



# Covington Independent Public Schools- 2025-2026

## Comprehensive District Improvement Plan (CDIP)

### Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among 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). Through the Needs Assessment for Districts, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

### Requirements for Building an Improvement Plan:

- There are seven (7) required district goals:
  - o State Assessment Results in reading and mathematics
  - o State Assessment Results in science, social studies and writing
  - o Achievement Gap
  - o English Learner Progress
  - o Quality of School Climate and Safety
  - o Postsecondary Readiness
  - o Graduation Rate

### 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. 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

**Priorities/Concerns from Needs Assessment for Districts:**

Determined by DIBELS CBM scores at the beginning of the 24-25 school year, our K students benchmarked where approximately 62% scored at the intensive level, and 18% were at the on-watch level. In some schools, it was greater in the area of intensive students. This will mean that we will have to double up on interventions and core instruction to catch students up to grade level before 1<sup>st</sup> grade. In all elementary schools, we have begun Tier 1+ or whole class intervention as needed in all classrooms. We have also added student graphs for all students who qualify for Tier 2/3 services to increase our accuracy for decision-making regarding these students. We have added another interventionist in 3 of our elementary schools- bringing that to 2 interventionists per school to service more students. We plan to provide our other 2 elementary schools with an additional interventionist in 25-26.

Districtwide, we have 763 ELL students (K-12). We exited over double the number of students from the previous year, but this year's results took a dip. We have a 2-week summer program for our Newcomers to help with language acquisition. Below is more information regarding the challenges we face with our ELL population and how we plan to address this challenge and grow. General education teachers need more support when EL teachers are not in the classroom. This support is especially evident for EL students who do not speak any English and struggle in their own home language. Our district has continued to provide professional learning in the area of ELL for teachers across the district. More plans are in place to visit successful districts working with ELL students, and also to provide coaching in the schools for our administrators and teachers who work with ELL students each day.

Over the past 5 years, our district has been in the process of developing a common curriculum and assessments for all elementary schools, middle school and high school. This curriculum has been a collaborative effort of all schools and leaders, including teacher leaders, in our district. At this time the curriculum and assessments continue to go through quality control in order to guarantee alignment to the KAS and high expectations for all schools. Monitoring systems are in place in each of the schools and at the district level using the PDSA model to increase the fidelity to the curriculum as written for our schools and students. We also continue to go through KDE s training for HQIR. Over the past 3 years, we have been able to provide updated, rigorous and culturally relevant textbooks and other materials to all schools K-12. Also, to address our reading issues at the elementary school we reassessed our early foundational reading programs and curriculum and have made improvements to those areas in each elementary school. We have also continued to employ an outside consultant to coach our staff in our schools around our foundational reading program. In 2024-2026, we plan to continue to take part in KDE phase 2 of the LETR-S learning initiative. We will be taking part in this learning as a system with all teachers and other applicable staff K-5. We have also provided our middle school and high school with reading intervention programs to implement at each level. Those programs are currently being implemented and monitored. Our next step is to provide Tier 2 and 3 training for our MS and HS in order to address students who are not meeting mastery on the standards throughout the year.

**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.

**KCWP 3: Design and Deliver Assessment Literacy**

Over the past 3 years, we have developed districtwide common embedded end-of-unit assessments for all grades K-12. These assessments have been developed by teams of teachers, instructional coaches, and administrators, and are now under a quality control process to check alignment and rigor to the standards. The district has also developed a balanced system of assessments given to all grade levels K-12. These include the district and teacher-developed formative assessments, common unit embedded assessments, and Pearson Benchmarks given by the district, developed by Pearson. We also use DIBELS as a screener for students in grades K-8, and STAR Phonics as a diagnostic for our students in grades K-4. All teachers and students throughout the district are required to set goals prior to all assessments. We have a common goal-setting protocol for each assessment throughout the year. We will continue to focus on the continuous improvement process of improving the alignment and quality of our assessments through the quality control process and the analysis of these results collaboratively by school and district teams.

**KCWP 4: Review, Analyze and Apply Data**

Each assessment is to be analyzed by teams of teachers and their administration after each assessment. Next steps are then developed and used for reteaching of those standards not at mastery. The district also has a protocol where assessments districtwide are analyzed by our district cabinet, leadership team and board of ed. We will focus on the continuous improvement of student learning by analysis of these assessment results on a continuous basis. We also have and continue to develop our MTSS teams in our K-12 schools. Every 5-6 weeks our teachers/admin/interventionists, coaches, with district support meet for RTI meetings for both academic purposes and behavioral purposes (SST-PBIS). This is where our schools analyze and make decisions based on how the students are responding to interventions in our schools. In 24-25 we are developing systems in schools for Tier 1+ - whole group intervention. We are also training staff on developing and analyzing Tier 2 and 3 graphs for students receiving interventions. We are in the process of further developing these systems in our 6-12.

Indicator

List the overall scores of status and change for each level – elementary school (ES), middle school (MS) and high school (HS) on each indicator.

Explanations/Directions

Indicator	Status – ES/MS/HS	Change – ES/MS/HS
State Assessment Results in reading and mathematics	Elem – Status- 57.6 MS – Status 40.4 HS – Status 37.1	Elem - 0.5 MS - 0.4 HS + 8.2
State Assessment Results in science, social studies and writing	Elem – Status 56.0 MS – Status 31.2 HS – Status 28.6	Elem -4.9 MS -5.2 HS -0.3
English Learner Progress	Elem 59.9 MS 10.4 HS 18.3	Elem -17.4 MS -15.2 HS - 6.9
Quality of School Climate and Safety	Elem. Climate 74.7 <u>Elem Safety 68.3</u> MS Climate 67.1 <u>MS Safety 59.1</u> HS Climate 60.2 HS Safety 53.7	Elem Climate -1.3 Elem Safety -1.3 MS Climate + 0.7 MS Safety +0.7 HS Climate - 0.1 HS Safety - 0.1
Postsecondary Readiness (high schools and districts only)	69.6	+ 14.3
Graduation Rate (high schools and districts only)	89.1	+ 4.8

1: Proficiency Goal

Goal 1 (State your proficiency goal.): <div>Increase the percentage of proficient and distinguished students in reading and math by 5% each year.</div>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1:</b></p> <p>By 2026, increase the percentage of proficient and distinguished students in reading and math by 5%.</p> <p><b>KCWP 1: Design and Deploy Standards</b> What evidence is there that your district continually assesses, reviews, and revises curricula to support students’ attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?</p> <p><b>KCWP 2: Design and Deliver Instruction</b> What evidence is there that instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the district?</p> <p><b>KCWP 3: Design and Deliver Assessment Literacy</b> What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p> <p><b>KCWP 4: Review, Analyze and Apply Data</b> What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?</p>	<p><b>KCWP 1:</b></p> <p>Collaboratively <b>quality control, implement, and monitor our districtwide curriculum K-12</b> (units and assessments) that ensures ALL students have equitable access to a common curriculum and instruction that is aligned to the Kentucky Academic Standards, is culturally relevant, accessible to all students, and inclusive of cultural diversity.</p> <p><b>KCWP 2:</b></p> <p>Provide job-embedded training and observation feedback on site for schools in high-effect size, <b>evidence-based instructional strategies</b> to ensure aligned, culturally relevant, highly effective instruction in all classrooms.</p> <p><b>KCWP 2:</b></p> <p>The District Curriculum Director will provide collaborative district planning time for grades K-2 and 3-5 in all content areas. Additional time will be provided also for grades 6-12 to work within their PLCs.</p> <p><b>KCWP 2:</b></p> <p>Elementary schools will implement a supplemental system of support for foundational math skills K-5.</p>	<p><b>KCWP 1:</b></p> <p>District-level administrators, principals, instructional coaches, and teacher leaders in K-12 will <b>quality control our current curriculum</b> to ensure its alignment with the Kentucky Academic Standards. This team will use <u>teacher survey data</u> from each unit and assessment data to assist in the revision of the curriculum to ensure alignment with the Kentucky Academic Standards. These quality control sessions will <u>occur once per month- or as needed.</u></p> <p><b>KCWP 2:</b></p> <p>Provide <b>unit-by-unit district collaborative planning sessions</b> for all content areas <b>K-2</b> and 3-5. Sessions will be led by lead teachers, instructional coaches, and administrators.</p> <p><b>KCWP 3:</b></p> <p>Each school will keep a <b>Data Tracker</b> which will have all district assessments- for each of the <b>3</b> benchmarks. The goal will be for schools to analyze their data and use those data sources to <b>balance assessment system</b> districtwide.</p> <p><b>KCWP 2:</b></p> <p>Each elementary school will implement a math fact program daily for grades K-5 (ex. <i>XtraMath, Rocket Math</i>) Data will be monitored by both administration and teachers on a daily/weekly basis.</p>	<p><b>District-wide common end-of-unit assessments</b> - end of each unit K-12.</p> <p><b>Curriculum surveys</b> will be offered to teachers <u>after every 1-2 units</u> of instruction.</p> <p><b>District Benchmarks-</b> Pearson- 3 times per year 3-11 accountability areas.</p> <p><b>Kentucky Summative Assessment</b> (KSA)- Spring of each year</p> <p>A universal math screener will be used for benchmarking of foundational math skills 3 times per year in grades K-5.</p> <p><b>ACT-</b> high school students- Winter each year</p> <p>Continually monitor <b>virtual students’ progress</b> and grades with our online curriculum program- Edgenuity.</p> <p><b>ACCESS</b> state testing for English Language Learners (ELL) students- Winter once per year</p> <p><b>District Focus Visit Data-</b> data will focus on clear learning target data, learner engagement, and rigor. District visits and schools will use the Eleot for observation data.</p> <p>IMPACT survey data – every 2 years</p>	<p><b>Plan-Do-Study-Act (PDSA)</b> will be developed in collaboration with schools each year. <u>Focus areas in each PDSA and monitoring visits will vary from school to school.</u></p> <p>A <b>flashback system</b> to monitor ongoing mastery of standards will be developed and analyzed by teachers daily, coaches, and school leaders <u>on a regular basis.</u></p> <p>District-wide <b>common end-of-unit assessment</b> results will be monitored during the year by teacher PLCs, coaches, school leaders, and district-level leaders on an <u>ongoing basis each year after each assessment.</u></p> <p>Staff surveys will be used to determine the future professional needs of teachers.</p> <p><b>District benchmark assessments</b> will be <u>monitored in December, February, and April/May each year.</u> Results will be analyzed by teachers, coaches, school leaders, and district-level leaders. The next steps will be developed by school teams. District leadership will analyze and provide support <u>after each benchmark</u> where needed to be determined by the data.</p> <p><b>Kentucky Summative Assessment</b> data will be analyzed by teachers, school leaders, coaches, and district-level leaders <u>on an annual basis.</u></p> <p>A <b>Universal Math Screener</b> will be used to progress monitor students who score at the intensive level on their benchmark screener assessments.</p>	<p><b>Title I, II Funds-</b></p> <p>Curriculum quality control team stipends- 30,000</p> <p>Mastery Connect Formative Assessment Platform- 40,000 District Benchmark Assessments (Pearson)- 55,000 DIBELs- 20,000 Edgenuity- 25,000 XtraMath- 2500</p> <p><b>HHS School Improvement Funds-</b></p> <p>Mastery Prep for ACT Program and Bootcamp: 15,000 Edulastic Assessment Platform - HHS- 8,000</p>

	<p><b>KCWP 3:</b></p> <p>Align all schools with a <b>balanced assessment system</b> in our district, and all schools will align with the Kentucky Academic Standards with classroom assessment for learning, district common end-of-unit assessments, district benchmark assessments, and the Kentucky State Assessment.</p> <p><b>KCMP 4:</b></p> <p>Develop a <b>data-driven decision-making environment</b> in our district. Provide <b>training around formative assessment and data driven decision making</b> to monitor student progress and provide ongoing feedback that students and teachers can use to improve teaching and learning.</p> <p><b>(CIPS) virtual students</b> and families with the support and resources they need to be successful and progress through their KAS-aligned online program.</p>	<p><b>KCWP 4:</b></p> <p>District leadership will provide training, modeling, and guidance to principals, instructional coaches, interventionists and lead teachers with developing systems for <b>analyzing and interpreting all data</b> to adjust instruction for students through leadership meetings, school-based training, and modeling in actual situations with teachers present.</p> <p>Provide students support to <b>prepare them to take the ACT</b> at our high school. Students will use Mastery Prep throughout the year to prepare for the ACT in the Spring of each year.</p> <p><b>KCWP 2:</b></p> <p><b>District Focus Visits:</b> will be <u>provided 2-4 times per year</u> for each school (additionally for TSI school) with each school's leadership team. Collaboration with <b>on-site walkthroughs with a focus on improving instructional strategies</b> that are highly effective and culturally responsive.</p> <p>Provide <b>training and guidance for our virtual teachers</b> to ensure online students receive equitable access to a rigorous curriculum.</p>		<p><b>ACT practice will be implemented and</b> data will be analyzed by high school teachers, school leaders, coaches, and district-level leaders <u>on an annual basis</u>.</p> <p>District <b>disaggregated data</b> will be analyzed for all sub-groups for all the above assessments when administered. Results will be analyzed by teachers, coaches, school leaders, and district-level leaders.</p> <p><b>Edgenuity data</b> will be monitored and analyzed <u>each day</u> by virtual teachers for all virtual academy students.</p> <p><b>District Focus Visit Data-</b> district team will complete Eleot and CLT walkthroughs with the school teams collaboratively. The team will discuss scoring and the next steps for the school. Data from walkthroughs will be analyzed by district leadership, school leadership, and teachers. <u>Walkthroughs will take place 2-3 times per year, more in more intensive schools.</u></p> <p>IMPACT survey data will be analyzed by district leadership, school leadership, and teachers.</p>	
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2: Separate Academic Indicator

<div>Goal 2 (State your separate academic indicator goal.):</div> <div>Increase the percentage of proficient and distinguished students in science by 5% each year. Increase subgroup proficiency by 7% each year (Black students, EL and students with disabilities).</div> <div>Increase the percentage of proficient and distinguished students in social studies by 5% each year. Increase subgroup proficiency by 7% each year (Black students, EL and students with disabilities).</div>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<div><b>Objective 1:</b></div> <div>By 2026, increase the percentage of proficient students in Science by 5%.</div> <div>By 2026, increase the percentage of proficient students in Social Studies by 5%.</div> <div>By 2026, increase the percentage of proficient students in Writing by 5%</div> <div><b>KCWP 1: Design and Deploy Standards</b> What evidence is there that your district continually assesses, reviews, and revises curricula to support students’ attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?</div> <div><b>KCWP 2: Design and Deliver Instruction</b> What evidence is there that instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the district?</div>	<div><b>KCWP 1:</b> Collaboratively develop, implement, and monitor our <b>districtwide K-12 curriculum in Social Studies, the Sciences, and Writing</b> that ensures all students have equitable access to a common curriculum and instruction that is aligned to the KAS, is culturally relevant, accessible to all students (This includes our district’s virtual students which may need additional supports) and inclusive of cultural diversity.</div> <div>Provide opportunities in the content areas for students to develop critical thinking and collaboration skills.</div> <div><b>KCWP 2:</b>  The District Curriculum Director will provide collaborative district planning time for grades K-5- all content areas including SS, Science and Writing.</div> <div>Ensure opportunities are scheduled daily for students to <b>write in Reading, English, Math, Sciences, and Social Studies</b> classes for a variety of purposes and for a variety of audiences.</div> <div><b>KCWP 2:</b> All schools in the district will offer <b>maker space and career exploration opportunities</b> for students which will align with standards in multiple areas of instruction.</div> <div><b>KCWP 2:</b></div>	<div><b>KCWP 1:</b> To ensure our curriculum is being followed and to increase the effectiveness of instruction, district leadership will provide assistance, modeling, and guidance to principals and instructional coaches around giving teachers <b>feedback on unit plans and formative assessment</b> development throughout the process at the school level on a <u>monthly basis, or as needed.</u></div> <div><b>KCWP 2:</b>  <u>During unit plan feedback sessions</u> teams will ensure that opportunities to read and write regularly in SS and Science are provided frequently with checks for comprehension and application of concepts in new situations.</div> <div><u>During unit plan feedback sessions</u> teams will ensure that students have opportunities to develop critical thinking skills through project development, problem solving, and collaboration with other students.</div> <div><b>KCWP 2:</b>  Provide <u>unit-by-unit district collaborative planning sessions</u> for all content areas K-5. Sessions will be led by lead teachers and administrators. <b>Content area leads will bring plans back to schools and present to team, instructional coaches, and administrators.</b></div> <div><b>KCWP 1:</b>  Provide training and guidance for our virtual teachers in order to ensure online students receive equitable access to a</div>	<div><b>District-wide common end of unit assessments</b> - end of each unit K-12.</div> <div><b>District Benchmarks-</b> Pearson-3 times per year 3-11 accountability areas.</div> <div><b>Kentucky Summative Assessment</b> (KSA)- Spring each year</div> <div><b>ACT-</b> high school students- Winter each year</div> <div>District <b>disaggregated data</b> will be analyzed for all sub-groups for all the above assessments after each end-of-unit assessment.</div> <div><b>Student projects, presentations and rubrics will measure students’ success with maker space and career exploration opportunities.</b></div> <div>Continually monitor <b>virtual students’ progress</b> and grades with our online curriculum program- Edgenuity.</div>	<div>A <b>flashback system</b> to monitor ongoing mastery of standards will be developed and analyzed by teachers daily, coaches, and school leaders <u>on a daily basis.</u></div> <div>District-wide <b>common end-of-unit assessment</b> results in SS and the Sciences will be monitored during the year by teacher PLCs, coaches, school leaders, and district-level leaders on an <u>ongoing basis each year after each assessment.</u></div> <div><b>District benchmark assessments</b> will be <u>monitored in November, February, and April</u> each year. Results will be analyzed by teachers, coaches, school leaders, and district-level leaders. The next steps will be developed by school teams. District leadership will analyze and provide support <u>after each benchmark</u> where needed determined by the data.</div> <div><b>Kentucky Summative Assessment</b> data will be analyzed by teachers, school leaders, coaches, and district-level leaders <u>on an annual basis.</u></div> <div><b>ACT practice</b> will be provided for students through Mastery Prep. Data will be <u>monitored, analyzed, and next steps created for struggling students on a regular basis all year.</u></div> <div>District <b>disaggregated data</b> will be analyzed for all sub-groups for all the above assessments when administered. Results will be analyzed by teachers, coaches, school leaders, and district level leaders.</div> <div><b>Edgenuity data</b> will be monitored and analyzed on an on-going basis by</div>	<div><b>Title I, II Funds-</b> Curriculum quality control team stipends- 30,000</div> <div>District common assessments- 55,000</div> <div>Career exploration labs -37,000 elementary</div> <div><b>Remaining Esser Funds-</b> Maker Space and portions of our Career Exploration labs</div> <div>MS Career lab- Total: \$110,685.00 - 80 % from General Funds and 20% from HMS Funds</div>

Goal 2 (State your separate academic indicator goal.):  Increase the percentage of proficient and distinguished students in science by 5% each year. Increase subgroup proficiency by 7% each year (Black students, EL and students with disabilities).  Increase the percentage of proficient and distinguished students in social studies by 5% each year. Increase subgroup proficiency by 7% each year (Black students, EL and students with disabilities).					
	K-12 will begin offering <b>CTE-Career exploration opportunities</b> for students in a wide variety of career areas. Each level will collaborate to ensure career pathways align from K-12 as possible.	rigorous curriculum in the areas of SS and the Sciences.  Principals will collaborate from all levels to ensure that there are as many common pathways as possible for students to explore at each level. .		virtual teachers for all virtual academy students.  <b>Curriculum surveys</b> will be given to teachers after every 1-2 units of instruction. Results will be analyzed by SS and the Sciences curriculum quality control team.	

3: Achievement Gap (required by state)

Goal 3 (State your achievement gap goal.):  Increase proficiency with Special Education, English Language Learners, and African American students by 7 percent each year (Reading, Math, Science, Social Studies, and On-Demand Writing)  Decrease in novice scores for Special Education, English Language Learners, and African American students by 7 percent each year. (Reading, Math, Science, Social Studies, and On-Demand Writing)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1:</b>  By 2026, increase proficiency with Special Education, English Language Learners, and African American students by 7 percent each year (Reading, Math, Science, Social Studies, and On-Demand Writing)  By 2026, decrease in novice scores for Special Education, English Language Learners, and African American students by 7 percent each year. (Reading, Math, Science, Social Studies, and On-Demand Writing)  <b>KCWP 2: Design and Deliver Instruction</b> What evidence is there that instruction is highly effective, culturally responsive, evidence-	<b>KCWP 1:</b> Ensure ALL students have <b>equitable access to a common curriculum</b> , high-quality instructional resources, and instruction that is aligned to the Kentucky Academic Standards, is culturally relevant, accessible to all students, and inclusive of cultural diversity.  <b>KCWP 2:</b> Provide <b>High-Quality evidence-based Instructional Resources to schools</b> in order to provide students with resources that are engaging, accessible, and inclusive of cultural diversity and the perspectives of their communities.	<b>KCWP 2:</b> The district will provide all teachers with access to a <b>series of equity speakers/trainers throughout the year</b> which will support their understanding of equity in curriculum and instruction for our students of color, special education, and economically disadvantaged students. Support our staff in learning about culturally responsive teaching.  <b>KCWP 5:</b> Provide district new teacher training at the beginning of each year- academic and behavioral. Ensure each school has new teacher mentor systems in place for at least 1-2 years for new teachers.	<b>District-wide common end-of-unit assessments</b> - end of each unit K-12.  <b>District Benchmarks-</b> Pearson- 3 times per year 3-11 accountability areas.  <b>Kentucky Summative Assessment</b> (KSA)- Spring each year  <b>ACT-</b> high school students- Winter each year  <b>ACCESS</b> state testing for English Language Learners (ELL) students- Winter once per year  District <b>disaggregated data</b> will be analyzed for all sub-groups for all the above assessments.  Continually monitor <b>virtual students' progress</b> and grades with our online curriculum program- Edgenuity.	Novice reduction will be monitored by district team, school leadership team, and teachers on <b>common embedded unit assessment disaggregated results</b> – results will be <u>analyzed after each end of unit</u> common assessment (K-12)  District <b>disaggregated data</b> will be analyzed for all sub-groups <u>after each end of unit</u> assessment. Results will be analyzed by teachers, coaches, school leaders, and district level leaders. At the district level, analyze <b>district behavioral data</b> periodically during the year to compare behavior incidents with black, Hispanic, White, students with disabilities (with IEP or Individual Education Plan), and Other.  <b>Flashback data-</b> Schools will develop a system to monitor ongoing mastery of standards <u>on a daily basis</u> per student and per class- (3-12)	<b>District Equity Funds-General Fund-</b>  Equity Virtual Series Speakers- 5,000 (during school year)  <u>PD Academy</u> Equity Speakers- 20,000 ELL Trainer- 12,900 Special Ed Training- for special ed and regular ed teachers- 11,000  LETRS- paid by KDE

<p>based, and provided to all students in the district?</p> <p><b>KCWP 4: Review, Analyze and Apply Data</b> What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?</p> <p><b>KCWP 5: Design, Align and Deliver Support</b> What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?</p>	<p><b>KCWP 2:</b> Provide training for all schools in high-effect size, <b>evidence-based instructional strategies</b> to ensure aligned, highly effective instruction in all classrooms.</p> <p><b>KCWP 2:</b></p> <p>Continue to provide for staff and administrators in grades K-5, the learning and increased understanding of how students learn to read. We will complete <b>Language Essentials for Teachers of Reading and Spelling (LETRS)</b>, a comprehensive professional learning designed to provide a better understanding for teachers of the Science of Reading.</p> <p>Each school will develop external stakeholder strategies to <b>engage students, families, and the community</b> to improve the culture and climate in schools.</p>	<p>Increase recruitment efforts through our personnel department, in collaboration with our school principals, to seek out teachers of color in our district.</p> <p><b>KCWP 2:</b></p> <p>Staff and administration will complete the LETRS science of reading training <u>over the course of 2 years</u>. Participants will complete online modules and virtual training.</p> <p>Support our <b>equity policy</b> that clearly affirms the district’s beliefs and identifies which tenets of equity the district’s administration will work to actively address through policies and actions.</p> <p>Continue to provide <b>professional learning</b> for our leadership and staff in areas such as i.e. Cultural proficiency, implicit bias, EL student learning strategies, trauma-informed care, social-emotional learning.</p>	<p><b>Decrease in and out of school suspensions</b> for special education and black students- <u>data collected by school student support teams monthly</u></p> <p><u>Yearly teacher retention data measured by years of experience in CIPS – Upbeat Survey – in house school surveys</u></p> <p>Professional Learning Surveys given to staff.</p>		
<p><b>Objective 2:</b></p> <p><b>MTSS Systems of Intervention</b></p> <p><b>KCWP 4: Review, Analyze and Apply Data</b> What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?</p> <p><b>KCWP 5: Design, Align and Deliver Support</b> What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?</p>	<p><b>KCWP 5:</b></p> <p>Collaboratively develop a <b>Multi-Tiered System of Supports (MTSS) Guidance Document</b> for CIPS to align all schools in our district with our current RTI and PBIS systems. <u>(In- Progress)</u></p> <p><b>KCWP 4 and 5:</b></p> <p>Develop a districtwide <b>Multi-Tiered System of Supports (MTSS)</b> where students will be monitored on a timely basis in three tiers of instruction <u>plus Tier 1+</u> and behavioral support. This monitoring will determine if the current level of support is not sufficient and if he or she needs to be moved to another level of support. This includes our district’s</p>	<p><b>KCWP 5:</b></p> <p>Provide ongoing training, time, and resources needed for teams of teachers and leadership to develop <b>highly coordinated Response to Intervention (RTI) and Positive Behavior Intervention Programs (PBIS)</b> for students who are identified for support. Include training for implementation of formative assessment, screeners, and diagnostics. <u>On-site training will be provided to all schools.</u></p> <p><b>KCWP 5:</b></p> <p><u>Provide Tier 1-3 training for staff for grades 6-12 using a train-the-trainer model. Admin, coaches, and teacher leads will attend the RTI at Work conference to learn how to implement a schoolwide intervention system.</u></p>	<p><b>DIBELS Mclass (Universal Screener) Benchmark Data-</b> <u>3 times per year -</u> disaggregate data by individual student-level characteristics- K-8.</p> <p><u>Foundational Math Skills Screener for grades K-8- 3 times per year.</u></p> <p><b>STAR Phonics- Diagnostic Assessment-</b> measures student’s mastery of phonics - provided for students to indicate more clearly where a student is struggling in phonics acquisition.</p> <p>Analyze <b>district behavioral data</b> <u>annually</u>, especially in the area of in and out-of-school suspensions - disaggregate data by individual student-level characteristics</p> <p><b>Quality of School Climate and Safety Indicator Survey-</b> completed with Kentucky Summative Assessments (KSA) each year.</p> <p><b>Safe and Civil Schools Survey</b> Results</p>	<p><b>DIBELS (Reading) progress monitoring assessments</b> will be completed by teachers, or intervention teachers on students identified as at risk. Progress monitoring for intensive students <u>will be given on a weekly basis. On-Watch students twice per month, and benchmark students once per-month or determined by teacher.</u> (K-8)</p> <p><b>Foundational Math Skills Progress Monitoring assessments</b> will be completed by teachers, or intervention teachers on students identified as at risk. Progress monitoring for intensive students <u>will be given on a weekly basis. On-Watch students twice per month, and benchmark students once per-month or determined by teacher.</u> (K-8)</p> <p>Response to Intervention (RTI) teams will analyze <b>district screening and diagnostic reading data</b> <u>every 6 weeks</u> during the year to monitor each student’s progress in reading. RTI teams will develop the next steps for</p>	<p><b>Title 1 funds:</b></p> <p>DIBELS Mclass- 32,000</p> <p>STAR Phonics Diagnostic Assessment- 6,400</p> <p>Direct Instruction Reading Mastery Consultant (Elementary Schools, Middle School)- 30,000</p> <p>School Direct Instruction Reading Mastery Training (Elementary School and Middle School)- 9400</p> <p>Summer School Program- 250,000</p>



	<p>virtual students, who may need additional supports.</p> <p><b>KCWP 4 and 5:</b></p> <p>Develop a districtwide <b>system of assessments, protocols, and decision rules</b> that will identify a student's need for remediation both academic and behavioral. Assessments will include <b>formative assessment, screeners, and diagnostic tools</b>. Progress monitoring of students in Tiers 2 and 3 interventions will be used to indicate if a student is progressing or needs further assistance.</p> <p>Provide all schools with <b>highly effective research and evidence-based</b> reading, math, behavioral, and social-emotional programs and interventions.</p> <p>Teams will begin to use student graphs in order to monitor Tier 1+, Tier 2 and 3 instruction. These graphs will contain weekly progress monitoring for students. This data will be used at each team's RTI meeting every 6-8 weeks.</p> <p>Schools will provide a Read at Home Plan for parents to help work with their child at home with reading.</p> <p>Additional assistance with reading and math will be provided by interventionists afterschool and during summer camp for struggling students.</p>	<p><b>KCWP 5:</b></p> <p><b>Provide coaching</b> for principals, coaches, and teachers from a consultant for research-based Reading Interventions, Reading Mastery, and Corrective Reading interventions. (PreK, ES, MS) The consultant will be on-site an average of <u>once per month or as needed per school</u>.</p> <p><b>Provide training</b> for principals, behavior coaches, school psychologists, school counselors and teachers from a behavior specialist in the areas of Positive Behavior Intervention Supports (PBIS). Training will be on-site and at Leadership <u>once per month</u>.</p> <p><b>KCWP 4:</b></p> <p>Each school will conduct <b>Response to Intervention and Student Support team meetings</b> every 6-8 weeks to monitor/analyze each student's academic, behavioral, and social-emotional progress. <i>(Classroom teachers, as well as EL teachers, special ed teachers, and intervention teachers, and speech teachers will take part in these meetings as they apply to their students)</i></p> <p>The district will provide on-site job embedded training to teachers, intervention teachers, and administrators on how to analyze student data in graphs in Tier 1+, Tier 2 and 3 instruction. (This training will take place during actual RTI meetings)</p>	<p><b>Professional Learning Community Rubrics</b></p> <p>– Providing Students with Systematic Interventions and Extensions <i>Completed once per year- completed by school instructional leadership team and school teams.</i></p> <p>Monitor <b>each end-of-unit common assessment by school</b> in order to analyze core program effectiveness. This data will assist in identifying students for Tier 2 instruction.</p>	<p>students as needed according to this data.</p> <p>RTI teams will begin to use student graphs in order to monitor students in Tier 1+, Tier 2 and 3. These graphs will contain weekly progress monitoring for students. This data will be monitored weekly by teachers and intervention teachers.</p> <p>Student support teams will analyzed <b>district behavioral data</b> <u>monthly</u> during the year to monitor behavior incidents by individual student characteristics – monitor for decreases within and out of school suspensions for White, Black, and Special Education Students.</p> <p><b>Quality of School Climate and Safety</b> Indicator Survey- completed by students with Kentucky Summative Assessments (KSA)- <u>annually - disaggregate data</u> by individual student-level characteristics</p> <p><b>Safe and Civil Schools Survey Results -</b> <u>completed annually by teachers</u></p>	
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4: English Learner Progress

<div>Goal 4 (State your English learner goal.):</div> <div>The district will increase proficiency in all academic areas with our EL by 5% points each year. The district will decrease novice levels in all academic areas with our EL by 5% points each year.</div>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<div><b>Objective 1</b></div> <div>By 2026, the district will increase proficiency in all academic areas with our EL students by 5%.</div> <div><b>KCWP 2: Design and Deliver Instruction</b> What evidence is there that instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the district?</div> <div><b>KCWP 4: Review, Analyze and Apply Data</b> What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?</div> <div><b>KCWP 5: Design, Align and Deliver Support</b> What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?</div>	<div><b>KCWP 6: Training for all non-EL certified teachers and EL teachers</b> who currently are teaching ELs in the regular classroom.</div> <div><b>KCWP 1:</b> District monitoring to ensure WIDA ELD standards and framework are taught with fidelity.</div> <div><b>KCWP 2:</b> Setting up <b>systems and processes</b> for effective planning, delivering, and monitoring of the EL program of services.</div> <div><b>KCWP 4:</b> <b>Effective monitoring</b> of ELs as well as those who have exited the program.</div> <div><b>KCWP 2:</b> <b>Effective collaboration</b> between EL teachers, regular education teachers, including classroom teachers, special ed teachers, and intervention teachers.</div>	<div><b>SIOP Training for all non-EL certified teachers, as well as newer EL teachers</b> who currently are teaching ELs.</div> <div>The district will begin using the <b>ELLevation Platform</b> giving EL teachers and administrators greater access to information and effective measurement, creating a higher level of accountability.</div> <div>On-going <b>New EL teacher training</b> throughout the year. Provided by EL district director.</div> <div>Professional development focused on working with EL students in the district PD Academy each year.</div> <div>Small group language groups will be conducted for students who score a 2 or less on ACCESS testing.</div> <div>The district will provide all teachers with access to <b>a series of equity speakers</b> throughout the year which will support their understanding of equity in curriculum and instruction for our students of color, as well as understanding of these students’ cultures.</div> <div><b>Site visits</b> for our schools to schools with exemplary model EL programs- to address needs of EL students and teachers who work with our students.</div> <div>EL teachers will attend RTI meetings at each of their schools to assist in addressing reading needs of our EL students.</div>	<div><b>DIBELS Mclass (Universal Screener) Benchmark Data</b>- <u>3 times per year</u> - disaggregate data by individual student-level characteristics</div> <div><b>STAR Phonics- Diagnostic Assessment</b>- measures student’s mastery of phonics - provided for students to indicate more clearly where a student is struggling in phonics acquisition (1-9)</div> <div>Foundational Math Skills Screener for grades K-8- <u>3 times per year.</u></div> <div><b>District-wide common end-of-unit assessments</b> - end of each unit K-12.</div> <div><b>District Benchmarks</b>- Pearson- 3 times per year 3-11 accountability areas.</div> <div><b>ACCESS</b> state testing for English Language Learners (ELL) students- Winter once per year</div> <div><b>Kentucky Summative Assessment</b> (KSA)- Spring each year</div> <div><b>ACT</b>- high school students- Winter each year</div> <div>District <b>disaggregated data</b> will be analyzed for all sub-groups for all the above assessments.</div> <div>Continually monitor <b>virtual students’ progress</b> and grades with our online curriculum program- Edgenuity.</div>	<div><b>DIBELS Mclass progress monitoring</b> will be completed by teachers, intervention teachers, and coaches on students identified as at risk. Progress monitoring for intensive students <u>will be given on a weekly basis. On-Watch students twice per month, and benchmark students once per-month or determined by teacher.</u> (K-6)</div> <div><b>Foundational Math Skills Progress Monitoring assessments</b> will be completed by teachers, or intervention teachers on students identified as at risk. Progress monitoring for intensive students <u>will be given on a weekly basis. On-Watch students twice per month, and benchmark students once per-month or determined by teacher.</u> (K-8)</div> <div>Novice reduction will be monitored by district team with school leadership team, and teachers on <b>common embedded unit assessment disaggregated results</b> – results will be <u>analyzed after each end of unit</u> common assessment (K-12)</div> <div>District-wide <b>common end-of-unit assessment</b> results will be monitored during the year by teacher PLCs, coaches, and school leaders, and district level leaders on an <u>on-going basis each year after each assessment.</u></div> <div>Progress on English language proficiency will be monitored by each school and at the district level for each of the <b>four language proficiency domains</b> (K-12). (ACCESS)</div> <div><b>Kentucky Summative Assessment</b> data will be analyzed by teachers, school leaders, coaches, and district-level leaders <u>on an annual basis.</u></div> <div><b>ACCESS</b> state testing for English Language Learners (ELL) students- <u>analyzed by ELL teachers, school leaders, district leaders annually.</u></div>	<div><b>Title I, II, III and IV Funds-</b></div> <div>Equity Speakers- 6,000 (during school year)</div> <div>CIPS PD Academy Equity Speakers- 20,000</div> <div>ELL Trainer- 12,900</div> <div>SIOP Training- 18,000</div>

**Goal 4 (State your English learner goal.):**

The district will increase proficiency in all academic areas with our EL by 5% points each year.  
The district will decrease novice levels in all academic areas with our EL by 5% points each year.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				<b>ACT practice</b> will be provided for students through Mastery Prep. Data will be <u>monitored, analyzed, and next steps created for struggling students on a regular basis all year.</u>	

5: Quality of School Climate and Safety

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

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
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<p><b>Objective 1:</b></p> <p>Continue development of a robust MTSS framework which will address <u>social emotional, and behavioral success</u>.</p> <p><b>Objective 2:</b></p> <p>Reduce the number of exclusionary discipline incidents with a focus on disproportionality among student groups such as racial, gender, and exceptionality.</p> <p><b>Objective 3:</b></p> <p>Enhance trauma awareness throughout the school community</p> <p><b>Objective 4:</b></p> <p>Enhance staff well-being through intentional efforts at the district and school levels.</p> <p><b>Objective 5:</b></p> <p>Continue to plan for immediate and long-term strategies to address school safety.</p> <p><b>KCWP 6:</b> Establishing Learning Culture and Environment.</p> <p>What evidence is there that your district creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?</p>	<p><b>Develop a systematic process</b> in schools to monitor discipline incidents, with a focus among student groups such as racial, gender, and exceptionality.</p> <p>Build <b>capacity in school leadership</b> teams to create effective systems of intervention in their schools.</p> <p><b>Alignment of MTSS systems</b> in all schools according to CIPS MTSS Guidance Document <b>(in progress)</b></p> <p><b>Enhancing trauma awareness throughout the school community</b></p> <p><b>Developing trauma-informed discipline policies</b></p> <p>Providing services and programs designed to reduce the negative impact of trauma, support critical learning, and foster a positive and safe school environment for every student.</p> <p>Create a district and school <b>staff wellbeing framework</b> to support staff at all levels.</p> <p><b>Provide information for staff members on how they can find social emotional support for themselves outside of the school environment.</b></p> <p><b>Develop ways to collect perceptions of work-related stress from staff members.</b></p> <p><b>Conducting an assessment of the school climate (including but not limited to inclusiveness and respect for diversity)</b></p> <p><b>Ensuring that all students are known well by at least one adult in the school setting</b></p> <p><b>Continue to plan for immediate and long-term strategies to address school safety.</b></p>	<p>Each school will <b>disaggregate discipline data</b> monthly with a focus on the use of exclusionary discipline across all student groups.</p> <p>Assess each school's implementation of Safe &amp; Civil Schools' <i>Foundations (School Wide Positive Behavior Supports)</i> processes and practices. Provide professional development and coaching to schools needing <b>support</b>.</p> <p>Continue to develop <b>Tier 3 behavioral interventions</b> using a variety of strategies such as FBAs and BIPs, School-Based Mental Health Counseling.</p> <p><b>Positive behavior supports/PBIS. Restorative practices. De-escalation training for all staff. Routine self-regulation &amp; calming strategy practice. Calm corners. Enhancing emotional vocabulary. Teach about brain stress response/SEL. Anti-bullying program. Safe Crisis Management for designated staff.</b></p> <p>Train staff in <b>trauma-informed &amp; resiliency-oriented practices</b>, including building staff resilience and wellness.</p> <p>Provide <b>trauma impact and support services</b> information to parents and community partners at family and community events.</p> <p><b>Remind staff to observe HWC-identified students using a trauma &amp; resilience lens. Emphasize universal trauma-informed and resilience building approaches. Staff are trained annually on Handle with Care.</b></p> <p><b>Provide families &amp; students with resources and information about trauma &amp; resilience. Host informational events to raise awareness across the entire community.</b></p> <p>Share resources regarding staff well-being with schools via District Leadership meetings and Principal meetings, as well as individual school meetings.</p> <p>Provide <b>Employee Assistance Program (outside provider)</b> to provide direct therapeutic support to staff members at no cost to them</p> <p><b>Conduct semi-annual staff surveys, similar to Impact, to assess perceptions of</b></p>	<p>Improvement in Safe &amp; Civil Schools <i>Implementation Checklist</i></p> <p>Reduction in exclusionary discipline</p> <p>Reduction of exclusionary discipline among all student groups. Reduction in disproportionate use of exclusionary discipline.</p> <p>Support Team members complete <i>Trauma Informed Schools Checklist</i>.</p> <p>Improvement in state-administered Impact Kentucky survey results and in school and department-level survey results.</p> <p>Program Participation and Completion Rates</p> <p><b>Mentor-Student Pairing Data</b></p> <p><b>Mentorship Session Frequency and Attendance</b></p> <p><b>Upbeat Survey results</b></p> <p>aining Attendance and Completion Rates</p> <p>Professional Development for Staff</p> <p><b>Collaboration with Mental Health Professionals</b></p> <p><b>Tier 1:</b></p> <p>-Positive Behavior Interventions and Supports (PBIS): Use PBIS frameworks to promote and reinforce positive behaviors in all students.</p> <p><b>Tier 2:</b></p> <p>-Counseling Services: Provide access to school counselors or social workers who can work</p>	<p><u>Mid-year and end of year</u> in Safe &amp; Civil Schools <i>Implementation Checklist</i></p> <p>Each school will review behavior referral data and exclusionary discipline data <u>monthly</u> and set goals for reduction, in consultation with district staff</p> <p>Each school will review exclusionary discipline data across student groups <u>monthly</u> and set goals for reduction of disproportionality, in consultation with district staff</p> <p>Schools will complete <b>Trauma Informed Schools</b> checklist <u>at the beginning and middle</u> of the school year and set goals for improvement.</p> <p><b>KDE Impact Kentucky Survey</b> results; <u>annual report, interim school survey results.</u></p> <p>Teacher retention surveys <u>implemented annually</u> by the personnel department.</p> <p><b>Quality of School Climate and Safety</b> Indicator Survey- completed by students with Kentucky Summative Assessments (KSA)- <u>annually - disaggregate data</u> by individual student-level characteristics</p>	<p><b>School Improvement Funds – School based funds-</b></p> <p>- Behavior Management Training- 30,000</p> <p><b>General Fund-</b></p> <p>Employee Assistance Program - 21,000 Annually</p> <p>Upbeat Survey- 9,000</p> <p>School Security Officers- Each officer approx. 86,000</p> <p>SAFE System- 810,039.00 Capital Funds Request</p>
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		<p>work-related stress. Beginning with a pilot in two schools and expanding. (Upbeat)</p> <p>Share resources regarding staff well-being with schools via District Leadership meetings and Principal meetings, as well as individual school meetings.</p> <p>Mentorship programs where students are paired with staff mentors who check in regularly, help set academic and personal goals and provide guidance.</p> <p>Implement staff advising pods to promote staff-student connection. Adopt a true MTSS model to connect universal activities.</p> <p>Provide School Security Officers for student and staff safety as is possible through our district budget to schools in our district.</p> <p>Provide a system (SAFE System for Education) for staff and student safety on our high school and middle school campus where teachers can contact the front office and administrators directly from anywhere in the school using a device worn on their person for immediate assistance.</p>	<p>with students needing additional support.</p> <p>Tier 3:</p> <p>-Collaboration with External Mental Health Services: Partner with community mental health providers to facilitate access to specialized services for students in need.</p> <p>-Crisis Intervention Teams: Establish crisis response teams to support students experiencing acute trauma or emotional distress.</p>		
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6: Post-Secondary Readiness (High School only)

Goal 6 (State your postsecondary goal.):

Increase the percentage of students who are “postsecondary ready” (college or career) by 5% each year (growth goal for all students and each of the 3 subgroups).

Increase the percentage of students meeting ACT Council on Postsecondary Education (CPE) college ready benchmarks by 5% (growth goal for all students and each of the 3 subgroups).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1</b> By 2026, increase the percentage of students who are academically ready by 5%.</p> <p><b>Objective 2</b> By 2026, increase the percentage of students who are career-ready by 5%.</p> <p>By 2026, increase the percentage of students who are post-secondary ready by 5%.</p>	<p>Review, analyze, and apply data results to improve the number of students <b>who meet the academic benchmark</b></p> <p>Design and align academic systems where all students are prepared to <b>successfully meet the academic requirements to be postsecondary-ready.</b></p> <p><b>Review, analyze, apply data results</b> to improve the number of students who meet the career ready benchmark.</p> <p><b>Design and align academic systems in the career pathway programs</b> where all students are prepared to successfully meet the career-ready requirements.</p> <p>Align <b>Career Technical Education</b> offerings to industry needs to ensure suitable pathways for students.</p> <p>Establish the learning culture and environment where students can <b>explore their postsecondary career options for success after high school</b></p> <p>Increase <b>work-based mentoring</b> programs for students to provide real life experiences in a student’s career pathway</p>	<p>In high school PLC’s, teachers need to actively review and embed the ACT standards for English, Math, and Reading, in all their high school core academic courses.</p> <p>District and school leadership at the high school level need to identify and provide students with the opportunities to meet the <b>Academic Ready Benchmarks multiple times during the student’s high school career.</b></p> <p>Create and monitor a <b>watch list for students</b> performing below academic and career-ready</p> <p>District and school leadership teams need to explore the best option for each individual student in terms of successfully completing <b>academic dual credit options</b> when appropriate</p> <p>District and school leadership need to work with regional programs, 2- and 4-year colleges, and other local districts to ensure that the most appropriate options are <b>offered to our students to achieve career readiness.</b></p> <p>District and school leadership teams need to explore the best option for each individual student in terms of <b>successfully completing career-ready dual credit options.</b></p> <p>In all career pathway programs, teachers need to review and embed the appropriate end of program assessment standards and requirements for industry certificates as they plan and deliver instruction to their students.</p> <p><b>In all career pathway programs,</b> school leadership, program advisory</p>	<p>Increase the number of students meeting ACT Benchmark and KYOTE Benchmark scores</p> <p>AP, IB, ACT Benchmark, and KYOTE Benchmarks will be monitored for all students at each grade level up to graduation</p> <p>Additional benchmarking opportunities will be created to increase benchmark totals.</p> <p>Successful academic dual credit completion will increase for each class upon graduation.</p> <p>Increase the number of options students have access to become career ready.</p> <p>Increase the number of students getting a grade of “C” or higher in dual credit career-related courses.</p> <p>Increase in the number of students who meet the career-ready requirements. Increase the number of field trips and increase the number of classroom presentations by professionals</p> <p>Upgrades to the Chapman Building in order to provide a state-of-the-art experiences for our Career and Technical Education students.</p>	<p><b>Common end of unit assessment</b> results will be monitored during the year by teacher PLCs, coaches, and school leaders, and district level leaders on an <u>on-going basis each year after each assessment.</u></p> <p><b>District benchmark assessments</b> will be <u>monitored in November, February, and April each year.</u> Results will be analyzed by teachers, coaches, school leaders, and district level leaders. The next steps will be developed by school teams. District leadership will analyze and provide support <u>after each benchmark</u> where needed determined by the data.</p> <p><b>Kentucky Summative Assessment</b> data will be analyzed by teachers, school leaders, coaches, and district level leaders <u>on an annual basis.</u></p> <p><b>ACT practice</b> will be provided for students through Mastery Prep. Data will be <u>monitored, analyzed, and the next steps created for struggling students on a regular basis all year.</u></p> <p><b>Edgenuity data</b> will be monitored and analyzed <u>daily</u> by virtual teachers for all virtual academy students.</p> <p>The leadership team <u>meet monthly</u> and review watch list of students performing below academic readiness and create strategies to address individual student needs.</p> <p>Leadership team <u>meet monthly</u> and review interventions for</p>	<p><b>CTE state funding-</b> 187,722</p> <p><b>Board PD CTE Funding-</b> 86,129</p> <p><b>Perkins funding-</b> 104,049</p> <p><b>Board PD-</b> Dual Credit- Bluegrass and Gateway- 89,697 AP and IB- 86,129 Young Scholars Academy- NKU- 91,600</p> <p><b>Local Area Vocation Education Centers</b> grant plus 10% match- 5.4M</p> <p><b>Board PD-</b> Dual Credit- Bluegrass and Gateway- 89,697  AP and IB- 86,129</p> <p>Young Scholars Academy- NKU- 102,697</p> <p>Title 1- <b>Summer School -</b> Credit Recovery- 30,000</p>

Goal 6 (State your postsecondary goal.):

Increase the percentage of students who are “postsecondary ready” (college or career) by 5% each year (growth goal for all students and each of the 3 subgroups).

Increase the percentage of students meeting ACT Council on Postsecondary Education (CPE) college ready benchmarks by 5% (growth goal for all students and each of the 3 subgroups).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		teams, and teachers need to provide opportunities for students to experience real-life experiences related to their career pathway. Create a referral system with administrators and staff to place students in these programs.  High school students will take field trips to explore career fields in the Northern Kentucky area.		students not meeting academic readiness.  Leadership team will <u>meet monthly</u> with academic coaches to review academic progress of students taking dual credit classes and discuss necessary interventions  Monitor the <u>watch list monthly</u> of students who are working to be career-ready but are not meeting the necessary requirements identified by the leadership team.	
				The leadership team will meet monthly with CTE coaches to review academic progress of students taking dual credit classes and discuss necessary interventions.	



7: Graduation Rate (high school only)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the district's overall combined 4- and 5-year graduation rate from 89% to 94% in 2026.	<p>District and school leadership will target students quarterly at all high school grade levels to monitor students who are falling behind academically.</p> <p>District and school leadership will review all high school grade levels by subpopulations to monitor students who are falling behind academically.</p> <p><b>Design and align academic systems in the career pathway programs</b> where all students are prepared to successfully meet the career-ready requirements.</p> <p>Align <b>Career Technical Education</b> offerings to industry needs to ensure suitable pathways for students.</p> <p>Establish a learning culture and environment where students can <b>explore their postsecondary career options for success after high school</b></p> <p>Increase <b>work-based mentoring</b> programs for students to provide real-life experiences in a student's career pathway</p>	<p>District leadership will require school leadership to report the number of students who are falling behind at each grade level quarterly and then a plan to address the problem.</p> <p>District leadership will request quarterly failure data by sub-population (specifically EL students and special education students) and ask for a specific plan to address these groups if there is a problem with numbers.</p> <p>Tier 2 interventions will be put in place for students who are not at mastery of specific standards.</p> <p>District and school leadership teams need to explore the best option for each individual student in terms of <b>successfully completing career-ready dual credit options</b>.</p> <p>In all career pathway programs, teachers need to review and embed the appropriate end-of-program assessment standards and requirements for industry certificates as they plan and deliver instruction to their students.</p> <p><b>In all career pathway programs</b>, school leadership, program advisory teams, and teachers need to provide opportunities for students to experience real-life experiences related to their career pathway. Create a referral system with administrators and staff to place students in these programs.</p> <p>Upgrades to the Chapman Building in order to provide a state-of-the-art experiences for our Career and Technical Education students.</p>	<p>Quarterly decrease in the failure rate.</p> <p>Increase the number of students meeting ACT Benchmark and KYOTE Benchmark scores</p> <p>AP, IB, ACT Benchmark, and KYOTE Benchmarks will be monitored for all students at each grade level up to graduation</p> <p>Additional benchmarking opportunities will be created to increase benchmark totals.</p> <p>Successful academic dual credit completion will increase for each class upon graduation.</p> <p>Increase the number of options students have access to become career ready.</p> <p>Increase in the number of students who meet the career-ready requirements.</p> <p>Increase the number of field trips and increase the number of classroom presentations by professionals</p>	<p>District and school leadership will meet to discuss failure lists and interventions that will help students be successful.</p> <p>District and school leadership will meet to discuss failure list of special ED and EL students and discuss the appropriate necessary interventions that are being provided to help the students be successful.</p> <p>Leadership team <u>meets monthly</u>, and reviews watch list of students performing below academic readiness and create strategies to address individual student needs.</p>	<p>Title 1- <b>Summer School</b> - Credit Recovery- 30,000</p> <p><b>CTE state funding</b>- 187,722</p> <p><b>Board PD CTE Funding</b>- 86,129</p> <p><b>Perkins funding</b>- 86,647</p> <p><b>Board PD-</b> Dual Credit- Bluegrass and Gateway- 89,697 AP and IB- 86,129 Young Scholars Academy- NKU- 91,600</p> <p><b>Local Area Vocation Education Centers</b> grant plus 10% match- 5.4M</p>



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

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

<b>Components Of Turnaround Leadership Development and Support:</b>
<p><b>Consider:</b> How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p><b>Response:</b> Provide leadership training for school and teacher leadership teams in areas of curriculum and instruction, response to intervention, PBIS Provide the school with a curriculum that is aligned and quality-controlled to the Kentucky Academic Standards by experienced teachers and an educational recovery specialist from KDE. Support will be provided as needed to implement this curriculum. Provide on-site assistance from district special education coaches. Assessments that have been aligned to the KAS and quality controlled by experienced teachers and educational recovery specialists from KDE. Provide the high school with evidence-based interventions to be utilized to increase student performance and address critical needs. Provide specialized training and coaching for teachers and leadership with these interventions- RTI at Work- Solution Tree- Lexington 2024. Provide the training, time, and resources needed for teams of teachers and leadership to develop a systematic Response to Intervention System and/or Positive Behavior Intervention Strategies (PBIS) for all students, with increasing intensity of intervention for those students who are identified for support. Provide coaching for principals, coaches, and teachers from a consultant for Reading Mastery and Corrective Reading interventions. Provide training for principals, behavior coaches, school psychologists, school counselors, and teachers from a behavior specialist in the area of PBIS. The school will conduct Response to Intervention and Student Support team meetings every 6-8 weeks to monitor each student’s progress and make changes according to their progress. Meetings may be scheduled more often as needed. Train the high school leadership team to analyze common formative and unit assessments by subgroups, including our Special Education students. Teachers and instructional coaches will use data to identify students to engage in our RTI process to re-teach and remaster standards.</p>
<p><b>Identification Of Critical Resources Inequities:</b> The high turnover of staff makes it very difficult to continuously train and retrain staff and develop the teacher leadership capacity necessary to meet the priority needs listed above. The grant funds will give the leadership team financial support that will help them address the two priority needs listed:</p>
<p><b>Consider:</b> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p><b>Response:</b> The district secondary director, special ed director, and finance director will work collaboratively with the principals and their leadership teams to identify resources that are needed to sustain improvement efforts with hiring quality special education teachers, instructional assistants, high quality instructional materials and high-quality professional learning. Develop a continuous improvement process to regularly and consistently monitor and analyze school-wide programs and practice. Engage all educators in developing, implementing, monitoring, and documenting a school-wide instructional process, which ensures individual learner needs are met.</p> <p>Give special attention and time around coaching to our special education teachers at the high school level. This coaching will be provided by our two district special education coaches. Each SPED teacher has access to on-demand coaching to get embedded PD on SDI, modifications, IEP development, scaffolding, and progress monitoring. This is monitored through our district level Special Education coaches.</p>



## Targeted Subgroups and Evidence-Based Interventions:

### Consider:

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

### Response:

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement high-effect size teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	
Advisory	Silverthorn, Naida, DuBois, D.L., Lewis, K.M., etal. (2017) Effects of a School-Based Social-Emotional and Character Development Program on Self-Esteem Levels and Processes: A Cluster-Randomized Controlled Trial. SAGE Open July-September 2017: 1-12	
MTSS	Bradshaw, Catherine P., Pas, E., Debnam, K., Johnson, S.L. (2021). A Randomized Controlled Trial of MTSS-B in High Schools: Improving Classroom Management to Prevent EBDs. Hammill Institute on Disabilities. Remedial and Special Education 42:1, 44-59. Bulgakov-Cooke, D., & Lenard, M. A. (2017). Beyond One-Size-Fits-All: A Randomized Controlled Trial of Multi-Tiered System of Supports (MTSS). Prepared for the 2017 American Educational Research Association Annual Meeting, April 2017.	
RTI at Work Training- Solution Tree	<a href="https://www.solutiontree.com/rti-at-work">https://www.solutiontree.com/rti-at-work</a>	
ACT Preparation	Layne, Kathleen L., Kalberg, J.R., Mofield, E., Wehby, J.H., Parks, R.J., (2009). Preparing Students for College Entrance Exams. Remedial and Special Education 30:1 3-18.	
Safe and Civil Schools Positive Behavioral Interventions	: Ward, B. Smolkowski, K, & Stryker, L.. (2016). Scale up of the Safe and Civil Schools' Model for School-wide Positive Behavior Interventions and Supports. Psychology in the Schools 53:4.	
Explicit Direct Instruction Unit Planning and Instructional Methods	<a href="https://dataworks-ed.com/research-ed">https://dataworks-ed.com/research-ed</a>	
Train special education teachers and administrators in evidence-based methods for specially designed instruction (SDI)	Riccomini, P. J., Morano, S., & Hughes, C. A. (2017). Big Ideas in Special Education: Specially Designed Instruction, High-Leverage Practices, Explicit Instruction, and Intensive Instruction. TEACHING Exceptional Children, 50(1), 20-27. <a href="https://doi.org/10.1177/0040059917724412">https://doi.org/10.1177/0040059917724412</a>	

Targeted Subgroups and Evidence-Based Interventions:		
Train special education teachers and administrators in co-teaching practices	Marilyn Friend PhD, Lynne Cook PhD, DeAnna Hurley-Chamberlain & Cynthia Shamberger MEd (2010) Co-Teaching: An Illustration of the Complexity of Collaboration in Special Education, Journal of Educational and Psychological Consultation, 20:1, 9-27, DOI: 10.1080/10474410903535380  Conderman, & Hedin, L. R. (2014). Co-Teaching With Strategy Instruction. Intervention in School and Clinic, 49(3), 156–163. <a href="https://doi.org/10.1177/1053451213496158">https://doi.org/10.1177/1053451213496158</a>	

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p><b>Consider:</b> Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions determined to address the causes of underperformance.</p> <p><b>Response:</b> Analysis of Kentucky Summative Assessment data as a whole and by subgroup data, as well as the student survey Quality and Climate and Safety for Holmes High School. See below for a more detailed plan developed by the school in collaboration with the district’s special education department and DOSE.</p> <p><b>HHS TSI and Needs Assistance on Annual Determinations Plan - 24-25 HHS</b></p>



Area	Possible Actions/Selected Actions	Who is Responsible?	Timeline/Due Date
Professional Development - District Level	<input checked="" type="checkbox"/> Cadres for early career/EBD/PASS/MSD	Coaches	Ongoing 2024/2025
	<input checked="" type="checkbox"/> New special education teacher training	Graman/Coaches	Beginning of Year 2024/25
Professional Development - School Level	<input checked="" type="checkbox"/> PD - standards based goals for IEPs (Promise Standards - Hardy)	Special Education Teachers/Coaches/ Hardy	Spring Semester 2025
	<input checked="" type="checkbox"/> PD - data-based decision-making for SWD (PLC work?)	Coaches/Graman	Summer/Fall 2025
	<input checked="" type="checkbox"/> PD or Book Study - Specially Designed Instruction	Coaches/Graman	Summer/Fall 2025
	<input checked="" type="checkbox"/> PD for Accommodations Determination form	Coaches/Graman	Summer/Fall 2025
	<input checked="" type="checkbox"/> PD for Teaching test taking/incorporating tests and assessments that look and feel like KSA	Coaches/Graman	Summer/Fall 2025
	<input checked="" type="checkbox"/> PD for co-teaching	Brown/Coaches	Beginning 25-26
	<input checked="" type="checkbox"/> PD for teachers working together for SWD (Co-teaching Playlist)	Brown/Coaches	Beginning 25-26
	<input checked="" type="checkbox"/> Using end of unit assessments to determine skill-deficits for goal writing and SDI	Brown/Biersdorfer?	Spring Semester 2025
	<input checked="" type="checkbox"/> PLC Record Review work	Brown/Coaches/Armstrong	Start in Jan 2025

**Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students**

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<b>Data-Based Decision Making - District Level</b>	<input checked="" type="checkbox"/> Other district gap scores for reference	Graman/Grein	By Feb 2025
	<input checked="" type="checkbox"/> Pearson EOU test tied to identification for RTI	10th grade math and English	Ongoing
<b>Data-Based Decision Making - School Level</b>	<input checked="" type="checkbox"/> Analyze Science and Social Studies scores for students - RTI for these during BLC	Brown/Special Education Teachers/Coaches	Spring Semester 2025
	<input checked="" type="checkbox"/> Scheduling practices - SWD and EL first <input checked="" type="checkbox"/> Look at collaborative practices and ratios	Brown/Counselors/Coaches /Graman	January 2025
	<input checked="" type="checkbox"/> Record Review components to collect baseline data <input checked="" type="checkbox"/> Indicator 13 <input checked="" type="checkbox"/> Parent Participation <input checked="" type="checkbox"/> Standards-Based (summer)	Coaches	Jan 2025
<b>School/Teacher/Student Level Interventions</b>	<input checked="" type="checkbox"/> Teacher coaching - PASS/EBD/MSD	Coaches/Brown	Ongoing 2024-25
	<input checked="" type="checkbox"/> Student-level problem solving	Coaches/Brown	Ongoing 2024-25
	<input checked="" type="checkbox"/> Master Schedule - Student Based Scheduling <input checked="" type="checkbox"/> Consider adding Study Skills as resource option in Master Schedule and course catalog	Brown/Coaches/Counselors	January 2025
	<input checked="" type="checkbox"/> Meet with CCHS regarding scheduling practices	Weber/Brown	Jan 2025

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students				
	<div>moving forward</div> <div><input checked="" type="checkbox"/> Review data</div> <div><input checked="" type="checkbox"/> Priorities moving forward this school year</div> <div><input checked="" type="checkbox"/> Courageous Conversations</div>			

Special Considerations for Comprehensive Support and Improvement (CSI) Schools- **NA**