



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

Issue Paper

DATE:

12/05/24

AGENDA ITEM (ACTION ITEM):

Consider/Approve the Kenton County School District Comprehensive District Improvement Plan (CDIP) for the 2024-2025 school year.

APPLICABLE BOARD POLICY:

01.111 – District Planning

HISTORY/BACKGROUND:

Following the release of the 2024 state assessment data results from the Kentucky Department of Education, the Comprehensive District Improvement Plan (CDIP) has been developed in collaboration for the purposes of supporting district improvement initiatives. This plan not only incorporates the state assessment data, but reflects the current KCS D 2024-2025 District Action Plan, with strategies and action steps outlined from within the six Pillars of the Community Based Accountability System (CBAS). The CDIP is composed of the state required diagnostics of: Continuous Improvement, the Executive Summary, the Needs Assessment, the District Assurances, the District Safety Report, the Comprehensive District Improvement Goals and Objectives, and the Superintendent Gap Assurances for Phases I to III. A forum for the purpose of input from a teacher representative, Board members, and parent/community member was hosted for the review of the CDIP on December 3, 2024.

FISCAL/BUDGETARY IMPACT:

None

RECOMMENDATION:

Approval to the Kenton County School District Comprehensive District Improvement Plan (CDIP) for the 2024-2025 school year.

CONTACT PERSON:

Mary Beth Huss


Principal/Administrator


District Administrator


Superintendent

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

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



2024-2025 Phase One: Continuous Improvement Diagnostic for Districts_08272024_14:46

2024-2025 Phase One: Continuous Improvement Diagnostic for Districts

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

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2024-2025 Phase One: Continuous Improvement Diagnostic for Districts

The **Comprehensive District Improvement Plan or CDIP** is defined as a *plan developed by the local school district with input of parents, faculty, staff, and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the district's 2024-2025 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Districts
- Executive Summary for Districts

Phase Two: October 1 - November 1

- The Needs Assessment for Districts
- District Assurances
- District Safety Report

Phase Three: November 1 - January 1

- Comprehensive District Improvement Plan
- The Superintendent Gap Assurance

Phase Four: January 1 - December 31

- Non-Traditional Instruction Continuation of Learning Plan for Districts (Due May 1)
- English Learner Plan for Districts (Lau Plan) (Due May 1)
- Professional Development Plan for Districts (Due May 1)
- Progress Monitoring

As superintendent of the district, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive district improvement plan is developed by the district with input from parents, faculty, staff, and where applicable, representatives of school councils from each school in the district, and other appropriate groups pursuant to ESSA Section 1112(a)(1)(A).

I also assure that upon the completion of all diagnostics included in the four improvement phases, the most recent version of the CDIP will be posted to the district's website pursuant to 703 KAR 5:225 Section 3(5)(a).

Please enter your name and date below to certify.

Dr. Henry Webb, 08/27/24



2024-2025 Phase One: Executive Summary for Districts_08272024_14:47

2024-2025 Phase One: Executive Summary for Districts

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Generated on 09/28/2024

Kenton County

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2024-2025 Phase One: Executive Summary for Districts

Description of the District

Describe the district's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the district serves?

The Kenton County School District (KCS D) is located in Northern Kentucky and are among the largest school districts in the Commonwealth serving over 14,000 students in state-of the art facilities, including 10 elementary schools serving grades P-5; 1 P-8 school, 3 middle schools serving grades 6-8; 3 high schools serving grades 9-12, and 1 career institute serving grades 9-12. Located at the Northern portion of the state, the district encompasses a geographic area of approximately 164 square miles. As the 6th largest school district in Kentucky, Kenton County School District is among one of the largest employers annually in Northern Kentucky. The Kenton County School District (KCS D) employs 2352 employees; 950 of which are certified faculty and 706 classified staff along with our valued coaches, club sponsors, and substitutes. Of the District's core academic teachers, 100% are highly qualified under the guidelines of No Child Left Behind, 28 teachers are National Board certified and the average years of experience among our certified staff members is currently 13.7. Kenton County has nearly 169,000 residents making up roughly 3.8% of the state's total population. The population of the county earns a median income of \$77,099 with 10.4% of the residents living below the poverty level and 91.5% of residents having attained a high school diploma or higher. The countywide employment rate is 67.1% with 3,160 total employers, which are primarily health/ human services, manufacturing and retail trade. The community population is primarily white (non-Hispanic) at 85.17% with the next largest minority group identified as multi-racial making up 6% of the total population. The median age of residents is 38.0 years old with 23.9% of the population at school age or younger. The district is home to students with 47 different home languages. Of those 47 varying languages, the EL population is made up of the following demographics: 63% are Hispanic, 19% are African American, 15% are Asian, 1% are white, 1% are two or more races, 1% are Native Hawaiian or Other Pacific Islander, and .0% are American Indian or Alaskan Native. The free and reduced lunch population is 45.9% (2023-2024 school year). Food Services has expanded the community eligibility provision (CEP) to all district school serving no cost breakfast and no cost lunch to students at all of the district schools. Approximately 11,500 meals are served each school day to students. 100% of classrooms provide internet connection and WiFi access. KCS D has successfully implemented a 1:1 district technology initiative that incorporates the position of Instructional Technology Coach, Asset Coordinator, and a STLP (Student Technology Leadership Program) coach into each school. The Kenton County Transportation Department operates over 85 routes on a daily basis, with our buses traveling over 1.95 million miles each year to service the students within our district. The addition of air-conditioned buses highlights a commitment to upgrading and maintaining a world class transportation system. We provide high quality instruction and equity for all through our MTSS model. Our expectation is that all students reach their maximum learning potential and 100% of our students are Transition Ready not only when transitioning to adulthood, but as each

student transition from each grade level. We focus on continued growth and excellence, as in the Kenton County School District, Team Kenton is about ALL kids.

District Stakeholders

Identify and describe the district's stakeholder groups. How does the district ensure stakeholder involvement and engagement in the improvement planning process?

The Kenton County School District (KCSO) reaches out to a variety of stakeholders to ensure stakeholder involvement and engagement in the improvement planning process. Departments, such as our District Leadership Cabinet, Behavior Support, Special Education, Academic Support, Board Members, Community Stakeholders, and of course, our schools are involved with the improvement planning process.

Our District Leadership Cabinet is composed of our Superintendent, Chief Academic Officer, Chief Operations Officer, six Assistant Superintendents, and one Executive Director. The KCSO District Leadership Cabinet regularly reviews data sets and updates to the work through the Community Based Accountability System (CBAS). This is our fourth year of implementation of CBAS. The district action plan review includes taking time to examine each pillar, along with the including the corresponding key questions and action steps outlines the district action plan. The District Leadership Team Cabinet meets to develop and revise each of the pillar key questions and action steps over the summer, and then reviews the progress and data collected toward progress being made monthly. The Board of Education also approved the District Action Plan annually and receives an annual report on the work towards meeting the action steps outlined. This district action plan is composed of six Pillars, which are: Student Learning and Progress; Student Readiness; Student, Family, and Community Engagement; World Class Staff; Fiscal and Operational Systems; and Safety and Well- Being. The review of data sets supporting each of the Pillars takes place monthly. This is a forward facing approach that supports the current work taking place in our district action plan. We signal with stakeholders three times per year to determine the following: to maintain, minor change(s) needed, and major change(s) needed. Each pillar action team has stakeholder members composed of the following: District Leadership team members such as Board of Education members, Chief Academic and Chief Operations Officers, Assistant Superintendents, School Level Administration, and Teachers. In addition parents, students, and community partners are members of CBAS action teams.

The KCSO Academic Support Team has a significant role in planning for district and school improvement. The Academic Support Team meets twice per month to regularly review a variety of data sets in relation to each of our seventeen schools. This takes place with district level administrators and academic program consultants, and coordinators comprising the Academic Support Team. With analyzing data and planning for improvement the cultural practices of schools are taken into consideration as well as data sets from state summative data, universal screeners, diagnostic data, common summative and formative data, and SEB (Social, Emotional and Behavior) data. Each school has an action plan with defined areas of focus, goals that are specific to that school including action steps, and how

progress is monitored over time. School support teams meet to discuss schools on an as needed basis. Strategic action steps leading towards school improvement are enacted upon at the school level based upon the data and with the help of school support teams.

Teachers are valuable members and stakeholders in the involvement and engagement in the improvement planning process. The 23-24 school year was the first year of implementation of new comprehensive HQIR school-wide reading and math resources for grades 6 to Algebra I. Teachers have not only been involved in the adoption, but providing input through district training and through district program implementation fidelity walks. Teachers continue to be involved with the development and revision of districtwide common assessments and ensuring our students are provided with assessments that align to the rigor of standards. KCSD has an extensive professional learning landing page for each department to showcase professional learning modules. Principals are able to use the modules and differentiate professional learning to best meet the needs of staff.

KCSD also has a Superintendent Student Advisory Council. This council is made up of approximately 25 juniors and seniors, and in the 23-24 school year we added 8 middle school students to the Superintendent Student Advisory Council. The council meets approximately five times per school year, with a culminating presentation at the end of the school year to the Board of Education Members. Our Superintendent spends time at each meeting with the students obtaining valuable stakeholder feedback from students. The council chooses a project each year that lends itself to making our district a better place for all students. The focus has been and continues to be on district goal of 100% of our students being Transition Ready. To help meet this goal the Superintendent Student Advisory Council members facilitate a project whereby students mentor other students on the aspects of Transition Readiness, in turn, helping students become Transition Ready.

All stakeholders work towards advancing our two district priorities. To best meet the needs of our students, there are two areas for improvement the district is striving to improve upon which are our instructional priorities:

- Effective instruction at all tiers
 - Rigorous standards based instruction that generates regular checks for learning from
 - Fidelity of instruction/program that closes gaps for students with specific skill deficiencies
- Effective Professional Learning Communities (PLC's). PLC meetings should allow for the
 - Regular student name and claim; adjustments to instruction as a result of regular review

District's Purpose

Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the

district embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

The KCSD mission, vision, values and/or beliefs are reviewed annually. The most recent revisions took place, specific to the Community Based Accountability Model (CBAS), for the upcoming 24-25 school year. Stakeholders were involved in this process, which started at the District Cabinet Level. Feedback was then gathered from various other stakeholders including staff, and Board of Education members. Final Board of Education approval to changes was obtained at our August 2024 meeting.

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

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

District-Wide Goals include: Transition Readiness Rate 100% and Attendance Rate 96.25%.

Our district has started the fourth year of implementation of the CBAS, which outlines six Pillars, which functions as the district's annual Action Plan. All systems and structures are outlined as action steps in the District Action Plan for our six pillars.

Our district is implementing the CBAS Model to ensure that our stakeholders are educated on all aspects of our work, the goals, successes, and areas of need that truly define our school system. This is a forward facing model that is a systemic, holistic review of the work taking place within our district action plan.

Program offerings and expectations that support the mission, vision, values and beliefs can be found in our Multi-Tiered System of Supports (MTSS) through various tiered approaches to learning (Tier I, II, and III). The KCSD offers Advanced Placement (AP) and Dual credit course work, as well as Career and Technical . For our students identified with a disability, a wide range of programs and services are offered to support each area of eligibility. Students who speak English as a second language can qualify to receive EL (English Learner) services. The KCSD identifies

students for Gifted and Talented curriculum to provide high level rigorous instruction and tasks for those that qualify. We offer over 484 differing clubs and activities students can join and a variety of related arts and elective courses. All students receive Tier I Social and Emotional Learning (SEL) instruction. Regular instruction at a Tier I level takes place for Positive Behavior Interventions and Supports (PBIS) in all schools for all students. The KCSD provides many opportunities for community and family engagement, especially through our CBAS model. Stakeholder participants in the CBAS model are able to provide feedback on the development and implementation of programs and services through our CBAS Signaling meetings. The KCSD Young Scholars Academy (YSA) is in its fifth year with 76 juniors participating and 59 returning seniors from Kenton County participating in a collaborative model with Northern Kentucky University. The YSA offers small group advising, intervention plans and community building. KCSD offers students the opportunity to attend The Ignite Institute. Each Ignite College uses an inquiry-based/performance-based method. Much of the class work is project-based and incorporates real world applications in the areas of Biomedical Sciences, Engineering, Design, Computer Science, Logistics, Allied Health, and Education. Each student receives a clear pathway to an associate's degree before they graduate high school. The Kenton County School District has 493 students enrolled in the Ignite Institute. KCSD also offers students the opportunity to participate in virtual learning, pending a principal approved application. This opportunity is open to students in grades K-12. KCSD also offers the JROTC program, with currently 80 students participating in the program.

Notable Achievements and Areas of Improvement

Describe the district's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the district is striving to achieve in the next three years.

Notable Achievements: State and National Highlights since 2022 are captured below by listing student, staff, and overall district achievements.

Our Students 2024 Notable Achievements: Preliminary KSA data shows that over the past three years KCSD has reduced the number of TSI schools from eight to zero in 2024. We have also gone from 12 high or very high performing schools to 13 high or very high performing schools, out of 18 total schools in the district. Our 4 year graduation rate increased from 93.6 in 2022 to 97.9 in 2024 (+4.3); Our Brigrance scores increased from 55% Ready in 2022 to 56% Reading in 2024 (+1.0); Our Transition Ready percentages for the cohort of 2022 through our CBAS model was at 90.1.%, which is an increase as compared to the cohort 2024 at 95.4% (+5.3); Our preliminary KSA data shows the following improvements with the percentage of students scoring Proficient/Distinguished (P/D) from 2022 to 2024:

- Elementary All Students Math from 56% to 60% (+4.0); and Elementary Science All Students from 44% to 48 (+4.0).
- Elementary Students with Disabilities (SWD) Math from 22% to 23% (+1.0); Elementary SWD Reading from 24% to 30% (+6.0); Elementary SWD Science

- 13% to 23% (+10.0); Elementary SWD Writing 9% to 12% (+3.0); and Elementary SWD Social Studies 16% to 17% (+1.0).
- Elementary Free/Reduced (F/R) Math from 44% to 48 (+4.0); and Elementary F/R Science from 32% to 36% (+4.0).
 - Middle School All Students Math from 45% to 47% (+2.0); Middle School All Students Reading from 52% to 55 (+3.0); Middle School All Students Science from 23% to 30% (+7.0); and Middle School All Students Writing from 50% to 68% (+18.0).
 - Middle School Students with Disabilities (SWD) Math from 11% to 14% (+3.0); Middle School SWD Science from 5% to 6% (+1.0); and Middle School SWD Writing from 12% to 19% (+7.0).
 - Middle School Free/Reduced Lunch (F/R) Math from 32% to 34% (+2.0); Middle School F/R Science from 10% to 19% (+9.0); and Middle School F/R Writing from 38% to 54% (+16);
 - Middle School English Learners (EL) Math from 8% to 41% (+33.0) and Middle School EL Reading from 8% to 29% (+21.0); Middle School EL Science from 0% to 17% (+17.0); and Middle School EL Writing from 8% to 17% (+9.0).
 - High School All Students Reading from 50% to 53% (+3.0); High School All Students Writing from 44% to 50% (+6.0); and High School All Students Social Studies 36% to 37% (+1.0).
 - High School Students with Disabilities (SWD) Math from 6% to 15% (+9.0); High School SWD Reading from 5% to 16% (+11.0); and High School SWD Writing from 8% to 11% (+3.0).
 - High School Students Free and Reduced (F/R) Reading 36% to 46% (+10.0); and High School Students F/R Writing from 30% to 38% (+8.0).
 - High School English Learners (EL) Reading from 0% to 13% (+13.0); and High School EL Writing from 0% to 6% (+6.0)

KCSD also had 30 students named as Governor's Scholars; 568 students took an AP class with a pass rate of 70%; 845 students completed a dual credit course; 263 students earned industry certifications; 4 students won KHSAA state championships (archery, wrestling, track and field); 2 students won NKY Education Council Awards; One student was named to the KHSAA Student Advisory Panel; 2 students were selected for the Gatton Academy; 4 students were selected to the NKY Chamber Youth Leadership Class; KCSD JROTC ranked in the top 5% in the nation at the All-Service J-ROTC National Championship; 2 students named National Merit Finalists; 10 students selected for Governor's School for the Arts; 2 students selected for Governor's Schools of Entrepreneurs; 552 students participated in work based learning and internship experience; and Class of 2024 earned over \$19 million in scholarships.

Our Staff Notable Achievements 2024: A total of 89 teachers completed Cohort 1 or 2 of LETRS professional learning; One Northern Kentucky Education Council Golden Apple Winner; 9th Region Athletic Director of the Year; NKU Adult Learner of the Year; NKU College of Education Outstanding PK-12 Educator; NKU College of

Education Outstanding MS/Secondary Educator; 38 teachers completed KC-NET program for new teachers.

Our District Notable Achievements 2024: District staff presented at inaugural KY Reads to Succeed Conference; Offered 484 total clubs, extra and/or co-curricular activities, with 70% of students participating; ENERGY STAR Partner of the Year for Sustained Excellence for 10th Year; Offers 31 Career Pathways; 26 students participated in four of our district paid internship programs; Transition ready rate of 95.4% for exiting seniors in the 2023-24 school year (according to the KCSD model).

Based upon KSA data from the 2022 school year to the KSA preliminary 2024 school year, our KSA results indicate the following areas for improvement:

- Elementary All Students Writing from 58% to 52% (-6).
- Elementary English Learners (EL) Reading from 31% to 17% (-14) and Elementary EL Writing from 26% to 10% (-16).
- Middle School Students with Disabilities (SWD) Social Studies from 19% to 5% (-14).
- Middle School EL Social Studies from 21% to 5% (-16).
- High School All Students Science from 13% to 4% (-9).
- High School EL Math from 8% to 0% (-8) and High School EL Social Studies from 8% to 0% (-8).

Data from the 2021-2022 school year from KSA did indicate that the Kenton County School District had eight schools with TSI ratings. The following were rated TSI for English Language Plus Monitored: Turkey Foot Middle School and Dixie Heights High School. The following were rated TSI for Students with Disabilities: Beechgrove Elementary, Caywood Elementary, Turkey Foot Middle School, Summit View Middle School, Twenhofel Middle School, Scott High School and Simon Kenton High School.

Data from the 2022-2023 school year from KSA indicated that only three Kenton County Schools had a TSI rating. The following was rated TSI for English Language Plus Monitored: Turkey Foot Middle School. The following were rated TSI for Students with Disabilities: Beechgrove Elementary, Summit View Middle School, and Turkey Foot Middle School. It should be noted that five schools came out of the category of TSI between the 2022 and 2023 administration of the KSA assessment.

Data from the preliminary 2023-2024 school year from KSA indicate that KCSD had no schools with a TSI rating.

Areas for improvement that the district is striving to achieve in the next three years focus on the work outlined in our district action plan represented with each of our six pillars. Embedded within the district action plan, are the two district instructional priorities. To determine if we are making progress, we have the following measures to utilize, such as our district action plan monthly review, the use of our Balanced Assessment Summary and Expectations Plan and the data yielded from various assessments prescribed in the Balanced Assessment Summary and Expectations. The use of our Learning Management System (LMS) to capture data by student and

by standard, thus allowing the district and schools to drill down to determine learning deficits per standard, per child. In addition, each school has an individualized School Action Plan with very targeted goals for the school year. The goals are determined from review of previous data. Action steps must be defined with progress monitoring towards the goals outlined. Progress towards the goals are expected to be monitored at the school level and reviewed periodically at the school team meeting. Data is used to celebrate progress and make adjustments in action steps. Each school's action plan is targeted to the school's specific needs. Schools are also working through MTSS to capture data and make determinations around tiered instruction, we believe will help our students make improvements towards overall achievement. Our district employs the use of a fidelity MTSS rubric, that gets scores twice per year. Teachers receive regular training by content areas on standards deconstruction, question item analysis, and how to provide needs based instruction, whereby, teachers are able to determine remediation work needed by standard for individual and small groupings of students. Currently, our schools are focusing on lesson planning and unit internalization. They have received training in this area and through school team meetings with identified schools, and with regular updates on the school action plan, it is the hope that schools will build capacity with their teachers in the area of lesson planning and unit internalization. Also, schools created a calendar for Common Formative Assessments at the beginning of the current school year. This allows teachers to plan accordingly as to when a common formative assessment is needed to obtain a pulse on instruction and mastery towards standards. Processes for data discussions at PLC meetings and ways to track and monitor that data are being put into place at schools. We continue to provide trainings for staff to best offer student supports to the specific populations of Special Education Services; English Learners Development; Gifted and Talented Services; Social and Emotional Learning; and PBIS also will support our district making improvements in the next three years. This work, blended with the use of data trends identified, will result in identifying areas where gaps exist. The work is ongoing throughout the year and is helping to not only continually identify areas of improvement in our district, but allows us to monitor progress towards overall tier I instruction and the areas where our data demonstrates we have a need for improvement.

Additional Information

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

The Kenton County School District (KCSd) believes in continually working to provide safe and secure facilities. Upgraded building systems have been installed throughout the entire school district in order to provide optimum security for students, staff, and guests. The KCSd seeks continuous improvement by utilizing these new systems to the fullest extent to maximize their potential. Ongoing training occurs throughout the district to ensure all equipment, building systems, and safety protocols are being implemented with fidelity. The KCSd has added classrooms and much needed square footage to numerous elementary schools and made significant improvements to middle and high school buildings. Preschool

currently offers a full day program welcoming over 400 students. The Kenton County Preschool Program serves children who meet eligibility criteria as defined by the Kentucky Department of Education. The preschool program is available to families with four-year-old children who are income eligible, as well as families with three and four-year-old children with delays in their development, regardless of income. PTP-Primary Talent Pool services are offered for high potential learners at the primary level and Gifted and Talented services are offered for formally identified gifted students in grades four through twelve. Our schools offer multiple service delivery options such as acceleration, honors and Advanced Placement courses, dual credit courses, enrichment services, independent study, mentorships, resource services, and individualized or cluster grouping differentiated instructional strategies to students in the PTP- Primary Talent Pool (Grades K-3) and to formally identified gifted and talented students (Grades 4-12). In 2023-24 over 1,966 students received Gifted and Talented services. In grades K-5, there were over 448 students in advanced course work. In grades 6-8, there were over 1,223 students in advanced course work, and in grades 9-12, there were over 1,289 students in advanced course work. The Kenton County ELD (English Learners Development) Program is designed to assist students with limited English proficiency to speak, read, write and comprehend the English language, and to meet challenging state content goals to close the gap between ELD students and non-ELD students. A high-quality English language instructional program with qualified personnel is implemented to prepare ELD students to successfully attain English and participate in all-English classrooms. There are 47 different languages represented, with Spanish as the most prevalent language. Currently there are approximately just over 600 ELD students in the district. In 2023- 2024 school year 1,413 students participated in advanced placement or dual credit courses. Students at all district high schools are eligible to earn dual credits through select courses in partnership with Northern Kentucky University, Thomas More University, Murray State University, Kentucky State University, Eastern Kentucky University, Morehead State University, and Gateway Community and Technical College. In The Kenton County School District, we believe that ALL children can learn at high levels regardless of their ethnicity, ability, gender, socioeconomic status, native language, or whether they have a disability. A wide variety of programs and services are available to students with exceptionalities within the Kenton County School District to ensure all students have access to a Free Appropriate Public Education (FAPE). Programs for students with disabilities are accessible in every school and program. The number of students identified with an educational disability is approximately 2,000, approximately 15% of the total student enrollment. The Title I program, one of the largest federal aid programs, sends money to the school districts based on census counts of children from low-income families and children in several smaller categories, such as foster children, homeless children and those living in correctional institutions. Those schools with 40% or more of their population low income are served with a "Schoolwide" Title I program. Kenton County has ten schools that receive schoolwide funding: Beechgrove Elementary, J. A. Caywood Elementary, Ft. Wright Elementary, Kenton Elementary, Piner Elementary, River Ridge Elementary, Ryland Elementary, Taylor Mill Elementary, Summit View Academy, and White's Tower Elementary.

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Kenton County

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase Two: The Needs Assessment for Districts_08272024_14:52

2024-2025 Phase Two: The Needs Assessment for Districts

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2024-2025 Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment for Districts

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around district goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive district improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the aspects of teaching and learning that affect performance must guide the work. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all districts to clearly and honestly identify their most critical areas for improvement that they will address later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for districts, each district to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results as you conducted this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings were documented.

The Kenton County School District (KCS D) reaches out to a variety of stakeholders to involve in the processes for reviewing, analyzing and applying KSA data results. Departments, such as our District Leadership Cabinet, Behavior Support, Special Education, Academic Support, Board Members, Community Stakeholders, and of course, our schools are involved with the process. The KCS D Community Based Accountability model (CBAS) has six pillars outlined in our District Action Plan and our Comprehensive District Improvement Plan. A meeting agenda is composed and information with regular updates on each pillar can be found on our district website. This is a forward-facing approach that supports the current work taking place in our district action plan. In the Fall when the KSA data becomes available, it is shared as a part of the data supporting the district action plan.

Data specific to KSA is shared with various stakeholders, including the Superintendent Cabinet, District Leadership, and District Stakeholders as it becomes available. Building Assessment Coordinators have the first review of data

during the first Quality Control that takes place in August. Individual student data was released on Friday, August 2, 2024. The DAC and BACs had access to the data and shared with school principals. From that point, our central office team begins to take individual student data and create preliminary data for all students and various subpopulations, such as Free/Reduced Lunch, Special Education, English Learners, to determine the number of Novice, Apprentice, Proficient, and Distinguished students. We then work to make comparisons with the data from our Universal Screener, Measures of Academic Progress (MAP Growth), by looking specifically at predicted proficiency. Next, we also make comparisons with our district created Common Summative Assessments for a triangulated approach to looking at the data. Building principals are strongly encouraged to work with teams of teachers and the data to make instructional decisions for each individual student. Our central office staff models this work for principals in a format that is easy for principals to take back to schools to replicate and provides tools and resources that allow for data to be easily disaggregated and to look for trends over the past five years of data collection. Our preliminary data also encompasses ACCESS data, graduation rate data, ACT data, and Brigrance data. Once the preliminary data was compiled, it was shared with principals on August 28th, 2024, where they were encouraged to share and analyze data trends with school teams, celebrate the highlights and growth, and make adjustments to the school level action plan, if necessary. On September 6, 2024, preliminary data was shared and reviewed with Central Office instructional team at our Academic Support meeting. On September 19, 2024, the second Quality Control Day took place. Data was again shared with our Central Office instructional team at our September 20th, 2024 Academic Support meeting and reviewed. On October 1st, 2024, the final data sets were provided to districts/schools from KDE and state data was released to districts. Also, on October 1, 2024, Individual Student Reports were sent to schools. The Individual Student Reports are sent home to families during the month of October. A tabulation of district comparisons in context to the state data was sent out to our Central Office instructional team showing comparisons of district data percentages to the state data percentages. On October 3, 2024, the state data sets went public. A press release was provided to the public on the KCSD data. On October 24, 2024, a two-hour meeting to complete a data analysis with the KCSD state testing data will be facilitated. This will include a review of the final KCSD Kentucky Summative Assessment Data Dashboard, which includes scores for the state, district, region, and each school. Scores are displayed by status, change, indicator, overall, KSA comparisons, district/state comparisons, post-secondary ready, graduation rate, ACCESS and school climate and safety survey data. Schools are expected to replicate this process with their stakeholders. The Board of Education will get an update of district and school level data sets on November 26, 2024, at the annual Board Report special meeting. Stakeholders will be reviewing the final CDIP and CSIP's in the month of December for phases I, II, and III. Meetings are documented through agendas that are provided to guide the information and work that each meeting is facilitating. Documentation is also present through the dashboards of state data that is compiled and shared with stakeholders.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive District Improvement Plan (CDIP). What was successful? How does it inform this year's plan?

The Kenton County School District (KCSO) CDIP is based upon the work from the six Pillars within the Community Based Accountability System (CBAS). The goals, objectives, and strategies are developed from the KCSO CBAS model and outlined in our District Action plan. Below is a synopsis of the CDIP goals, objectives and strategies from the 2023-2024 school year. Once per year, our Superintendent Cabinet meets to review and revise our district action plan, which serves as our CDIP. Our progress towards district action plan steps within the CDIP is reviewed monthly with adjustments made as needed. Our work for the past four years has been centered on the CBAS Model. We continue to refine our goals, objectives and strategies; which is the basis of this year's plan.

Our CDIP goals and progress towards them from the 23-24 school year are outlined below.

Reading and Mathematics Goal #1: By 2028, the district will increase math and reading proficiency for all students from:

- 59% in 2023 to 80% for elementary math;
- 59% in 2023 to 80% for elementary reading;
- 43% in 2023 to 72% for middle school math;
- 52% in 2023 to 76% for middle school reading;
- 38% in 2023 to 69% for high school math;
- 44% in 2023 to 72% for high school reading

Reading and Mathematics Objective 1: By 2024, the district will increase math and reading proficiency for all students from:

- 59% in 2023 to 63% for elementary math; (61% in 2024 +2)
- 59% in 2023 to 63% for elementary reading; (57% in 2024 -2)
- 43% in 2023 to 49% for middle school math; (48% in 2024 +5)
- 52% in 2023 to 57% for middle school reading; (55% in 2024 +3)
- 38% in 2023 to 44% for high school math; (43% in 2024 +5)
- 44% in 2023 to 50% for high school reading; (53% in 2024 +9)

Science, Social Studies and Writing Goal #2: By 2028, the district will increase science, social studies, and writing proficiency for all students from:

- 48% in 2023 to 74% for elementary science;
- 52% in 2023 to 76% for elementary social studies;
- 60% in 2023 to 80% for elementary writing;
- 28% in 2023 to 64% for middle school science;
- 38% in 2023 to 69% for middle school social studies;

- 53% in 2023 to 77% for middle school writing;
- 9% in 2023 to 55% for high school science;
- 40% in 2023 to 70% for high school social studies;
- 49% in 2023 to 75% for high school writing

Science, Social Studies and Writing Objective 1: By 2024, the district will increase science, social studies, and writing proficiency for all students from:

- 48% in 2023 to 53% for elementary science; (48% in 2024 +/-0)
- 52% in 2023 to 57% for elementary social studies; (51% in 2024 -1)
- 60% in 2023 to 64% for elementary writing; (52% in 2024 -8)
- 28% in 2023 to 35% for middle school science; (30% in 2024 +2)
- 38% in 2023 to 44% for middle school social studies; (46% in 2024 +8)
- 53% in 2023 to 58% for middle school writing; (68% in 2024 +15)
- 9% in 2023 to 18% for high school science; (4% in 2024 -5)
- 40% in 2023 to 46% for high school social studies; (37% in 2024 -3)
- 49% in 2023 to 54% for high school writing (50% in 2024 +1)

Achievement Gap Objective 1: By 2024, the district will increase math and reading proficiency for students with disabilities from:

- 22% in 2023 to 30% for elementary math; (24% in 2024 +2)
- 25% in 2023 to 32% for elementary reading; (23% in 2024 -2)
- 8% in 2023 to 17% for middle school math; (14% in 2024 +6)
- 13% in 2023 to 22% for middle school reading; (15% in 2024 +2)
- 10% in 2023 to 19% for high school math; (14% in 2024 +4)
- 11% in 2023 to 20% for high school reading; (15% in 2024 +4)

English Learner Progress Goal #4: By 2028, the district will increase the English Learners Progress overall indicator rating from:

- 74.4 in 2023 to 87.2 for elementary schools;
- 21.8 in 2023 to 60.9 for middle schools;
- 27.5 in 2023 to 63.8 for high schools

English Learner Progress Objective 1: By 2024, the district will increase the English Learners Progress overall indicator rating from:

- 74.4 in 2023 to 76.9 for elementary schools; (52.9 in 2024 -21.5)
- 21.8 in 2023 to 29.6 for middle schools; (22.1 in 2024 -0.3)
- 27.5 in 2023 to 34.8 for high schools (50.2 in 2024 +22.7)

Quality of School Climate and Safety Goal #5: By 2028, the district will increase the Quality of School Climate and Safety overall indicator rating for all students from:

- 80.2 in 2023 to 90.1 for elementary schools;
- 68.6 in 2023 to 84.3 for middle schools;
- 65.2 in 2023 to 82.6 for high schools

Quality of School Climate and Safety Objective 1: By 2024, the district will increase the Quality of School Climate and Safety overall indicator rating for all students from:

- 80.2 in 2023 to 82.1 for elementary schools; (76.8 in 2024 -3.4)
- 68.6 in 2023 to 71.7 for middle schools; (66.9 in 2024 -1.7)
- 65.2 in 2023 to 68.7 for high schools (67.8 in 2024 +2.6)

Postsecondary Readiness Goal #6: By 2028, the district will increase the overall indicator score of students transition ready in grade 12 from 85.4 in 2023 to 92.7, as measured by College/Career Readiness calculations.

Postsecondary Readiness Objective 1: By 2024, the district will increase the overall indicator score of students transition ready in grade 12 from 85.4 in 2023 to 86.8, as measured by College/Career Readiness calculations. (95.6 in 2024 +10.2)

Graduation Rate Goal #7: By 2028, the district will increase the 4-year graduation rate from 95.6% in 2023 to 97.8%, as measured by the school report card 4-year adjusted cohort graduation rate.

Graduation Rate Objective 1: By 2024, the district will increase the 4-year graduation rate from 95.6% in 2023 to 96.0%, as measured by the school report card 4-year adjusted cohort graduation rate. (97.9% in 2024 +2.3)

Optional Goal #8 - Impact Survey: By 2028, the district will increase the topic of resources within the Impact Survey from 40% favorable to 70%.

Impact Survey Objective 1: By 2024, the district will increase the topic of resources within the Impact Survey from 40% favorable to 46%. (46% in 2024 – met annual objective)

KCSD has many successes to celebrate this year. However, three of the biggest successes are:

1. Continuing to have all content areas at each level (elementary, middle, and high) above the state, with the exception of high school science (-2).
2. Significant growth made from the 2023 to the 2024 school year, especially at the secondary level (middle and high).
3. The removal of all federal classifications from our schools. In 2022, KCSD had 8 schools identified as Targeted Support and Assistance (TSI). In 2023, KCSD decreased to only 3 TSI schools. In 2024, there are no schools with a federal classification of TSI.

To highlight our first success, for the past several years KCSD has outperformed the state in all areas for Proficient/Distinguished (P/D) percentages with the exception of high school science. Presented below is trend data from the 2021-2022 school year to the 2023-2024 school year.

The 2021-2022 data show KCSD outperforming the state for each area (except high school science):

- KCSD Elementary Math 56%/state 38% (+18)
- KCSD Elementary Reading 59%/state 45% (+14)
- KCSD Elementary Science 44%/state 29% (+15)
- KCSD Elementary Writing 58%/state 37% (+21)
- KCSD Elementary Social Studies 51%/state 37% (+14)
- KCSD Middle School Math 45%/state 37% (+8)
- KCSD Middle School Reading 52%/state 43% (+9)
- KCSD Middle School Science 23%/state 22% (+1)
- KCSD Middle School Writing 50%/state 39% (+11)
- KCSD Middle School Social Studies 46%/state 36% (+10)
- KCSD High School Math 44%/state 36% (+8)
- KCSD High School Reading 50%/state 44% (+6)
- KCSD High School Science 13%/state 14% (-1)
- KCSD High School Writing 44%/state 38% (+6)
- KCSD High School Social Studies 36%/state 34% (+2)

The 2022-2023 data shows KCSD outperforming the state for each area (except high school science):

- KCSD Elementary Math 59%/state 42% (+17)
- KCSD Elementary Reading 59%/state 47% (+12)
- KCSD Elementary Science 48%/state 35% (+13)
- KCSD Elementary Writing 60%/state 43% (+17)
- KCSD Elementary Social Studies 52%/state 42% (+10)
- KCSD Middle School Math 43%/state 37% (+6)
- KCSD Middle School Reading 52%/state 45% (+7)
- KCSD Middle School Science 28%/state 23% (+5)
- KCSD Middle School Writing 53%/state 43% (+10)
- KCSD Middle School Social Studies 38%/state 34% (+4)
- KCSD High School Math 38%/state 33% (+8)
- KCSD High School Reading 44%/state 44% (+/-0)
- KCSD High School Science 9%/state 10% (-1)
- KCSD High School Writing 49%/state 41% (+8)

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- KCSD High School Social Studies 40%/state 37% (+3)

The 2023-2024 data shows KCSD outperforming the state for each area (except high school science):

- KCSD Elementary Math 60%/state 42% (+18)
- KCSD Elementary Reading 57%/state 47% (+10)
- KCSD Elementary Science 48%/state 34% (+14)
- KCSD Elementary Writing 52%/state 43% (+11)
- KCSD Elementary Social Studies 51%/state 39% (+12)
- KCSD Middle School Math 47%/state 39% (+8)
- KCSD Middle School Reading 55%/state 45% (+10)
- KCSD Middle School Science 30%/state 22% (+8)
- KCSD Middle School Writing 68%/state 48% (+20)
- KCSD Middle School Social Studies 45%/state 35% (+10)
- KCSD High School Math 42%/state 35% (+7)
- KCSD High School Reading 53%/state 45% (+8)
- KCSD High School Science 4%/state 6% (-2)
- KCSD High School Writing 50%/state 43% (+7)
- KCSD High School Social Studies 37%/state 37% (+/-0)

To highlight our second success, growth made from the 2023 to the 2024 school year is shown below. Growth from year to year took place in all areas with only elementary science remaining consistent and several other areas with slight decreases. Significant increases are evident in the area of secondary (middle and high schools).

- KCSD Elementary Math 2023 at 59% to 2024 at 60% (+1)
- KCSD Elementary Reading 2023 at 59% to 2024 at 57% (-2)
- KCSD Elementary Science 2023 at 48% to 2024 at 48% (+/-0)
- KCSD Elementary Writing 2023 at 60% to 2024 at 53% (-7)
- KCSD Elementary Social Studies 2023 at 52% to 2024 at 51% (-1)
- KCSD Middle School Math 2023 at 43% to 2024 at 47% (+4)
- KCSD Middle School Reading 2023 at 52% to 2024 at 55% (+3)
- KCSD Middle School Science 2023 at 28% to 2024 at 30% (+2)
- KCSD Middle School Writing 2023 at 53% to 2024 at 68% (+15)
- KCSD Middle School Social Studies 2023 at 38% to 2024 at 45% (+7)
- KCSD High School Math 2023 at 38% to 2024 at 42% (+4)
- KCSD High School Reading 2023 at 44% to 2024 at 53% (+9)
- KCSD High School Science 2023 at 9% to 2024 at 4% (-5)
- KCSD High School Writing 2023 at 49% to 2024 at 50% (+1)

- KCSD High School Social Studies 2023 at 40% to 2024 at 37% (-3)

As mentioned, the third success is the elimination of the TSI federal classification from any of our 18 schools in any subpopulation.

Strategies that contributed to the successes mentioned above and will inform our new plan start with our two instructional priorities and ensuring we have systems and structures in place. Our two instructional priorities are: Effective Academics and Social Emotional Behavioral (SEB) instruction at all tiers and Effective Professional Learning Communities (PLC's).

KCSD works hard to ensure systems and structures are in place. It is important that schools have a process to analyze data from the data sets outlined in our KCSD Balanced Assessment Summary and Expectations. Regular and recursive review of data, a process to look at data trends, sharing data with all stakeholders, and using the data to make informed instructional decisions is key. At KCSD we continue to discuss/support is the importance of teachers understanding the standards and planning student tasks that are aligned to the rigor level of the standard. To support this work, KCSD has placed emphasis for the 24-25 school year on lesson planning.

Our academic program consultants began working with principals to support their work at our August monthly leadership meeting. Training and ongoing support has been provided with Unit and Lesson Planning Internalization. The leadership level at each school is to have a systemic process in place for collecting and providing meaningful feedback on lesson plans. To support teachers, KCSD is offering a Fall and Spring professional learning session for each grade level in the content areas of reading and math. Each school can send one teacher to then bring back the information for the grade level/content area and train others as a teacher leader.

KCSD continues with the emphasis on shared learning walks, which also supports this work. The focus is on calibration of the administration team around the Cycle of Quality Instruction and to build capacity amongst school level leadership teams.

KCSD also has systems and structures in place around MTSS with schools each having a MTSS plan. Once per year schools, departments, and the CAO/Assistant Superintendents score a MTSS fidelity rubric/roadmap to ensure we are building capacity with our schools in the area and looking at strengths and areas for improvement within this structure. All of these structures are capitalized upon in not only the district action plan, but also in the school level action plans.

Trends

3. After analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the district saw an 11% increase in novice scores in reading among students with achievement gaps.

Data trends for the Kenton County School District (KCSD) show both trends of strength where our data is growing strong, but also areas where our data is not as strong over the past two years. After analyzing data from the past two academic years, data that demonstrates areas for significant improvement are: 1) Student with Disabilities population, which continues to be below the state with P/D percentages; and 2) Continual support for Tier I instruction and ensuring alignment of instruction to the rigor of the standards. Even though KCSD has P/D percentages that are above the state averages for secondary, in several areas KCSD has less than 50% of students meeting proficiency.

To address the first area for significant improvement, see the trend data below from 2022 to 2024 that demonstrates KCSD SWD are performing below the state in most areas.

From the 2021-2022 school year, KCSD SWD were below the state in most content areas at each level:

- KCSD Elementary Math 22%/state 20% (+2)
- KCSD Elementary Reading 24%/state 26% (-2)
- KCSD Elementary Science 13%/state 18% (-5)
- KCSD Elementary Writing 9%/state 14% (-5)
- KCSD Elementary Social Studies 16%/state 20% (-4)
- KCSD Middle School Math 11%/state 14% (-3)
- KCSD Middle School Reading 15%/state 16% (-1)
- KCSD Middle School Science 5%/state 9% (-4)
- KCSD Middle School Writing 12%/state 8% (+4)
- KCSD Middle School Social Studies 19%/state 12% (+4)
- KCSD High School Math 6%/state 10% (-4)
- KCSD High School Reading 5%/state 12% (-7)
- KCSD High School Science 4%/state 5% (-1)
- KCSD High School Writing 8%/state 9% (-1)
- KCSD High School Social Studies 10%/state 10% (+/-0)

For the 2022-2023 school year, KCSD SWD were below the state in most content areas at each level and continued to trend below the state:

- KCSD Elementary Math 22%/state 23% (-1)
- KCSD Elementary Reading 25%/state 28% (-3)
- KCSD Elementary Science 23%/state 23% (+/-0)
- KCSD Elementary Writing 15%/state 17% (-2)
- KCSD Elementary Social Studies 14%/state 23% (-9)
- KCSD Middle School Math 8%/state 15% (-7)
- KCSD Middle School Reading 13%/state 18% (-5)

- KCSD Middle School Science 8%/state 9% (-1)
- KCSD Middle School Writing 5%/state 10% (-5)
- KCSD Middle School Social Studies 6%/state 12% (-6)
- KCSD High School Math 10%/state 11% (-1)
- KCSD High School Reading 11%/state 14% (-3)
- KCSD High School Science 4%/state 4% (+/-0)
- KCSD High School Writing 10%/state 10% (+/-0)
- KCSD High School Social Studies 4%/state 12% (-8)

For the 2023-2024 school year, KCSD SWD were below the state in most content areas at each level and continued to trend below the state:

- KCSD Elementary Math 24%/state 24% (+/-0)
- KCSD Elementary Reading 23%/state 29% (-6)
- KCSD Elementary Science 24%/state 25% (-1)
- KCSD Elementary Writing 12%/state 17% (-5)
- KCSD Elementary Social Studies 18%/state 22% (-4)
- KCSD Middle School Math 14%/state 17% (-3)
- KCSD Middle School Reading 15%/state 19% (-4)
- KCSD Middle School Science 6%/state 9% (-3)
- KCSD Middle School Writing 20%/state 13% (-+7)
- KCSD Middle School Social Studies 10%/state 13% (-3)
- KCSD High School Math 14%/state 11% (+3)
- KCSD High School Reading 15%/state 14% (-1)
- KCSD High School Science 1%/state suppressed data
- KCSD High School Writing 12%/state 10% (+2)
- KCSD High School Social Studies 7%/state 12% (-5)

To address the second area for significant improvement, see the trend data below from 2022 to 2024 that demonstrates data for all students in middle and high school where students are performing below 50% P/D in content areas. Elementary science is the only content area where elementary students are performing below 50% P/D for the past three years: 2022 – 44%, 2023 – 48%, and 2024 – 48%.

The P/D percentage below 50% for middle and high schools for 2021-2022 are:

- KCSD Middle School Math – 45%
- KCSD Middle School Science – 23%
- KCSD Middle School Social Studies – 46%
- KCSD Middle School Writing – 49%
- KCSD High School Math – 44%
- KCSD High School Reading – 49%

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- KCSD High School Science – 13%
 - KCSD High School Social Studies – 36%
 - KCSD High School Writing – 46%

The P/D percentage below 50% for middle and high schools for 2022-2023 are:

- KCSD Middle School Math – 43%
- KCSD Middle School Science – 28%
- KCSD Middle School Social Studies – 38%
- KCSD High School Math – 38%
- KCSD High School Reading – 44%
- KCSD High School Science – 9%
- KCSD High School Social Studies – 40%
- KCSD High School Writing – 49%

The P/D percentage below 50% for middle and high schools for 2023-2024 are:

- KCSD Middle School Math – 48%
- KCSD Middle School Science – 30%
- KCSD Middle School Social Studies – 46%
- KCSD High School Math – 43%
- KCSD High School Science – 4%
- KCSD High School Social Studies – 37%

ACT also scores continue to trend downward from the 2021-2022 to 2023-2024 school year:

- English from 2022 at 18.3 to 2024 at 17.9 (-0.4)
- Math from 2022 at 18.3 to 2024 18.0 (-0.3)
- Reading from 2022 at 19.5 to 2024 at 18.9 (-0.6)
- Science from 2022 at 19.0 to 2024 at 18.8 (-0.2)
- Composite from 2022 at 18.9 to 2024 18.6 (-0.3)

Current State

4. Describe in narrative form the current condition of the district using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent of students in the achievement gap scored proficient on Kentucky

Summative Assessment (KSA) in reading. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.

- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Current Academic State:

The current academic and non-academic state of our data can be seen from the trends displayed below. As mentioned, our schools perform above the state consistently year after year. KCSD currently has no schools identified with the TSI, CSI, or ATSI federal classification. Our P/D data shows growth over time, as well. We continue to make improvements as we moved our high schools into the high (green) status rating. However, we do know we need to continue to support our subpopulations, especially students with disabilities. Our SWD population typically does not score above the state with P/D percentages. KCSD would also like to continue to grow our P/D percentages, especially for all content areas in secondary. Not all content areas have at least 50% of students performing in the P/D range. KCSD has many systems and structures in place, but continues to work towards refining those systems and structures with our Balanced Assessment Summary and Expectations, Lesson Planning Internalization and understanding of the rigor and level of standards, PLC process, MTSS, and use of school action plans to help support overall student achievement. The data below outlines the current state and trends to give context around areas of strengths and areas for improvement which will help to grow teaching and learning.

Our district overall ratings by level are the following: elementary at 73.6 (Green), middle school at 69.8 (Green), and high school 71.8 (Green).

Our State Testing Data for the 2023-2024 school year shows the following overall ratings per school and score:

- Taylor Mill 85.8 (Blue)
- Summit View Middle 81.3 (Blue)
- Ryland Heights 81.5 (Green)
- Kenton Elementary 81.0 (Green)
- RC Hinsdale 80.9 (Green)
- Fort Wright 80.5 (Green)

- Dixie Heights 79.0 (Green)
- Piner Elementary 75.9 (Green)
- Scott High School 72.0 (Green)
- Twenhofel Middle 71.1 (Green)
- White's Tower 70.4 (Green)
- River Ridge 69.8 (Yellow)
- JA Caywood 69.1 (Yellow)
- Summit View Elementary 69.1 (Yellow)
- Woodland Middle 68.4 (Green)
- Turkeyfoot Middle 66.7 (Green)
- Simon Kenton 66.4 (Yellow)
- Beechgrove 65.6 (Yellow)

Current trend data shows:

KCSD State Assessment Elementary Reading Percentages of P/D (3-5)

18/19- 63.2%	20/21- 50.6%	21/22- 59%
22/23- 59%	23/24- 57%	

KCSD State Assessment Middle Reading Percentages of P/D (6-8)

18/19- 63.9%	20/21- 48.6%	21/22- 52%
22/23- 52%	23/24- 55%	

KCSD State Assessment High Reading Percentages of P/D (10)

18/19- 54.1%	20/21- 41%	21/22- 50%
22/23- 44%	23/24- 53%	

KCSD State Assessment Elementary Math Percentages of P/D (3-5)

18/19- 60.2%	20/21- 49.6%	21/22- 56%
22/23- 59%	23/24- 61%	

KCSD State Assessment Middle Math Percentages of P/D (6-8)

18/19- 54.2%	20/21- 36.2%	21/22- 45%
22/23- 43%	23/24- 48%	

KCSD State Assessment High Math Percentages of P/D (10)

18/19- 48.9%	20/21- 38%	21/22- 44%
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22/23- 38%

23/24- 43%

KCSD State Assessment Elementary Science Percentages of P/D (4)

18/19- 40.2%

20/21- 38.1%

21/22- 44%

22/23- 48%

23/24- 48%

KCSD State Assessment Middle Science Percentages of P/D (7)

18/19- 30.4%

20/21- 27.7%

21/22- 23%

22/23- 28%

23/24- 30%

KCSD State Assessment High Science Percentages of P/D (11)

18/19- 36.9%

20/21- 32.3%

21/22- 13%

22/23- 9%

23/24- 4%

KCSD State Assessment Elementary Writing Percentages of P/D (5)

18/19- 59.8%

20/21- 63.2%

21/22- 58%

22/23- 60%

23/24- 52%

KCSD State Assessment Middle Writing Percentages of P/D (8)

18/19- 39.3%

20/21- 67%

21/22- 50%

22/23- 53%

23/24- 68%

KCSD State Assessment High Writing Percentages of P/D (11)

18/19- 59.3%

20/21- 67.8%

21/22- 44%

22/23- 49%

23/24- 50%

KCSD State Assessment Elementary Social Studies Percentages of P/D (5)

21/22- 51%

22/23- 52%

23/24- 51%

KCSD State Assessment Middle Social Studies Percentages of P/D (8)

21/22- 46%

22/23- 38%

23/24- 46%

KCSD State Assessment High Social Studies Percentages of P/D (11)

21/22- 36%

22/23- 40%

23/24- 37%

*Social Studies not assessed in 18-19 and 20-21.

Currently, the high school juniors from 23-24 have an ACT composite score of 18.6 overall, with the following in each area: English - 17.9, Math - 18.0, Reading - 18.9, and Science - 18.8. and each content area score is above the state:

- State composite at 18.2 as compared to KCSD at 18.6 (+.4)
- State English at 17.4 as compared to KCSD at 17.9 (+.5)
- State Math at 17.6 as compared to KCSD at 18.0 (+.4)
- State Reading at 18.7 as compared to KCSD at 18.9 (+.2)
- State Science at 18.6 as compared to KCAD at 18.8 (+2)

Our KCSD ACT composite score since 2018 is listed below:

18/19 - 20.3	19/20- 20.1	20/21- 19.0
21/22- 18.8	22/23- 19.3	23/24 -18.6

Our 4-year adjusted graduation rate is at 97.9%. The 4-year adjusted graduation rate since 2021 is listed below:

20/21 - 92.7	21-22 - 93.6	22-23- 95.6	23-24 - 97.9
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Our district CBAS adopted model of Transition Ready yielded a Transition Ready Rate of 95.5%. Our state Post-Secondary Ready rate is 95.6 for an overall indicator score. The state Post-Secondary rate since 21/22 has been the following:

21/22 - 80.6	22/23- 85.4	23/24- 95.6
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District Common Formative Assessments are also administered with our students. We calculate a running average that gives a year end percentage of mastery towards standards. For the areas of Reading and Math we look at percentage of students mastering standards at the level of 70% or higher. Since the 21-22 school year the trend data can be seen below. This data can be correlated to the P/D data our or KSA data. One will notice the trend downward of elementary district common assessments. This is a result of a culture being built to ensure district common assessment protocols are being followed. However, the downward trend of the elementary district common assessments does make them more in alignment with the KSA data.

For the 2021-2022 school year:

- 21/22 Math Elementary - 79.96%
- 21/22 Reading Elementary - 79.97%
- 21/22 Math Middle - 63.82%
- 21/22 Reading Middle - 63.98%
- 21/22 Math High - 55.70%
- 21/22 Reading High - 57.66%

For the 2022-2023 school year:

- 22/23 Math Elementary – 81.05%
- 22/23 Reading Elementary -77.66%
- 22/23 Math Middle- 40.37%
- 22/23 Reading Middle – 45.30%
- 22/23 Math High – 37.78%
- 22/23 Reading High – 34.93

For the 2023-2024 school year:

- 23/24 Math Elementary – 60.27%
- 23/24 Reading Elementary – 72.13%
- 23/24 Math Middle – 48.76%
- 23/24 Reading Middle – 30.67%
- 23/24 Math High – 49.68%
- 23/24 Reading High – 36.60%.

Non-Academic Current State:

Our School Climate and Safety Survey scores are as follows for the overall indicator:

- Elementary Schools – 76.8
- Middle Schools – 66.9
- High Schools 67.8

When compared to the top ten largest districts in the state (Jefferson, Fayette, Boone, Warren, Hardin, Kenton, Bullitt, Oldham, Madison, and Daviess) KCSD ranked in the following order: Elementary Schools #1, Middle Schools #1, and High Schools #2.

Currently, our overall indicator for the impact survey 2023-2024 CDIP goal of increasing the topic of resources has increased to 46% favorable. This increased from 40% in 2021-2022.

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly addressed these priorities in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gap scored below proficiency on the

Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

1. The two greatest areas of weakness, as described in question #3, remain to be:
 1. Our SWD remain below the state average for P/D scores in most content areas and the gap continues to exist between all students and SWD.
 2. Our secondary schools have content areas where 50% of students are performing below proficiency.

As a recap, SWD content areas that have P/D percentages for 2023-2024 below the state average are:

- Elementary Reading SWD State 29%/ KCSD 23% (-6)
- Elementary Science SWD State 25%/ KCSD 24% (-1)
- Elementary Social Studies SWD State 22%/ KCSD 18% (-4)
- Elementary Writing SWD State 17%/ KCSD 12% (-5)
- Middle School Math SWD State 17%/ KCSD 14% (-3)
- Middle School Reading SWD State 19% / KCSD 15% (-4)
- Middle School Science SWD State 9%/ KCSD 6% (-3)
- Middle School Social Studies SWD State 13%/ KCSD 10% (-3)
- High School Social Studies SWD State 12%/ KCSD 7% (-5)

Continuing to close gaps between all students and SWD remains an area of concern. Currently there are no grade levels or content areas for SWD that have a P/D percentage above the P/D percentage of all students for the 2024 data.

- Elementary Math All Students 61%/ SWD 24%
- Elementary Reading All Students 57%/ SWD 23%
- Elementary Science All Students 48%/ SWD 24%
- Elementary Social Studies All Students 51%/ SWD 18%
- Elementary Writing All Students 52%/ SWD 12%
- Middle School Math All Students 48% / SWD 14%
- Middle School Reading All Students 55%/ SWD 15%
- Middle School Science All Students 30% / SWD 6%
- Middle School Social Studies All Students 46%/ SWD 10%
- Middle School Writing All Students 68%/ SWD 20%
- High School Math All Students 42%/ SWD 14%
- High School Reading All Students 53%/ SWD 15%
- High School Science All Students 4%/ SWD 1%
- High School Social Studies All Students 37%/ SWD 7%
- High School Writing All Students 50%/ SWD 12%

For SWD disabilities our district has been providing professional learning and/or support with a systemic review being conducted of instruction taking place in the resource setting, and continuing to provide regular feedback through instructional walks around quality implementation of co-teaching models. Data is tracked monthly for SWD to determine the percentage of students scoring 70% or above on district reading and math common assessments. Likewise, we look monthly at the percentage of students making progress on IEP goals and compliance with due process binders.

As mentioned, secondary schools did make progress and growth from the 2022-2023 to 2023-2024 school years. However, many content areas remain have less than 50% of the population scoring in the proficient range. Trend data was outlined in question #3.

As a reminder, the P/D percentage below 50% for middle and high schools for 2023-2024 are:

- KCSD Middle School Math – 48%
- KCSD Middle School Science – 30%
- KCSD Middle School Social Studies – 46%
- KCSD High School Math – 43%
- KCSD High School Science – 4%
- KCSD High School Social Studies – 37%

Also, as mentioned, ACT data also declined in all areas in comparing 2023 to 2024 with the following scores:

- English 18.9 in 2023 to 17.9 in 2024 (-1.0)
- Math 18.8 in 2023 to 18.0 in 2024 (-0.8)
- Reading 19.7 in 2023 to 18.9 in 2024 (-0.8)
- Science 19.3 in 2023 to 18.8 in 2024 (-0.5)
- Composite 19.3 in 2023 to 18.6 in 2024 (-0.7)

To support not only our secondary students performing below proficiency and our SWD populations we continue to follow the steps outlined in our action plan. It is evident KCSD needs to continue to build systems and structures around the Balanced Assessment Summary and Expectations, emphasizing the before, during and after steps that take place in regards to both assessments for and of learning. We are continuing to build capacity with our schools with the use of the Balanced Assessment Summary and Expectations for each type of assessment implemented and focusing on strong data analysis taking place at the district and school levels. We continue to build capacity with our school leaders on using data to drive the work as outlined within the school action plan. Schools are to build systems and structures based upon the steps outlined as needs and the goals within the school action plan. Differentiated support is provided from the district level to help schools improve and strengthen the systems and structures being implemented.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how the district will utilize the strengths and leverages to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

KCSD has many, many points of pride that are strengths and leverages of the district. The data reflected below is out of 717 elementary schools, 319 middle schools, 228 high school, and 172 districts across the state of Kentucky.

For overall scores KCSD had the following rankings:

- KCSD Elementary Schools - #38 Top 25%
- KCSD Middle Schools - #34 Top 20%
- KCSD Overall School Score - Top 10%
 - Summit View Middle School - #17
- KCSD Overall School Scores - Top 20%
 - Fort Wright - #121
 - Kenton - #115
 - Hinsdale - #116
 - Ryland - #109
 - Taylor Mill - #76
 - Dixie - #31

Within the top ten largest districts in the state (Boone, Bullitt, Daviess, Fayette, Hardin, Jefferson, Kenton, Madison, Oldham, and Warren), KCSD had a #1 ranking in the following areas:

- KCSD Elementary Math P/D - All Students #1
- KCSD Elementary Science P/D- All Students #1
- KCSD Elementary S.S. P/D - All Students #1
- KCSD Elementary Writing P/D- African American #1
- KCSD Elementary Math P/D - African American #1
- KCSD Elementary S.S. P/D - African American #1
- KCSD Elementary Math P/D - F/R #1
- KCSD Elementary Science P/D - F/R #1
- KCSD Elementary S.S. P/D- F/R #1
- KCSD Elementary Math P/D - EL #1
- KCSD Elementary Science P/D - SWD #1

- KCSD Elementary Survey #1
- KCSD Middle School Reading P/D- EL #1
- KCSD Middle School Survey #1
- KCSD High School 4 yr. Graduation Rate - All Students #1

Overall highlights from the data indicate the following:

- KCSD had 13 out of 18 schools performing at the Very High or High overall level.
- All three levels (elementary, middle, and high) performed at the High (green) overall level.
- The percentage of students scoring Proficient and Distinguished is at or above the state in all content areas and all levels with the exception of High School Science.
- Elementary, Middle and High Schools' overall indicator rating for Reading and Math was at the green rating.
- Elementary Schools' overall rating for Science, Social Studies, and Combined Writing was at the green rating.
- Middle Schools' overall rating for Science, Social Studies, and Combined Writing was at the blue rating.
- KCSD outperformed the state on the ACT in all areas.
- The 4-year Graduation Rate is up 2.3% at 97.9% and Postsecondary Readiness within the past two years has increased 15%.
- As the sixth largest district in the state, we are very proud that we do not have any schools with the federal classification of Targeted Support and Improvement (TSI). TSI schools are those who have a subgroup performing at or below the bottom 5% of all schools.
- High School 4 yr. Graduation Rate - All Students #14 (Top 10% in State)
- ACT scores above the state in all content areas and overall composite.
- 18 out of 18 schools are above the Reading and Math Combined Indicator
- 15 out of 18 schools are above the Science, Social Studies, and Writing Combined Indicator
- 3 out of 3 schools are above the Graduation Rate Combined Indicator
- 3 of 3 schools are above the Postsecondary Readiness Combined Indicator
- KCSD is above the state at all three levels for the combined Indicators of Reading and Math
- KCSD is above the state at all three levels for the combined indicator of Science, Social Studies, and Writing Combined Indicator

As mentioned in question #2, our strengths are evident from the data presented demonstrating all content areas are above the state for P/D percentages, with the exception of high school science (-2). Also, strengths center around the growth made, especially in the area of secondary schools. We recognize that we do have content areas where less than 50% of the students are performing below

proficiency levels; however, secondary is also where we saw the largest areas of growth.

As we learn from the successes we are having, we know this comes from our continued effort around supporting tier I instruction. We will continue to leverage the use of our two instructional priorities and building strong systems and structures for the district and schools that focus on building capacity with our leaders who can in turn support the implementation of standards-based instruction, lesson planning internalization, data analysis, fidelity with MTSS, and provide professional learning. The district and schools will continue to outline and capture the work as action steps within our school and district action plans, which are living documents that drive the work of the district.

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support Processes

KCWP 6: Establish Learning Environment and Culture

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

● b. Upload your completed template in the attachment area directly below.

ATTACHMENTS

Attachment Name



KCSD Key Elements 2024

8. After analyzing the Key Elements of your teaching and learning environment, on which two or three processes, practices or conditions will the district focus its resources and efforts to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: The Comprehensive District Improvement Plan (CDIP) diagnostic and template must thoroughly address these elements.

After analyzing the six Key Core Work Processes (KCWP), the three processes where the district is focusing resources and efforts to produce desired change are:


- KCWP #1 – Design and Deploy Standards
- KCWP #3 – Design and Deliver Assessment Literacy
- KCWP #4 – Review, Analyze and Apply Data

The district is focusing effort and resources to support KCWP #1 through lesson plan internalization. Ongoing training is provided for administrators and teachers on lesson planning. Suggested templates are provided for use. A unit internalization document is also suggested. These resources help to provide teachers with the planning needed to execute lessons that are rigorous, aligned to standards and follow the KCSD Cycle of Quality Instruction. We are continuing to build the capacity of principals with training around standards and the importance of learner targets.

The district is focusing effort and resources to support KCWP #3 through the KCSD has a Balanced Assessment Summary and Expectations protocol. This protocol outlines before, during, and after practices that take place in schools to create the best possible testing environment and culture for students, including recognizing students for success through regular celebrations. The KCSD Balanced Assessment Summary and Expectations outlines assessments for learning and of learning. School administration teams have been spending time receiving training on how to best utilize this document to support the use of data to make instructional decisions leading to student achievement.

The district is focusing effort and resources to support KCWP #4 as principals should have a good understanding of assessments for learning and assessments of learning, as well as the purpose of each assessment and how to use the data sets from various types of assessments. Models have been provided for before, during and after testing. Models have been provided on how to analyze and share data with stakeholders. Use of data to make informed instructional decisions through naming and claiming is expected and has been outlined within the KCSD Balanced Assessment Summary and Expectations. In addition, schools are expected to use the Balanced Assessment Summary and Expectations to put systems and structures in place around regular review of data with stakeholders.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 KCSD Key Elements 2024	KCSD has linked above the Key Elements document with three priority areas identified.	• 7

Key Elements of the Teaching and Learning Environment – District

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the district will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive District Improvement Plan (CDIP).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
<p>KCWP 1: Design and Deploy Standards</p> <p>Does our district continually assess, review, and revise curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?</p>	Yes	<p>The Kenton County School District (KCSD) continually assesses, reviews, and revises curricula on a regular basis. Teachers are engaged with the work of deconstructing standards, creating curriculum maps, creating common summative assessments, creating common formative assessments, and providing feedback on these tools. Professional learning sessions take place year-round to support this work. This work supports the attainment of knowledge, skills and dispositions outlined in the Kentucky Academic Standards. KCSD is continuing to grow the capacity of all school leadership teams with the implementation of having a system to monitor and understand standards through the use of our Performance Matters platform. As we continue to analyze our instructional data, we recognize the understanding of standards and implementation of learner targets is still a systemic need. Leadership teams are receiving training in this area. In addition, a priority focus for KCSD this year Effective Academics and Social Emotional Behavioral (SEB) instruction at all tiers:</p> <ul style="list-style-type: none"> ● Rigorous standards based academic instruction and evidence-based Social Emotional Learning (SEL) that generates regular checks for learning from all students (Tier 1) ● Fidelity of instruction/program that closes gaps for students with specific skill deficits (Tier II/III/Special Education) <p>A second priority focus for this school is Effective Professional Learning Communities (PLC's). PLC meetings should allow for the</p>

Key Elements of the Teaching and Learning Environment – District

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
		<p>use of academic and SEB data in real time to make intentional adjustments to instruction. This is a data driven approach that allows for all students to reach maximum learning potential and to close gaps.</p> <ul style="list-style-type: none"> Regular student name and claim; adjustments to instruction as a result of regular review of data
<p>KCWP 2: Design and Deliver Instruction</p> <p>Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?</p>		<p>Evidence in the KCSD for highly effective, culturally responsive, and evidence-based instruction is through tier I instructional practices as a foundation. We provide systematic support through a variety of formats, including our District Leadership Team Meetings; Curriculum, Instruction, and Assessment Meeting (CIA); Professional Learning; and Academic Support meetings, to name a few. During our District Leadership Team Meetings our time is spent modeling processes leaders can take back to schools to replicate for their staff. Professional Learning focuses on supporting quality tier I instruction. For the 24-25 school year a focus area for the district is lesson plan internalization. Ongoing training is provided for administrators and teachers on lesson planning. Suggested templates are provided for use. A unit internalization document is also suggested. These resources help to provide teachers with the planning needed to execute lessons that are rigorous, aligned to standards and follow the KCSD Cycle of Quality Instruction. Evidence that instruction is highly effective can be seen through our KCSD Cycle of Quality Instruction and the four elements: 1. Teacher providing appropriate task/text/problem; 2. All students substantively interact with the task and teacher elicits a response/product from all students; 3. Students collaborate to process thinking/ideas, and 4. Teacher uses responses from all students to adapt instruction. New teachers brand new to the profession are inducted with the use of this model, which is introduced and reinforced through the KCSD Cohorts for Building Capacity in the Kenton County New Teacher Training (KC-NET). This is a two-year process whereby teachers new to the profession spend the first year focusing on designing and delivering</p>

Key Elements of the Teaching and Learning Environment – District

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
		instruction through the KCSD Cycle of Quality Instruction. School administrators are to have a process for collecting lesson plans and providing meaningful feedback. We also have a district landing page where principals can obtain professional learning to implement to support tier I instruction. These professional learning opportunities allow for a principal to differentiate professional learning based upon the needs of the school/staff. For example, if the whole staff, or a portion of the staff need to focus on tier I instructional practices from within any one of the four elements of the KCSD Cycle of Quality Instruction, the principal has professional development resources readily available to utilize and tailor to needs of the school. On our professional learning landing page there are not only a variety of professional learning experiences related to the KCSD Cycle of Quality Instruction but also to support solid tier I instruction in EL, Special Education, Instructional Technology and SEB supports. We also offer differentiated sessions for school leadership teams to attend through our CIA meetings. School leadership teams that need additional support attend the CIA meetings. Academic Program Consultants are readily available to help schools during this time. We have an Academic Support Team that meets twice monthly to provide ongoing support. Our academic program consultants bring a variety of background experiences from high school, middle school, elementary school, special education, behavior, mental health, preschool, and EL.
KCWP 3: Design and Deliver Assessment Literacy Does our district have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?	Yes	The KCSD has a Balanced Assessment Summary and Expectations protocol. This protocol outlines before, during, and after practices that take place in schools to create the best possible testing environment and culture for students, including recognizing students for success through regular celebrations. The KCSD Balance Assessment Summary and Expectations includes statewide summative assessments focused on ACT, Kentucky Summative Assessment (KSA), ACCESS, Brigance, and KYOTE. A Norm Referenced Universal Screener, for which we utilize Measures of Academic

Key Elements of the Teaching and Learning Environment – District

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
		<p>Progress (MAP) Growth for grades K-9. Our students in grades K-3 proceed to take a reading diagnostic assessment with MAP Reading Fluency. This is to determine the reading proficiency level of our students and to better meet the needs of students by looking at specific skill deficits. In addition anyone in grades 4 to 8 scoring below the 60th percentile on the Universal Screener, likewise, participates in taking the diagnostic assessment in reading. Progress monitoring taking place for those students where it has been determined a tier II or III intervention is needed. Progress Monitoring supports the Multi-Tiered System of Supports (MTSS) structure in our schools. MTSS teams meet regularly, every eight weeks, to review Progress Monitoring data. The progress monitoring data collection helps the MTSS teams make a determination around the interventions taking place, looking specifically at the instruction, the duration, and the frequency of the intervention. Then, based upon the data making a decision around whether the student is making good progress, questionable progress, or insufficient progress. Common Summative Assessments in grades K-12 are implemented to determine the overall mastery of state standards. Common Formative assessments are implemented to measure progress throughout a unit of study, and informal formative assessments utilized daily throughout instruction to better adjust to meet student needs. The district provides a common assessment calendar, schools have been charged in adding to that calendar when the administration of common formative assessments should take place authentically throughout the progression of a unit of instruction. Leadership teams should have a method that staff have been trained on to capture data for district common assessments and common formative assessments. Schools should then have a system to monitor the data systematically to measure student learning and be able to triangulate data sets.</p>
KCWP 4: Review, Analyze and Apply Data	Yes	There are several systematic reviews of data that take place within the KCSD. Our district level cabinet team composed of our Superintendent,

Key Elements of the Teaching and Learning Environment – District

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
Does our district communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?		<p>Chief Academic Officer, Chief Operations Office, six Assistant Superintendents, and one Executive Director review monthly our district KCSD Action Plan, composed of the six Pillars that support our Community Based Accountability System (CBAS). Monthly data is presented in the form of dashboards that align to key questions within each of the Pillars. The six Pillars are: Safety and Well-being; Student Learning and Progress; Student Readiness; Student, Family, and Community Engagement; World Class Staff; and Fiscal and Operational Systems. Quarterly, we review the data with each of the CBAS Pillar teams. Also, at the District Level during Academic Support Meetings data is reviewed for departments and schools. Our data is housed in Performance Matters, district created and school created dashboards. These dashboards show progress towards mastery of standards, progress monitoring for MTSS, state summative data, universal screener data, diagnostic data, common summative data, data for gap populations, including progress towards IEP goals and progress for EL students. The use of all data sets in a triangulated format, allows all stakeholders the ability to determine priorities for collective needs and to celebrate success. Each school has a school level action plan. Principals are to identify very targeted goals for the school year and identify focus areas for their school within the action plan. Action plans should be reviewed at the school level monthly and capture the work taking place to support those goals, this includes how reviewing, analyzing and applying data takes place within the school, as data will drive the instruction leading to the success of the goals. Thus far into the 24-25 school year, administration teams have received multiple training sessions focused on the KCSD Balanced Assessment Summary and Expectations. Principals should have a good understanding of assessments for learning and assessments of learning, as well as the purpose of each assessment and how to use the data sets from various types of assessments. Models have been provided for before, during and after testing. Models have been provided on how to analyze and share data with stakeholders. Use of data</p>

Key Elements of the Teaching and Learning Environment – District

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
		to make informed instructional decisions through naming and claiming is expected and has been outlined within the KCSD Balanced Assessment Summary and Expectations. Schools are expected to be able to triangulate data sets to make informed instructional decisions for students and use data sets over time.
<p>KCWP 5: Design, Align and Deliver Support</p> <p>Has our district established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?</p>		<p>The KCSD utilizes many systems to monitor student data regularly to promote positive, equitable, and inclusive learning experiences for all. Systems are in place to design, align and deliver support. Systems support district goal of 100% of our students to be Transition Ready. We are working very hard this year to identify, monitor, and collect data for Transition Ready at the elementary, middle and high school levels with exiting primary, exiting middle school, and exiting seniors. As mentioned, we review data monthly with our district cabinet. The data focus in our cabinet is on the six Pillars within CBAS. Also, as outlined, the Academic Support team that meets three times monthly to review school level data that is divided by school level support teams. Those teams work with the data to determine progress towards school goals. Embedded in this work is progress with the Multi-tiered System of Support, MTSS. A KCSD MTSS rubric has been designed to determine if schools are implementing MTSS with fidelity. With the school team review, GAP population data is included in our data reviews, including our EL populations and Students with Disabilities. Social, Emotional, and Behavior data is also reviewed regularly. Departments meet together to discuss data and determine next steps. Our district also embarks upon shared learning walks to ensure calibration of our administration teams when providing feedback over the alignment and delivery of instruction. Our academic program consultants also complete fidelity walks to support the design, alignment, and delivery of instruction with our HQR's. Special education department is also conducting learning walks in the area of resource, as a targeted area for the 24-25 school year.</p>

Key Elements of the Teaching and Learning Environment – District

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
<p>KCWP 6: Establishing Learning Culture and Environment</p> <p>Has our district intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?</p>		<p>The KCSD establishes a learning culture and environment where students have optimal opportunities for success. Through our MTSS pyramid we believe we are educating the whole child while fostering continual growth and a culture of learning. One side of the pyramid focuses on tier I, II, and III academic instruction. The other side of the pyramid focuses on social, emotional, and behavior with offering tier I, II, and III supports. A MTSS rubric is utilized to help support schools with the MTSS structure being implemented at the school level. In addition, each school has a PBIS plan and safety and security plan. Our district also has a Trauma Informed Plan. These plans are reviewed at the beginning of the school year with all staff. Our schools have been instrumental in working to ensure Social, Emotional, and Behavioral Learning is taking place by gathering resources and attending training in this area. As mentioned we have two focus priority areas for the 23-24 school year, which are:</p> <p>Effective Academics and Social Emotional Behavioral (SEB) instruction at all tiers:</p> <ul style="list-style-type: none"> ● Rigorous standards based academic instruction and evidence-based Social Emotional Learning (SEL) that generates regular checks for learning from all students (Tier 1) ● Fidelity of instruction/program that closes gaps for students with specific skill deficits (Tier II/III/Special Education) <p>Effective Professional Learning Communities (PLC's). PLC meetings should allow for the use of academic and SEB data in real time to make intentional adjustments to instruction. This is a data driven approach that allows for all students to reach maximum learning potential and to close gaps.</p> <ul style="list-style-type: none"> ● Regular student name and claim; adjustments to instruction as a result of regular review of data

Key Elements of the Teaching and Learning Environment – District

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
		For classroom instruction and student learning, using trend data from both instructional observations and academic and SEB student learning data to respond accordingly through recursive structures is how we support the narrowed and focused approach to our two priorities.



2024-2025 Phase Two: District Assurances_08272024_14:48

2024-2025 Phase Two: District Assurances

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

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2024-2025 Phase Two: District Assurances

Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225) and must contain a signed declaration by the superintendent that all schools in the district are in compliance with the necessary federal and state requirements for school improvement, including:

- KRS 158.649 (achievement gaps),
- 158.6455 (school accountability system),
- 158.782 (monitoring and review of turnaround plan),
- 160.346 (targeted and comprehensive improvement)
- 703 KAR 5:280 (school improvement procedures).
- Elementary and Secondary Education Act (ESSA)
- 20 U.S.C. 6301 et seq. (fair, equitable, and high-quality education, and close educational achievement gaps),
- 2 C.F.R. Part 200 (uniform administrative requirements) and
- 34 C.F.R. Part 200 (Title I).

Please read the assurance and indicate whether your district complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

District Assurances

The district hereby ensures that the FY 2024-2025 District General and Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

☒ Yes

☐ No

☐ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase Two: District Safety Report_08272024_14:49

2024-2025 Phase Two: District Safety Report

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

09/28/2024

Kenton County

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2024-2025 Phase Two: District Safety Report

District Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Finally, pursuant to KRS 158.162, local Superintendents must submit verification to the Kentucky Department of Education that all schools are in compliance by November 1 each year. This diagnostic is the means by which this reporting requirement is fulfilled.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the local board adopted a policy requiring the school council or, if none exists, the principal in each school to adopt and implement an emergency plan as required by KRS 158.162?

Please reference the appropriate board policy number(s) and/or title(s) in the comment box.

Yes, the Board Policy is 05.4. and 05.5.

2. Has each school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and

locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

Yes

3. Has each school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

4. Has each school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

5. Has each school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

6. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file for review?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

7. Are practices in place to control access to each school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an

intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

8. Was each school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c) and is a copy maintained on file for review?

Please provide the most recent date of review/revision of the emergency plan for each school in the district in the comment box. If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes, all schools have reviewed the emergency plan at the end of the school year. The date per school is listed below for the most recent date of review of the emergency plan.

Dixie Heights High School - 07/17/24

Scott High School 07/18/24

Simon Kenton High School 07/31/24

Summit View Academy 07/30/24

Turkeyfoot Middle School 07/17/24

Twenhofel Middle School 07/17/24

Woodland Middle School 07/25/24

Beechgrove Elementary School 07/29/24

Caywood Elementary School 07/22/24

Fort Wright Elementary School 07/22/24

Hinsdale Elementary School 07/24/24

Kenton Elementary School 07/24/24

River Ridge Elementary School 07/30/24

Ryland Elementary School 07/24/24

Taylor Mill Elementary School 07/24/24

White's Tower Elementary School 07/22/24

9. Did each principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date each school in the district completed this discussion in the comment box. If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes, 08/12/24

10. During the first 30 instructional days of the current school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the current drill log?

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

Yes

11. During the month of January during the prior school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the appropriate drill log and maintained on file?

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

Yes

12. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

09/28/2024

Kenton County

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

Yes

09/28/2024

Kenton County

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase Three: Comprehensive District Improvement Plan_11132024_16:33

2024-2025 Phase Three: Comprehensive District Improvement Plan

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

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2024-2025 Phase Three: Comprehensive District Improvement Plan

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. 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. Objectives should address state assessment results and/or aligned formative assessments. 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, as identified in the Needs Assessment for Schools, 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.).

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

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

Measure of Success: Criteria that shows how well the school is accomplishing their action steps. 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. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

Requirements for Building an Improvement Plan

There are seven (7) required district goals:

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

Using the Comprehensive District Improvement Plan Template

The template is a complement to the Needs Assessment for Districts. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the [Comprehensive District Improvement Plan \(CDIP\) template](#).

- **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name



KCSD Comprehensive District Improvement Goals and Objectives 2024

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.


All objectives changed based upon the 2024 state testing data. Each objective has been aligned to make progress towards meeting the 4-year goal, with the exception of the Achievement Gap, which does not have a required goal. The Achievement

Gap only requires an annual objective. Considering our CDIP is based upon the district action plan, which is aligned to our Community Based Accountability (CBAS) model, many of our strategies remain consistent; however, some have been modified or streamlined for the 2024-2025 school year. Key Questions that support our strategies are often modified from year to year reflecting the current needs based upon the forward facing approach our CBAS model. Strategies/Key Questions which are similar, but differing from the previous year are listed below:

- To what degree do the schools build relationships and promote two way communication between school and home?
- To what degree does the KCSD provide a world class transportation fleet to ensure comfort, efficiency, and safety for all students and staff?
- To what degree does the KCSD Student Nutrition Department support a healthy learning community by providing food choices and nutritious meals?
- To what degree does the implementation of Behavior Threat Assessment and Management (BTAM) Teams impact school safety and student well-being?

All other strategies remain consistent and will be maintained as we are committed to the work outlined with our model and believe in building capacity with our structures and processes in currently in place.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 KCSD Comprehensive District Improvement Goals and Objectives 2024	KCSD CDIP Comprehensive District Improvement Goals and Objectives for the 2024-2025 school year.	<ul style="list-style-type: none"> •



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

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive district improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Districts

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Districts that will be thoroughly addressed in the strategies and activities outlined in this template.

The two greatest areas of weakness, identified in question #5, of the Needs Assessment for Districts remain to be:

1. Our SWD population remains below the state average for P/D scores in most content areas and the gap continues to exist between all students and SWD.
2. Our secondary schools have content areas where 50% of students are performing below proficiency.

SWD content areas that have P/D percentages for 2023-2024 below the state average are:

- Elementary Reading SWD State 29%/ KCSD 23% (-6)
- Elementary Science SWD State 25%/ KCSD 24% (-1)
- Elementary Social Studies SWD State 22%/ KCSD 18% (-4)
- Elementary Writing SWD State 17%/ KCSD 12% (-5)
- Middle School Math SWD State 17%/ KCSD 14% (-3)
- Middle School Science SWD State 9%/ KCSD 6% (-3)
- Middle School Social Studies SWD State 13%/ KCSD 10% (-3)
- High School Social Studies SWD State 12%/ KCSD 7% (-5)

Continuing to close gaps between all students and SWD remains an area of concern. Currently there are no grade levels or content areas for SWD that have a P/D percentage above the P/D percentage of all students for the 2024 data.

- Elementary Math All Students 61%/ SWD 24%

- Elementary Reading All Students 57%/ SWD 23%
- Elementary Science All Students 48%/ SWD 24
- Elementary Social Studies All Students 51%/ SWD 18%
- Elementary Writing All Students 52%/ SWD 12%
- Middle School Math All Students 48% / SWD 14%
- Middle School Reading All Students 55%/ SWD 15%
- Middle School Science All Students 30% / SWD 6%
- Middle School Social Studies All Students 46%/ SWD 10%
- Middle School Writing All Students 68%/ SWD 20%
- High School Math All Students 42%/ SWD 14%
- High School Reading All Students 53%/ SWD 15%
- High School Science All Students 4%/ SWD 1%
- High School Social Studies All Students 37%/ SWD 7%
- High School Writing All Students 50%/ SWD 12

For SWD disabilities our district has been providing professional learning and/or support with a systemic review being conducted of instruction taking place in the resource setting, and continuing to provide regular feedback through instructional walks around quality implementation of co-teaching models. Data is tracked monthly for SWD to determine the percentage of students scoring 70% or above on district reading and math common assessments. Likewise, we look monthly at the percentage of students making progress on IEP goals and compliance with due process binders.

As mentioned, secondary schools did make progress and growth from the 2022-2023 to 2023-2024 school years. However, many content areas have less than 50% of the population scoring in the proficient range.

The P/D percentage below 50% for middle and high schools for 2023-2024 are:

- KCSD Middle School Math – 48%
- KCSD Middle School Science – 30%
- KCSD Middle School Social Studies – 46%
- KCSD High School Math – 43%
- KCSD High School Science – 4%
- KCSD High School Social Studies – 37%

Also, as mentioned, ACT data also declined in all areas in comparing 2023 to 2024 with the following scores:

- English 18.9 in 2023 to 17.9 in 2024 (-1.0)
- Math 18.8 in 2023 to 18.0 in 2024 (-0.8)
- Reading 19.7 in 2023 to 18.9 in 2024 (-0.8)
- Science 19.3 in 2023 to 18.8 in 2024 (-0.5)
- Composite 19.3 in 2023 to 18.6 in 2024 (-0.7)

To support not only our secondary students performing below proficiency and our SWD populations we continue to follow the steps outlined in our district action plan. It is evident KCSD needs to continue to build systems and structures around the Balanced Assessment Summary and Expectations, emphasizing the before, during and after steps that take place in regards to both assessments for and of learning. We are continuing to build capacity with our schools with the use of the Balanced Assessment Summary and Expectations for each type of assessment implemented and focusing on strong data analysis taking place at the district and school levels. We continue to build capacity with our school leaders on using data to drive the work as outlined within the school action plan. Schools are to build systems and structures based upon the steps outlined as needs and the goals within the school action plan. Differentiated support is provided from the district level to help schools improve and strengthen the systems and structures being implemented.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the District Key Elements Template that the district will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

After analyzing the six Key Core Work Processes (KCWP), the three processes where the district is focusing resources and efforts to produce desired change are:

- KCWP #1 – Design and Deploy Standards
- KCWP #3 – Design and Deliver Assessment Literacy
- KCWP #4 – Review, Analyze and Apply Data

The district is focusing efforts and resources to support KCWP #1 through lesson plan internalization. Ongoing training is provided for administrators and teachers on lesson planning. Suggested templates are provided for use. A unit internalization document is also suggested. These resources help to provide teachers with the planning needed to execute lessons that are rigorous, aligned to standards and follow the KCSD Cycle of Quality Instruction. We are continuing to build the capacity of principals with training around standards and the importance of learner targets.

The district is focusing efforts and resources to support KCWP #3 through the KCSD has a Balanced Assessment Summary and Expectations protocol. This protocol outlines before, during, and after practices that take place in schools to create the best possible testing environment and culture for students, including recognizing students for success through regular celebrations. The KCSD Balanced Assessment Summary and Expectations outlines assessments for learning and of learning. School administration teams have been spending time receiving training on how to best utilize this document to support the use of data to make instructional decisions leading to student achievement.

The district is focusing efforts and resources to support KCWP #4 as principals should have a good understanding of assessments for learning and assessments of learning, as well as the purpose of each assessment and how to use the data sets from various types of assessments. Models have been provided for before, during and after testing. Models have been provided on how to analyze and share data with stakeholders. Use of data to make informed instructional decisions through naming and claiming is expected and has been outlined within the KCSD Balanced Assessment Summary and Expectations. In addition, schools are expected to use the Balanced Assessment Summary and Expectations to put systems and structures in place around regular review of data with stakeholders.

Indicator

List the overall scores of status and change for each indicator and select which indicator(s) will be of priority focus through the strategies and activities outlined in this template.

Indicator	Status	Change
<i>State Assessment Results in reading and mathematics</i>	<i>Elementary 77.7</i> <i>Middle School 68.6</i> <i>High School 65.0</i>	<i>Elementary -0.1</i> <i>Middle School 3.0</i> <i>High School 5.8</i>
<i>State Assessment Results in science, social studies and writing</i>	<i>Elementary 72.4</i> <i>Middle School 66.8</i> <i>High School 50.4</i>	<i>Elementary -1.7</i> <i>Middle School 6.8</i> <i>High School -2.1</i>
<i>English Learner Progress</i>	<i>Elementary 59.7</i> <i>Middle School 23.9</i>	<i>Elementary -6.8</i> <i>Middle School -1.8</i>

	<i>High School 43.8</i>	<i>High School 6.4</i>
<i>Quality of School Climate and Safety</i>	<i>Elementary 78.2</i> <i>Middle School 68.2</i> <i>High School 66.3</i>	<i>Elementary -1.4</i> <i>Middle School -1.3</i> <i>High School 0.7</i>
<i>Postsecondary Readiness</i>	89.3	6.3
<i>Graduation Rate</i>	97.2	2.0

Reading and Mathematics Goal #1: By 2028, the district will increase math and reading proficiency for all students from:
59% in 2023 to 80% for elementary math;
59% in 2023 to 80% for elementary reading;
43% in 2023 to 72% for middle school math;
52% in 2023 to 76% for middle school reading;
38% in 2023 to 69% for high school math;
44% in 2023 to 72% for high school reading
as measured by the school report card proficiency data.

Reading and Mathematics Objective 1: By 2025, the district will increase math and reading proficiency for all students from:
61% in 2024 to 66% for elementary math;
57% in 2024 to 63% for elementary reading;
48% in 2024 to 54% for middle school math;
55% in 2024 to 60% for middle school reading;
43% in 2024 to 50% for high school math;
53% in 2024 to 58% for high school reading;
as measured by the school report card proficiency data.

Strategy	Key Question/Measures of Success	Evidence (Measures and Indicators)/Progress Monitoring	Action Steps/Activities	Funding
<p>Student Learning and Progress: Ensure academic success and growth for all students so that every student reaches their maximum learning potential.</p> <p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze, and Apply Data</p> <p>KCWP 5: Design, Align, Deliver Support Classroom Activities</p>	<p>To what degree are all students reaching instructional benchmarks on assessments for and of learning in math and reading?</p>	<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/ High Classroom Instructional Data Grade Analysis Anecdotal Data 	<ul style="list-style-type: none"> Commitment to District Instructional Vision and fidelity of implementation with the KCSD Instructional Priorities Training and support plan to build capacity with recursive structures for Unit and Lesson Internalization/Planning Commitment to utilizing P-12 Reading Strategies in all content areas Ongoing Tier I job embedded professional learning and support through all district led meetings/trainings. Differentiated professional learning and support through school support team structure. Fidelity of implementation with informal and formal support for staff. Fidelity with 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 Fidelity with High Quality Comprehensive Instructional Resource for ALL students in 	<p>\$158,366.63 - LMS</p> <p>\$35,000.00 Funds for Certified Staff Hourly Stipend/Sub. Pay</p>

			<p>the area of Math for grades 6-Algebra 1.</p> <ul style="list-style-type: none"> ● Commitment to and fidelity of implementation of the KCSB Balanced Assessment System <ul style="list-style-type: none"> ● Utilizing 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. ● Intentional and recursive school structure around common formative assessments and spiral review of standards. ● Full Implementation of the Learning Management System ● Implementation of School Action Plans with fidelity ● District/School Support Team Meetings 	
	<p>To What Degree Are All Students Demonstrating Growth on Instructional Benchmarks on Assessments for Learning</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 	<ul style="list-style-type: none"> ● The same structures and action steps as outlined above 	

	<p>and of Learning in math and reading?</p>	<p>common assessments. While we know the assessments cover a different bundle of standards, we are measuring if the trendline is maintaining or growing.</p> <ul style="list-style-type: none"> ○ Growth from fall to spring and spring to spring on MAP ● Classroom Instructional Data ● Grade Analysis ● Anecdotal Data 		
	<p>To What Degree Are All KCSD Students Proficiently Reading at Grade Level in K-8?</p>	<ul style="list-style-type: none"> ● Performance Matters-Tier I, II, III Data ● Universal screener data-MAP ● Universal diagnostic-MAP Fluency ● Classroom Instructional Data/Fidelity of Comprehensive Resource ● Grade Analysis ● Anecdotal Data 	<ul style="list-style-type: none"> ● The same structures and action steps as outlined above ● Commitment to utilizing P-12 Reading Strategies in all content areas ● Vertically aligned Literacy Plan with instructional literacy shifts in High Quality Comprehensive Instructional Resource for ALL students K-12 in the area of Literacy. KCSD Literacy Guide ● Literacy Support 	

	<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"> • Read to Succeed Q&A • Recursive meetings with District Literacy Team • District/School Support Team Meetings <ul style="list-style-type: none"> • The same structures and action steps as outlined above • Implementation of School Action Plans with fidelity • District/School Support Team Meetings 	
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Science, Social Studies and Writing Goal #2: By 2028, the district will increase science, social studies, and writing proficiency for all students from:

48% in 2023 to 74% for elementary science;
 52% in 2023 to 76% for elementary social studies;
 60% in 2023 to 80% for elementary writing;
 28% in 2023 to 64% for middle school science;
 38% in 2023 to 69% for middle school social studies;
 53% in 2023 to 77% for middle school writing;
 9% in 2023 to 55% for high school science;
 40% in 2023 to 70% for high school social studies;
 49% in 2023 to 75% for high school writing

as measured by the school report card proficiency data.

Science, Social Studies and Writing Objective 1: By 2025, the district will increase science, social studies, and writing proficiency for all students from:

48% in 2024 to 55% for elementary science;
 51% in 2024 to 57% for elementary social studies;
 52% in 2024 to 59% for elementary writing;
 30% in 2024 to 38% for middle school science;
 46% in 2024 to 52% for middle school social studies;
 68% in 2024 to 70% for middle school writing;
 4% in 2024 to 17% for high school science;
 37% in 2024 to 46% for high school social studies;
 50% in 2024 to 56% for high school writing
 as measured by the school report card proficiency data.

Strategy	Key Question/Measures of Success	Evidence (Measures and Indicators)/Progress Monitoring	Action Steps/Activities	Funding
<p>Student Learning and Progress: Ensure academic success and growth for all students so that every student reaches their maximum learning potential.</p> <p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p>	<p>To what degree are all students reaching instructional benchmarks on assessments for and of learning in math and reading?</p> <p>**Students must have numeracy and literacy skills to be successful in Science, Social Studies, and Writing.</p>	<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/High Classroom Instructional Data Grade Analysis 	<ul style="list-style-type: none"> Commitment to District Instructional Vision and fidelity of implementation with the KCSD Instructional Priorities Training and support plan to build capacity with recursive structures for Unit and Lesson Internalization/Planning Commitment to utilizing P-12 Reading Strategies in all content areas Ongoing Tier I job embedded professional learning and support through all district led meetings/trainings. Differentiated professional 	<p>\$158,366.63 - LMS</p> <p>\$35,000.00 Funds for Certified Staff Hourly Stipend/Sub. Pay</p>

<p>KCWP 4: Review, Analyze, and Apply Data</p> <p>KCWP 5: Design, Align, Deliver Support Classroom Activities</p>		<ul style="list-style-type: none"> ● Anecdotal Data 	<p>learning and support through school support team structure.</p> <ul style="list-style-type: none"> ● Fidelity of implementation with informal and formal support for staff. ● Fidelity with 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 ● Fidelity with High Quality Comprehensive Instructional Resource for ALL students in the area of Math for grades 6-Algebra 1. ● Commitment to and fidelity of implementation of the KCSD Balanced Assessment System <ul style="list-style-type: none"> ● Utilizing 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. ● Intentional and recursive school structure around common formative assessments and spiral review of standards. ● Full Implementation of the Learning Management System 	
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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> <p>**Students must have numeracy and literacy skills to be successful in Science, Social Studies, and Writing.</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 ● Classroom Instructional Data ● Grade Analysis ● Anecdotal Data 	<ul style="list-style-type: none"> ● Implementation of School Action Plans with fidelity ● District/School Support Team Meetings ● The same structures and action steps as outlined above 	
			<ul style="list-style-type: none"> ● The same structures and action 	

	<p>To What Degree Are All KCSD Students Proficiently Reading at Grade Level in K-8?</p> <p>**Students must have literacy skills to be successful in Science, Social Studies, and Writing.</p>	<ul style="list-style-type: none"> ● Performance Matters-Tier I, II, III Data ● Universal screener data-MAP ● Universal diagnostic-MAP Fluency ● Classroom Instructional Data/Fidelity of Comprehensive Resource ● Grade Analysis ● Anecdotal Data 	<p>steps as outlined above</p> <ul style="list-style-type: none"> ● Commitment to utilizing P-12 Reading Strategies in all content areas ● Vertically aligned Literacy Plan with instructional literacy shifts in 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 ● Recursive meetings with District Literacy Team ● District/School Support Team Meetings 	
	<p>To What Degree Are We Closing Achievement Gaps for Students with Disabilities and English Learners?</p>	<ul style="list-style-type: none"> ● Performance Matters-Tier I, II, III Data <ul style="list-style-type: none"> ○ Data for students meeting 	<ul style="list-style-type: none"> ● The same structures and action steps as outlined above ● Systemic review of specially designed instruction in the resource setting ● Structures for effective co-teaching and collaboration ● Ongoing professional learning 	

	<p>To What Degree Are We Increasing English Proficiency for English Learner Students?</p> <p>**Students must have numeracy and literacy skills to be successful in Science, Social Studies, and Writing.</p>	<p>EL</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 	<p>steps as outlined above</p> <ul style="list-style-type: none"> • Ongoing professional learning and implementation of the KCSD English Learner Handbook • District/School Support Team Meetings 	
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Achievement Gap Objective 1: By 2025, the district will increase math and reading proficiency for students with disabilities from:

24% in 2024 to 34% for elementary math;
23% in 2024 to 33% for elementary reading;
14% in 2024 to 25% for middle school math;
15% in 2024 to 22% for middle school reading;
14% in 2024 to 25% for high school math;
15% in 2024 to 26% for high school reading;
as measured by the school report card proficiency data.

Strategy	Key Question/Measures of Success	Evidence (Measures and Indicators)/Progress	Action Steps/Activities	Funding
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		Monitoring		
<p>Student Learning and Progress: Ensure academic success and growth for all students so that every student reaches their maximum learning potential.</p> <p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze, and Apply Data</p> <p>KCWP 5: Design, Align, Deliver Support Classroom Activities</p>	<p>To What Degree Are We Closing Achievement Gaps for Students with Disabilities and English Learners?</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 <ul style="list-style-type: none"> ◦ Percentages of students with disabilities making progress on IEP goals ◦ Compliance Data ◦ Monthly Data Review <ul style="list-style-type: none"> • Schedule /IEP alignment • Data Entry/Progress of IEP Goals • Progress Reports • EL Progress Monitoring Data/ACCESS Data • Classroom Instructional Data • Grade Analysis • Referral Data 	<ul style="list-style-type: none"> • The same structures and action steps as outlined above • Systemic review of specially designed instruction in the resource setting • Structures for effective co-teaching and collaboration • Ongoing professional learning and implementation of the KCSD English Learner Handbook • District/School Support Team Meetings 	<p>\$158,366.63 - LMS</p> <p>\$35,000.00 Funds for Certified Staff Hourly Stipend/Sub. Pay</p>

		<ul style="list-style-type: none"> Anecdotal Data- school implementation in determining the effectiveness of programming around Special Education and EL 		
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English Learner Progress Goal #4: By 2028, the district will increase the English Learners Progress overall indicator rating from:
74.4 in 2023 to 87.2 for elementary schools;
21.8 in 2023 to 60.9 for middle schools;
27.5 in 2023 to 63.8 for high schools
as measured by the school report card proficiency data.

English Learner Progress Objective 1: By 2025, the district will increase the English Learners Progress overall indicator rating from:
52.9 in 2024 to 61.4 for elementary schools;
22.1 in 2024 to 31.8 for middle schools;
50.2 in 2024 to 53.6 for high schools
as measured by the school report card proficiency data.

Strategy	Key Question/Measures of Success	Evidence (Measures and Indicators)/Progress Monitoring	Action Steps/Activities	Funding
<p>Student Learning and Progress: Ensure academic success and growth for all students so that every student reaches their maximum learning potential.</p> <p>KCWP 1: Design and Deploy Standards</p>	<p>To What Degree Are We Closing Achievement Gaps for Students with Disabilities and English Learners?</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 <ul style="list-style-type: none"> Percentages of students with disabilities making progress on IEP 	<ul style="list-style-type: none"> The same structures and action steps as outlined above Systemic review of specially designed instruction in the resource setting Structures for effective co-teaching and collaboration Ongoing professional learning and implementation of the KCSD English Learner 	<p>\$158,366.63 - LMS</p>

<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze, and Apply Data</p> <p>KCWP 5: Design, Align, Deliver Support Classroom Activities</p>	<p>To What Degree Are We Increasing English Proficiency for English Learner Students</p>	<ul style="list-style-type: none"> goals <ul style="list-style-type: none"> ○ Compliance Data ○ Monthly Data Review <ul style="list-style-type: none"> ● Schedule/IEP alignment ● Data Entry/Progress of IEP Goals ● 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 ● 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 	<p>Handbook</p> <ul style="list-style-type: none"> ● District/School Support Team Meetings ● The same structures and action steps as outlined above ● Ongoing professional learning and implementation of the KCSD English Learner Handbook ● District/School Support Team Meetings 	
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		<ul style="list-style-type: none"> • Grade Analysis • Anecdotal Data- school implementation in determining the effectiveness of programming around EL 		
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Quality of School Climate and Safety Goal #5: By 2028, the district will increase the Quality of School Climate and Safety overall indicator rating for all students from:
80.2 in 2023 to 90.1 for elementary schools;
68.6 in 2023 to 84.3 for middle schools;
65.2 in 2023 to 82.6 for high schools
as measured by the school report card proficiency data.

Quality of School Climate and Safety Objective 1: By 2025, the district will increase the Quality of School Climate and Safety overall indicator rating for all students from:
76.8 in 2024 to 80.1 for elementary schools;
66.9 in 2024 to 71.2 for middle schools;
67.8 in 2024 to 71.5 for high schools
as measured by the school report card proficiency data.

Strategy	Key Question/Measure of Success	Evidence (Measures and Indicators)/Progress Monitoring	Action Steps/Activities	Funding
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 does the implementation of the Social Emotional Behavior (SEB) Tier 1 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 level ◦ Overall # of Office Discipline Referral Data by level ◦ Total # of 	<ul style="list-style-type: none"> • Monthly SEB data analysis • Recursive review and follow up on school's SEB Tier 1 Action Plans. • Implementation of Trauma Informed Care (TIC) plan <ul style="list-style-type: none"> ◦ Trauma Informed Care (TIC) training—all staff in 	\$42,202.60

<p>KCWP 4: Review, Analyze, and Apply Data</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p><i>**SEB Tier 1 Action plan includes plans for PBIS, SEL, Trauma Informed Care, Restorative Practices, Adult Advocate, Substance Use Prevention, SEB Data Analysis, BTAM Implementation Checklist, and Safety Committee Meetings</i></p>	<p>Restorative Practices listed as a resolution for Office Discipline Referrals by level</p> <ul style="list-style-type: none"> • Anecdotal data/observations 	<p>KCSD will receive a 1 hour TIC training in the beginning of the year and additional information throughout the year</p> <ul style="list-style-type: none"> • Continuation of the implementation of Restorative Practices <ul style="list-style-type: none"> ◦ 24-25 Timeline for Implementation. • Adult Advocate <ul style="list-style-type: none"> ◦ Re-educate the district on Adult Advocate structures during district leadership and counselor meetings. • All schools will implement the MTSS Social Emotional Behavioral Protocol to identify students who need additional support. <ul style="list-style-type: none"> ◦ Schools will utilize the Early Warning Tool to assist with identifying students who need additional support. 	
		<ul style="list-style-type: none"> • # of high and imminent 	<ul style="list-style-type: none"> • BTAM expectations will 	

	<p>To what degree does the implementation of Behavior Threat Assessment and Management (BTAM) Teams impact school safety and student well-being?</p>	<p>threat assessments with case management plans</p> <ul style="list-style-type: none"> ● District level threat assessment weekly review ● Anecdotal data/observations 	<p>be reviewed at the beginning of the school year and followed by administrators.</p> <ul style="list-style-type: none"> ● Continue ongoing professional development and learning around the Behavior Threat Assessment and Management (BTAM) process. ● Schools will self-reflect and identify actions steps that are included in their SEB Tier 1 Action Plan based on their area of growth from the BTAM Implementation Checklist ● District and School safety teams to analyze BTAM data and recommend necessary changes 	
	<p>To what degree are students provided with safe learning spaces/facilities?</p>	<ul style="list-style-type: none"> ● Schools are compliant with implementing the school safety plan ● Schools are compliant with the State Security Marshal assessment requirements ● Schools are compliant with all monthly safety drills ● Anecdotal data review 	<ul style="list-style-type: none"> ● Communicate and implement with fidelity the district and school safety plans. ● Conduct District and School safety team meetings following a standard agenda with recursive items to include a review of compliance data with the State Security 	

	<p>To what degree are we prepared to both mitigate and effectively respond to crisis situations?</p>	<ul style="list-style-type: none"> ● District/schools complete quarterly safety team meetings ● Anecdotal data review 	<p>Marshal assessment and safety drills.</p> <ul style="list-style-type: none"> ● Ongoing training for efficient use of security tools and systems <ul style="list-style-type: none"> ○ Navigate 360 (web and mobile), Cameras, Access Control ● District and School safety teams to meet a minimum of four times a year <ul style="list-style-type: none"> ○ An agenda with recursive items will be created and shared with school leadership <ul style="list-style-type: none"> ■ PREPaRE resources will be embedded into the safety committee meetings ○ Meeting dates will be submitted to the district ● District will provide a list of minimum items to include in school safety bags. ● Annual trainings for safety and reunification process. 	
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			<ul style="list-style-type: none"> Regular review of district crisis protocols with the crisis team and all stakeholders. 	
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Postsecondary Readiness Goal #6: By 2028, the district will increase the overall indicator score of students transition ready in grade 12 from 95.6 in 2024 to 100, as measured by College/Career Readiness calculations.

****KCSd has adopted the School Superintendent Association of Transition Ready (AASA):** Under this model, the district goal is 100% of students will be Transition Ready.

Postsecondary Readiness Objective 1: By 2025, the district will increase the overall indicator score of students transition ready in grade 12 from 95.6 in 2024 to 96.7, as measured by College/Career Readiness calculations.

<i>Strategy</i>	<i>Key Question/Measure of Success</i>	<i>Evidence (Measures and Indicators)/Progress Monitoring</i>	<i>Action Steps/Activities</i>	<i>Funding</i>
<p>Student Readiness: Ensure all students are prepared with the knowledge, skills and dispositions to be Transition Ready.</p> <p>KCWP 4: Review, Analyze, and Apply Data</p> <p>KCWP 5: Design, Align, Deliver Support Classroom Activities</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>To what degree are students Transition Ready (college and/or career) exiting High School?</p>	<p><u>Exiting High School Transition Readiness</u></p> <ul style="list-style-type: none"> District Data Dashboard School Level Dashboards 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 <u>School MTSS</u> model. <ul style="list-style-type: none"> Correct identification of students into 	<p>\$158,366.63 - LMS</p>

			<p>appropriate tiers</p> <ul style="list-style-type: none"> ○ Structured, effective student led conversations around individual awareness of transition readiness ● Implementation and use of systems and structures to include regular use of Transition Ready Data Dashboards at the school level to impact and improve tier I instruction. ● Ongoing meetings throughout the school year with individual principals to evaluate the progress, structures and systems in place at each school to help support students become Transition Ready. <ul style="list-style-type: none"> ○ Recursive observations of support meetings with principals where data is reviewed and decisions are made impacting students. ● Leadership review of grade analysis data to ensure there are equitable practices for all kids. ● Follow 24-25 KCSD Balanced Assessment 	
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			<p><u>Summary and Expectations</u> to support and promote implementation of ACT instruction to support college readiness.</p> <ul style="list-style-type: none"> ● 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 on ensuring students apply for and obtain the Essential Skills Certifications before graduating. <ul style="list-style-type: none"> ○ Provide listing monthly to schools of eligible students ○ Google Form for teacher recommendations ● 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 	
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			<p>exploration. <u>(ILP Expectations)</u></p> <ul style="list-style-type: none"> ○ Revising timeline to ensure students work on the ILP earlier in the school year ○ Intentional scheduled time for the ILP to take place. ● Conduct Perkins Training for CTE staff and school administration to ensure fidelity of implementation of Perkins Plan. ● Implementation of a Growth Goal for CTE Programming by school that encompasses: CTE-EOP, Industry Certification, and Program Concentrators/Completers ● Peer Mentoring will take place through the Superintendent Student Advisory Council on Transition Readiness. ● Support schools on expanding Student Mentoring opportunities within the school. Communication and guidance will be provided for 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"> ● District Data Dashboard ● School Level Dashboards ● 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. ● Build school culture ensuring intentional communication and conversations between school administration, teachers, counselors, families and students are taking place around Transition Ready. ● Build an understanding with students of the impact passing grades and GPA have on overall Transition Readiness. ● Implementation and use of systems and structures to include regular use of Transition Ready Data Dashboards at the school level to impact and improve tier I instruction. ● Ongoing meetings throughout the school year with individual principals to evaluate the progress, 	
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			<p>structures and systems in place at each school to help support students become Transition Ready.</p> <ul style="list-style-type: none"> ○ Recursive observations of support meetings with principals where data is reviewed and decisions are made impacting students. ● Leadership review of grade analysis data to ensure there are equitable practices for all kids. ● Implement the Adult Advocate and students led conferences 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. ● Support schools on expanding Student Mentoring opportunities within the school. Communication and guidance will be provided 	
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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"> ● District Data Dashboard ● School Level Dashboards ● Performance Matters-Tier I, II, III Data ● Classroom Instructional Data ● Grade Analysis 	<p>for schools.</p> <ul style="list-style-type: none"> ● 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. (<u>ILP Expectations</u>) <ul style="list-style-type: none"> ○ Revising timeline to ensure students work on the ILP earlier in the school year ○ Intentional scheduled time for the ILP to take place. ● 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 school culture ensuring intentional communication and 	
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		<ul style="list-style-type: none"> ● Anecdotal Data 	<p>conversations between school administration, teachers, counselors, families and students are taking place around Transition Ready.</p> <ul style="list-style-type: none"> ● Implementation and use of systems and structures to include regular use of Transition Ready Data Dashboards at the school level to impact and improve tier I instruction. ● Ongoing meetings throughout the school year with individual principals to evaluate the progress, structures and systems in place at each school to help support students become Transition Ready. <ul style="list-style-type: none"> ○ Recursive observations of support meetings with principals where data is reviewed and decisions are made impacting students. ● Implement the Adult Advocate and students led conferences around Transition Ready (3 times per year). Through conversations, students will monitor their own 	
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			<p>progress towards Transition Readiness.</p> <ul style="list-style-type: none"> • 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. • Support schools on expanding Student Mentoring opportunities within the school. Communication and guidance will be provided for schools. 	
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Graduation Rate Goal #7: By 2028, the district will increase the 4-year graduation rate from 97.9% in 2024 to 100%, as measured by the school report card 4-year adjusted cohort graduation rate.

Graduation Rate Objective 1: By 2025, the district will increase the 4-year graduation rate from 97.9% in 2024 to 98.4%, as measured by the school report card 4-year adjusted cohort graduation rate.

<i>Strategy</i>	<i>Key Question/Measure of Success</i>	<i>Evidence (Measures and Indicators)/Progress</i>	<i>Action Steps/Activities</i>	<i>Funding</i>
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		<i>Monitoring</i>		
<p>Student Readiness: Ensure all students are prepared with the knowledge, skills and dispositions to be Transition Ready.</p> <p>KCWP 4: Review, Analyze, and Apply Data</p> <p>KCWP 5: Design, Align, Deliver Support Classroom Activities</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>To what degree are students Transition Ready (college and/or career) exiting High School?</p>	<p><u>Exiting High School Transition Readiness</u></p> <ul style="list-style-type: none"> ● District Data Dashboard ● School Level Dashboards ● 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 <u>School MTSS</u> 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 ● Implementation and use of systems and structures to include regular use of Transition Ready Data Dashboards at the school level to impact and improve tier I instruction. ● Ongoing meetings throughout the school year with individual principals 	<p>\$158,366.63 - LMS</p>

			<p>to evaluate the progress, structures and systems in place at each school to help support students become Transition Ready.</p> <ul style="list-style-type: none"> ○ Recursive observations of support meetings with principals where data is reviewed and decisions are made impacting students. ● Leadership review of grade analysis data to ensure there are equitable practices for all kids. ● Follow 24-25 KCSB Balanced Assessment Summary and Expectations to support and promote implementation of ACT instruction to support college 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 on ensuring students apply for and obtain the Essential 	
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			<p>Skills Certifications before graduating.</p> <ul style="list-style-type: none"> ○ Provide listing monthly to schools of eligible students ○ Google Form for teacher recommendations <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) <ul style="list-style-type: none"> ○ Revising timeline to ensure students work on the ILP earlier in the school year ○ Intentional scheduled time for the ILP to take place. ● Conduct Perkins Training for CTE staff and school administration to ensure fidelity of implementation of Perkins Plan. ● Implementation of a 	
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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"> • District Data Dashboard • School Level Dashboards • Performance Matters-Tier I, II, III Data • Classroom Instructional Data • Grade Analysis • Anecdotal Data 	<p>Growth Goal for CTE Programming by school that encompasses: CTE-EOP, Industry Certification, and Program Concentrators/Completers</p> <ul style="list-style-type: none"> • Peer Mentoring will take place through the Superintendent Student Advisory Council on Transition Readiness. • Support schools on expanding Student Mentoring opportunities within the school. Communication and guidance will be provided for schools. • 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 school culture ensuring intentional communication and conversations between school administration, teachers, counselors, families and students are 	
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			<p>taking place around Transition Ready.</p> <ul style="list-style-type: none"> ● Build an understanding with students of the impact passing grades and GPA have on overall Transition Readiness. ● Implementation and use of systems and structures to include regular use of Transition Ready Data Dashboards at the school level to impact and improve tier I instruction. ● Ongoing meetings throughout the school year with individual principals to evaluate the progress, structures and systems in place at each school to help support students become Transition Ready. <ul style="list-style-type: none"> ○ Recursive observations of support meetings with principals where data is reviewed and decisions are made impacting students. ● Leadership review of grade analysis data to ensure there are equitable practices for all kids. ● Implement the Adult Advocate and students led 	
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			<p>conferences around Transition Ready (3 times per year). Through conversations, students will monitor their own progress towards Transition Readiness.</p> <ul style="list-style-type: none"> ● Peer Mentoring will take place through the Superintendent Student Advisory Council on Transition Readiness. ● Support schools on expanding Student Mentoring opportunities within the school. Communication and guidance will be provided for schools. ● 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 Expectations) <ul style="list-style-type: none"> ○ Revising timeline to ensure students work on the ILP earlier in the school year 	
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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"> ● District Data Dashboard ● School Level Dashboards ● Performance Matters-Tier I, II, III Data ● Classroom Instructional Data ● Grade Analysis ● Anecdotal Data 	<ul style="list-style-type: none"> ○ Intentional scheduled time for the ILP to take place. ● 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 school culture ensuring intentional communication and conversations between school administration, teachers, counselors, families and students are taking place around Transition Ready. ● Implementation and use of systems and structures to include regular use of Transition Ready Data Dashboards at the school level to impact and improve tier I instruction. ● Ongoing meetings throughout the school year with individual principals to evaluate the progress, structures and systems in 	
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			<p>place at each school to help support students become Transition Ready.</p> <ul style="list-style-type: none"> ○ Recursive observations of support meetings with principals where data is reviewed and decisions are made impacting students. ● Implement the Adult Advocate and students led conferences around Transition Ready (3 times per year). Through conversations, students will monitor their own progress towards 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. ● Support schools on expanding Student 	
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			Mentoring opportunities within the school. Communication and guidance will be provided for schools.	
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Optional Goal #8 - Impact Survey: By 2028, the district will increase the topic of resources within the Impact Survey from 46% favorable in 2024 to 70%.

Impact Survey Objective 1: By 2026, the district will increase the topic of resources within the Impact Survey from 46% favorable in 2024 to 58%.

Strategy	Key Question/Measures of Success	Evidence (Measures and Indicators)/Progress Monitoring	Action Steps/Activities	Funding
<p>Student Learning and Progress: Ensure academic success and growth for all students so that every student reaches their maximum learning potential.</p> <p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze, and Apply Data</p>	<p>To what degree are all students reaching instructional benchmarks on assessments for and of learning in math and reading?</p> <p>*** The district has a five year plan for the purchase of HQIR's.</p>	<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/High Classroom Instructional Data Grade Analysis Anecdotal Data 	<ul style="list-style-type: none"> Commitment to District Instructional Vision and fidelity of implementation with the KCSD Instructional Priorities Training and support plan to build capacity with recursive structures for Unit and Lesson Internalization/Planning Commitment to utilizing P-12 Reading Strategies in all content areas Ongoing Tier I job embedded professional learning and support through all district led meetings/trainings. Differentiated professional learning and support through school support team structure. 	<p>\$158,366.63 - LMS</p> <p>\$35,000.00 Funds for Certified Staff Hourly Stipend/Sub. Pay</p>

<p>KCWP 5: Design, Align, Deliver Support Classroom Activities</p>			<ul style="list-style-type: none"> ● Fidelity of implementation with informal and formal support for staff. ● Fidelity with 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 ● Fidelity with High Quality Comprehensive Instructional Resource for ALL students in the area of Math for grades 6-Algebra 1. ● Commitment to and fidelity of implementation of the KCSD Balanced Assessment System <ul style="list-style-type: none"> ● Utilizing 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. ● Intentional and recursive school structure around common formative assessments and spiral review of standards. ● Full Implementation of the 	
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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 ● Classroom Instructional Data ● Grade Analysis ● Anecdotal Data 	<p><u>Learning Management System</u></p> <ul style="list-style-type: none"> ● Implementation of School Action Plans with fidelity ● District/School Support Team Meetings 	
	<p>To What Degree Are All KCSD Students</p>	<ul style="list-style-type: none"> ● Performance Matters-Tier I, II, III Data 	<ul style="list-style-type: none"> ● The same structures and action steps as outlined above 	

	Proficiently Reading at Grade Level in K-8?	<ul style="list-style-type: none"> • Universal screener data-MAP • Universal diagnostic-MAP Fluency • Classroom Instructional Data/Fidelity of Comprehensive Resource • Grade Analysis • Anecdotal Data 	<ul style="list-style-type: none"> • Commitment to utilizing P-12 Reading Strategies in all content areas • Vertically aligned Literacy Plan with instructional literacy shifts in 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 • Recursive meetings with District Literacy Team • District/School Support Team Meetings 	
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ADDITIONAL DISTRICT INITIATIVES NOT REQUIRED THROUGH KDE CDIP GUIDELINES:

Strategy	Key Question/Measures of Success	Evidence (Measures and Indicators)/Progress Monitoring	Action Steps/Activities	Funding
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 P-12: 	<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 	\$1,950,000.00 Stipends for Athletics, Extra/Co Curricular

		<ul style="list-style-type: none"> ○ P-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 least one extra/co-curricular activity <ul style="list-style-type: none"> ■ P-5 ■ 6-8 ■ 9-12 ■ District 	<p>the school year to include supporting schools in identifying students not involved in activities and provide necessary next steps. Student Engagement Expectations & On-Going Support</p> <ul style="list-style-type: none"> ● The district will utilize the data and information to support schools in growing opportunities and participation for students. ● Highlight specific students and/or schools in the district for their outstanding work through district/school newsletters, district/school memos, twitter, etc. ● A Club Day video will be created as a strategy for schools to increase student engagement in extra curricular activities. The video will explain the why, the how, and help schools generate ideas to improve transition readiness. 	
	To what degree do the	<ul style="list-style-type: none"> ● Identify and report the performance level for 	<ul style="list-style-type: none"> ● Each school will review the Kentucky Family and School 	

	<p>schools build relationships and promote two way communication between school and home?</p>	<p>Relationship Building and Communication (Kentucky Family and School Partnership Self-Assessment)</p> <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. <ul style="list-style-type: none"> ● Identify attendance and chronic absenteeism percentages for all schools. <ul style="list-style-type: none"> ○ Data Dashboard-attendance percentage <ul style="list-style-type: none"> ■ P-5 ■ 6-8 ■ 9-12 ■ District 	<p><u>Partnership Self-Assessment for Relationship Building and Communication</u>. Schools will rate their self-assessment level on this <u>form</u> three times per year and identify evidence to support the score.</p> <ul style="list-style-type: none"> ● 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 at Home ○ KCSD Multi-System of Supports: Parent Guide to MTSS ● 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. ● A menu of meaningful ways 	
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			<p>to engage families will be provided to schools. The menu will include but not be limited to the following:</p> <ul style="list-style-type: none"> ○ Transition Ready Nights ○ Literacy Nights ○ Parent Teacher Conferences ○ Student Led Conferences ○ Technology Showcase 	
	<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. ● Annually review and reflect on community partners and how the partners are being used. <ul style="list-style-type: none"> ○ Community Partners Data Dashboard ○ Provide schools with a list of how to best use community partnerships 	

Strategy	Key Question/Measures of Success	Evidence (Measures and Indicators)/Progress Monitoring	Action Steps/Activities	Funding
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 (Human Resources) 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 	N/A
	To what degree are we able to fill positions?	<ul style="list-style-type: none"> ● HR Frontline Data % open positions unfilled at 60 days 	<ul style="list-style-type: none"> ● Expansion of posting positions on external job boards ● Continued development of 	

	<p>To what degree are staff provided necessary supports to continue professional growth and be high quality educators/employees?</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>prospective employment "Why KCSD" landing page</p> <ul style="list-style-type: none"> ● Provide guidance to Second-Career Future Educators to alternative certification avenues ● Establishing additional university partnerships ● Community involvement/outreach and events ● Further development of career ladders <ul style="list-style-type: none"> ● 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 (Kenton County- New Educator Training) progress monitoring ● Data from surveys with staff 	
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			monitored for action step planning	
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Strategy	Key Question/Measures of Success	Evidence (Measures and Indicators)/Progress Monitoring	Action Steps/Activities	Funding
Fiscal & Operational Systems: Ensure the district is financially responsible and utilizes its resources to support all students and the KCSD personnel that serve them.	To what degree does the KCSD efficiently utilize district resources while remaining 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 	N/A
	To what degree does the KCSD plan for current and future facilities and capital assets?	<ul style="list-style-type: none"> • Items/projects outlined in the District Facility Plan and assessed for priority, cost, and fiscal year assigned <ul style="list-style-type: none"> ◦ <u>Construction Forecast 23-27</u> • Needs Assessment projects requested and identified as priority for completion • Completion data maintained for assigned Needs Assessment projects 	<ul style="list-style-type: none"> • Implement priority projects as defined by the DFP and Construction Forecast • Needs Assessment process implemented for collection and review of requested items • Needs Assessment progress monitored and communicated to requestor 	
	To what degree does the KCSD provide a world	<ul style="list-style-type: none"> • Transportation Fleet Dashboard 	<ul style="list-style-type: none"> • Analyze and update overall condition and size of fleet 	

	<p>class transportation fleet to ensure comfort, efficiency, and safety for all students and staff?</p> <p>To what degree does the KCSD Student Nutrition Department support a healthy learning community by providing food choices and nutritious meals?</p> <p>To what degree does KCSD maintain energy efficient buildings?</p>	<ul style="list-style-type: none"> • Enrollment trends and demographic study • Staffing and recruiting data • Number of schools posting nutrition guidelines and number of methods utilized • Assess success of menu options based upon student purchases • District and building meal data analyzed to assess participation trends • Student collected utility data by school • Utility bill data • Capital Outlay Decisions and Purchases 	<ul style="list-style-type: none"> • Analyze data trends for decisions on routing, including staffing and recruiting data • Publish nutrition guidelines for all meals <u>Nutrislice Menus</u> • 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 design decisions and purchases to lower utility costs 	
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Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

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

Monitoring and Support

Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.

Response: N/A

If schools identified for TSI do not make adequate performance progress, as defined by the department, the local school district shall take additional action to assist and support the school in reaching performance goals (KRS 160.346 (4)(c)). Also, when a school is identified for ATSI, the district shall take more rigorous district-determined action to assist the school in reaching performance goals (KRS 160.346 (5)).

Additional/More Rigorous Actions

Consider: List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions?

Response: N/A



2024-2025 Phase Three: The Superintendent Gap Assurance_08272024_14:52

2024-2025 Phase Three: The Superintendent Gap Assurance

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

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2024-2025 Phase Three: The Superintendent Gap Assurance

This district-level report fulfills KRS 158.649(9), which requires superintendents to report to the Commissioner of Education any school within the district that fails to meet its targets to reduce the gap in student achievement for any student group for two consecutive years.

The school-based decision making council, or the principal if no council exists, is required to set the school's yearly targets for eliminating any achievement gap. These targets can be found on the Comprehensive School Improvement Plan template for each school. When determining which schools did and did not meet their targets, the superintendent should review the achievement gap objectives (short-term targets) from the previous two years found on the planning template.

Gap Target Assurance

As superintendent of the district, I hereby certify either:

- ☐ No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years.
- ☒ **Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.**