to KY and National average ○ Overall # of Office Discipline Referral 	<ul style="list-style-type: none"> • Monthly SEB data analysis • Review school's SEB Tier One Action Plans ** and provide on-going follow-up as needed, based on the individual school's SEB data with specific focus on OSS rates

		<ul style="list-style-type: none"> Data <ul style="list-style-type: none"> ○ Total # of Restorative Conferences listed as a resolution for Out of School Suspension ● Anecdotal data/observations 	<ul style="list-style-type: none"> ● Implementation Trauma Informed Care (TIC) and Restorative Practices (RP) Implementation Plan ● District and School safety teams to analyze data and recommend necessary changes <p><i>**SEB Tier One Action plan encompasses the plans for PBIS, Trauma Informed Care, restorative Practices, and Adult Advocate</i></p>
	<p>To what degree do schools implement the Behavior Threat Assessment and Management (BTAM) Team process?</p>	<ul style="list-style-type: none"> ● # of high and imminent threat assessments with case management plans ● District level threat assessment weekly review ● Anecdotal data/observations 	<ul style="list-style-type: none"> ● Continue ongoing professional development and learning. ● Developing a BTAM fidelity checklist ● District and School safety teams to analyze data and recommend necessary changes
	<p>To what degree are students provided with safe learning spaces/facilities?</p>	<ul style="list-style-type: none"> ● % of schools compliant with each element of State Security Marshall assessment requirements ● % of schools completing monthly safety drills ● % of schools with SRO representation ● Anecdotal data review 	<ul style="list-style-type: none"> ● Conduct District and School safety team meetings ● Monitor and analyze data and address areas of need ● Ongoing training for efficient use of security tools and systems <ul style="list-style-type: none"> ○ Navigate Prepared, Cameras, Access

			Control
	<p>To what degree are we prepared to both mitigate and effectively respond to crisis situations?</p>	<ul style="list-style-type: none"> ● % of district/schools completing quarterly safety team meetings ● % of district/schools completing annual training for crisis mitigation and response training and reunification process ● Anecdotal data review 	<ul style="list-style-type: none"> ● Conduct District and School safety team meetings ● Conduct annual training program for crisis mitigation and response training ● Annual training for reunification process ● Monthly safety topic at Leadership meetings ● Navigate Prepared <ul style="list-style-type: none"> ○ District and School Safety Plans ○ Threat Assessment ● SRO Program