

DATE:

12/10/25

AGENDA ITEM (ACTION ITEM):

Consider/Approve the Kenton County School District Comprehensive District Improvement Plan (CDIP) for the 2025-2026 school year.

APPLICABLE BOARD POLICY:

01.111 – District Planning

HISTORY/BACKGROUND:

Following the release of the 2025 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 KCSD 2025-2026 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 Trauma -Informed Approach Plan, the District Assurances, the District Safety Report, the Comprehensive District Improvement Goals and Objectives, and the Superintendent Gap Assurances for Phases I to III. The Trauma -Informed Approach Plan is a new diagnostic for the CDIP, but is not a new plan for KCSD. 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 4, 2025.

FISCAL/BUDGETARY IMPACT:

None

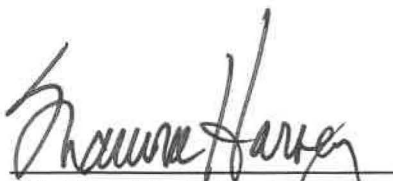
RECOMMENDATION:

Approval to the Kenton County School District Comprehensive District Improvement Plan (CDIP) for the 2025-2026 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.



2025-2026 Phase One: Continuous Improvement Diagnostic for Districts_08272025_09:58

2025-2026 Phase One: Continuous Improvement Diagnostic for Districts

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

Table of Contents

2025-2026 Phase One: Continuous Improvement Diagnostic for Districts 3

2025-2026 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. While diagnostics are completed annually, comprehensive improvement plans are three- to five-year plans that are reviewed and revised during that timeframe. Stakeholders may rewrite plans entirely; however, they are not required to do so. The timeline for the district's 2025-2026 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
- District Trauma-Informed Approach Plan

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, Superintendent of Kenton County Schools

08/28/25



2025-2026 Phase One: Executive Summary for Districts_08272025_09:58

2025-2026 Phase One: Executive Summary for Districts

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

Table of Contents

2025-2026 Phase One: Executive Summary for Districts	3
--	---

2025-2026 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 2349 employees; 938 of which are certified faculty and 709 classified staff along with our valued coaches, club sponsors, and substitutes. Of the District's core academic teachers, 100% are highly qualified, 30 teachers are National Board certified and the average years of experience among our certified staff members is currently 13.9. Kenton County has over 169,000 residents making up roughly 3.8% of the state's total population. The population of the county earns a median income of \$79,392 with 10.3% of the residents living below the poverty level and 93.2% of residents having attained a high school diploma or higher. The countywide employment rate is 65.2% with over 3,200 total employers, which are primarily health/human services, manufacturing and retail trade. The community population is primarily white (non-Hispanic) at 85.21% with the next largest minority group identified as multi-racial making up 6.2% of the total population. The median age of residents is 37.9 years old with 23% of the population at school age or younger. The district is home to students with 50 different home languages. Of those 50 varying languages, the EL population is made up of the following demographics: 59% are Hispanic, 19% are Black or African American, 13% are Asian, 5% are white, .7% are two or more races, 3% are Native Hawaiian or Other Pacific Islander, and .3% are American Indian or Alaskan Native. Over the past three years our EL population has grown from approximately 570 to 670 EL students. The free and reduced lunch population is 45.3% (2024-2025 school year). Likewise, over the past three years, KCS D Food Services has continued to provide and expand the Community Eligibility Provision (CEP) program to all schools, serving free breakfast and lunch to all students. Approximately 12,500 meals are served each school day to students. All district classrooms are equipped with internet connection and WiFi access. KCS D continues to successfully implement 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 86 routes on a daily basis, with our buses traveling over 8,000 miles per day to service the students within our district. The implementation of a bus purchasing program, including adding air-conditioned buses, highlights a commitment to upgrading and maintaining a world class transportation system. In addition, over the past three years, the KCS D has added classrooms and much

needed square footage to numerous elementary schools and made significant improvements to middle and high school buildings. There has been continuous improvement in DFP (district future proofing) to ensure that KCSO has World Class facilities now and in the future. 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 transitions 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, Board Members, Behavior Support, Special Education, Academic Support, 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 monthly data sets and updates to the work through the Community Based Accountability System (CBAS), which creates our district action plan and has six 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. The district action plan review includes taking time to examine each pillar, along with the including the corresponding key questions and action steps outlined in 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 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 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 24-25 school year was the second year of implementation of new comprehensive HQIR in reading for grades K-12 and math for grades 6 to Algebra I. The 25-26 school year is the first year of implementation of a new comprehensive HQIR for elementary math. Teachers have not only been involved in the adoption, but providing input through district training. 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 plan each year to include a 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. 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 focus has been and continues to be on the 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.

KCSD Instructional Vision: All students in KCSD will have access to the Kentucky Academic Standards through equitable high quality instruction through the use of high-quality instructional resources (HQIR) and the KCSD Cycle of Quality Instruction, allowing students the opportunity to meet their maximum learning potential and to be transition ready at all levels. As a result of that instructional vision, 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 all students
 - Fidelity of instruction/program that closes gaps for students with specific skill deficits (Tier II/III)
- Effective Professional Learning Communities (PLC's). PLC meetings should allow for the use of data
 - Regular student name and claim; adjustments to instruction as a result of regular review of data

District's Purpose

Provide the district's purpose statement and supplementary 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 25-26 school year. Stakeholders were involved in this process, which started at the District Cabinet Level. Feedback was then gathered from various other stakeholders and Board of Education members. Final Board of Education approval to changes was obtained at our August 2025 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 superintendent reviews this information at every monthly district leadership team meeting.

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 coursework. 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 the Gifted and Talented curriculum to provide high level rigorous instruction and tasks for those that qualify. We offer over 570

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 sixth year with 85 juniors participating and 66 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. Students take full-time college course loads on campus at Northern Kentucky University with the option to earn an associate's degree or two years towards a bachelor's degree. 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 Allied Health, Automation and Aerospace Engineering, Design, Computer Science, and Education. Each student receives a clear pathway to an associate's degree before they graduate high school. The Kenton County School District has 513 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 69 students currently participating in the program.

Notable Achievements

Describe the district's notable achievements in the last three years.

Notable Achievements: State and National Highlights since 2023 are captured below by listing student, staff, and overall district achievements.

Our Students 2025 Notable Achievements: Preliminary state data shows that our 4 year graduation rate has continued to increase from 95.6% in 2023 to 97.4 in 2025 (+1.8) (Preliminary Data); Our Transition Ready percentages for the cohort of 2023 through our CBAS model was at 93.8%, which is an increase as compared to the cohort 2025 at 97.8% (+4.0); Our preliminary KSA data shows the following improvements and growth with the percentage of students scoring Proficient/ Distinguished (P/D) from 2023 to 2025 (science scores not available):

- Elementary Students with Disabilities (SWD) Social Studies from 14% to 15% (+1.0)
- Elementary English Learners (EL) Combined Writing from 15% to 17% (+2.0)
- Middle School All Students Reading from 52% to 55% (+3.0); Middle School All Students Combined Writing from 53% to 56% (+3.0)
- Middle School Students with Disabilities (SWD) Math from 8% to 13% (+5.0); Middle School SWD Reading from 13% to 18% (+5.0)
- Middle School Free/Reduced Lunch (F/R) Math from 31% to 38% (+7.0); Middle School F/R Reading from 40% to 44% (+4.0)
- Middle School English Learners (EL) Math from 5% to 12% (+7.0); Middle School EL Writing from 5% to 22% (+17.0);

- High School All Students Math from 38% to 50% (+12.0); High School All Students Reading from 44% to 52% (+8); Hig
- High School Students with Disabilities (SWD) Math from 10% to 14% (+4.0); High School SWD Reading from 11% to 1
- High School Students Free and Reduced (F/R) Math from 23% to 37% (+14.0); High School Students F/R Reading from :
- High School English Learners (EL) Writing from 8% to 12% (+4.0); and High School EL Social Studies from 0% to 12%

Areas to specifically highlight are where our district met or exceeded the yearly CDIP objective (preliminary data) and/or met or exceeded 50% of students reaching P/D in the secondary grades:

- Middle School Reading at 55%
- Middle School Writing at 63%
- High School Math at 50% P/D (met CDIP yearly objective)
- High School Reading at 52%
- High School Writing at 51%

In 2025 KCS D also had 38 students named Governor's Scholars; 11 students were named to the Governor's School for the Arts; 4 students were named to the Governor's School for Entrepreneurs; 627 students took an AP class; 981 students participated in a dual credit course, taking 4,621 classes and earning 13,863 hours of college credit; 247 students earned industry certifications; \$29 million was earned in scholarships; and 68 students earned Associates Degrees; KCS D JROTC was named an Honor Unit with Distinction.

Our Staff Notable Achievements 2025: 162 teachers completed Cohort 1, 2 or 3 of LETRS professional learning; 19 secondary teachers participating in the statewide Adolescent Literacy professional learning; 2 Northern Kentucky Education Council Golden Apple Winners; Kentucky Community & Technical College Pathfinder of the Year Winner; 2 new National Board-Certified Teachers and 29 teachers completed KC-NET program for new teachers.

Our District Notable Achievements 2025: KCS D was recognized in two KDE publications for the work and growth made towards the shifts in literacy instruction and implementation of the reading HQIR; offered 570 total clubs, extra and/or co-curricular activities, with over 11,000 students participating; offered 27 different career pathways; and 22 students participated in four of our district paid internship programs.

Our Students 2024 Notable Achievements: Preliminary KSA data shows that over the past three years KCS D 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 Brigance 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 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 48% to 51 (+3.0).
- Middle School Students with Disabilities (SWD) Math from 11% to 14% (+3.0); Middle School SWD Science from 5% to 10% (+5.0); Middle School SWD Reading from 11% to 14% (+3.0).
- 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); Middle School F/R Reading from 24% to 27% (+3.0).
- Middle School English Learners (EL) Math from 8% to 41% (+33.0) and Middle School EL Reading from 8% to 29% (+21.0).
- High School All Students Reading from 50% to 53% (+3.0); High School All Students Writing from 44% to 50% (+6.0); High School All Students Science from 48% to 51 (+3.0).
- High School Students with Disabilities (SWD) Math from 6% to 15% (+9.0); High School SWD Reading from 5% to 16% (+11.0); High School SWD Science from 5% to 16% (+11.0).
- High School Students Free and Reduced (F/R) Reading 36% to 46% (+10.0); and High School Students F/R Writing from 36% to 46% (+10.0).
- 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).

Our Students 2023 Notable Achievements: Our 4 year graduation rate increased from 92.7 in 2021 to 94.9 in 2023 (+2.2); The overall ACT composite increased from 19.0 in 2021 to 19.3 (+.3); Our ACCESS scores increased with the percentage of students showing growth from 78% in 2021 to 79% in 2023 (+1); Transition Ready for the cohort of 2023 through our CBAS model was at 93.8%, which was an increase from the prior year of 90.1 (+3.7); Our preliminary KSA data shows the following improvements with the percentage of students scoring Proficient/Distinguished (P/D) from 2021 to 2023:

- Elementary All Students Math from 49.6 to 59.0 (+9.4); Elementary All Students Reading from 50.6 to 58.0 (+7.4); and E
- Elementary Students with Disabilities (SWD) Math from 19.3 to 20.0 (+.7)
- Elementary Free/Reduced (F/R) Math from 35.9 to 42 (+6.1); Elementary F/R Reading from 38.7 to 47.0 (+8.3); and Elen
- Elementary English Learners (EL) Math from 21.0 to 43.0 (+22.0); Elementary EL Reading from 20.0 to 36.0 (+16); and
- Middle School All Students Math from 36.2 to 42.0 (+5.8); Middle School All Students Reading from 48.6 to 52 (+3.4); a
- Middle School Students with Disabilities Science from 4.0 to 7.0 (+3.0)
- Middle School Free/Reduced Lunch (F/R) Math from 22.8 to 30.0 (+7.2); Middle School F/R Reading from 35.6 to 40.0 (
- Middle School English Learners (EL) Math from 4.8 to 12.0 (+7.2) and Middle School EL Reading from 16.7 to 27.0 (10.
- High School All Students Reading from 41.0 to 44.0 (+3.0)
- High School English Learners Reading from 27.8 to 31.0 (+3.2)

Approximately 4,000 students from elementary, middle, and high participated in accelerated/advanced coursework; 143 students participated in the Young Scholars Academy at NKU; The Class of 2023 earned over \$16 million in scholarships; 31 students were named Governor's Scholars; 315 students earned industry certifications; Two National Merit Finalists; KHSAA state champion in wrestling; KHSAA state champion in cross country; Three NKY Education Council Excellence in Education student winners; Three students participated in the Governor's School for Entrepreneurs; Five students participated in the Governor's School for the Arts; Three students selected for NKY Chamber Youth Leadership Class; One student on the KHSAA advisory panel; One National Civics Bee state participant; Three KET Young Writers Award winners

Our Staff Notable Achievements 2023: KY Art Educators Association Teacher of the Year; One new National Board Certified teacher; KAPS Psychologist of the Year; 24 teachers completed KC-NET New Teacher Training Program; Clements Award winner; Kentucky Association of School Resource Officers 2023 Award of Merit; One GoTeach Ambassador; NKY Education Council Lifetime Achievement Award; NKY Education Council Student Services Award; Two NKY Education Council Golden Apple Awards; EKU MAT Cooperating Teacher of the Year; Kentucky Association of School Social Work (KASSW) School Social Worker of the Year; 3 teachers received Kentucky Reading Association 30 Under 30 Literacy Award.

Our District Notable Achievements 2023: Offered over 500 related arts and elective opportunities for students in grades K-12; Offered district paid internships programs for our students in three district departments (maintenance, nursing and technology); Offered nearly 30 career pathways; Results from the 21-22 Kentucky Summative Assessment (KSA) show that in all levels and content areas (with the exception of one), the percentage of students scoring proficient and distinguished in KCSD are above the state percentages; Transition ready rate of 93.8% for exiting seniors in the 2022-23 school year (according to the KCSD model).

Areas of Improvement

Describe areas for improvement that the district is striving to achieve in the next three years.

Based upon KSA data from the 2023 school year to the KSA preliminary 2025 school year, our KSA results indicate the following areas for improvement:

- Elementary All Students Math from 59% to 57% (-2.0); Elementary All Students Writing from 60% to 48% (-12.0); Elementary All Students Reading from 60% to 48% (-12.0)
- Elementary Students with Disabilities (SWD) Math from 22% to 18% (-4.0); Elementary SWD Reading from 25% to 22% (-3.0); Elementary SWD Writing from 25% to 22% (-3.0)
- Elementary Students Free and Reduced Lunch (F/R) Math from 47% to 44% (-3.0); Elementary Students F/R Writing from 47% to 44% (-3.0); Elementary Students F/R Reading from 47% to 44% (-3.0)
- Elementary English Learners (EL) Math from 41% to 29% (-12.0) and Elementary EL Reading from 33% to 26% (-7.0); Elementary EL Writing from 33% to 26% (-7.0)
- Middle School English Learners (EL) Reading from 14% to 13% (-1.0)
- High School English Learners (EL) Math from 7% to 0% (-7.0) and High School EL Reading from 7% to 0% (-7.0)

Areas to specifically prioritize are:

1. In analyzing preliminary KSA data, we have noticed a rather large range in P/D percentages between schools, especially in the following areas:
 - a. Elementary Math 68% - 42% (26 percentage point discrepancy)
 - b. Elementary Reading 69% - 48% (21 percentage point discrepancy)
 - c. Elementary Writing 69% - 26% (43 percentage point discrepancy)
 - d. Elementary Social Studies 63% - 37% (26 percentage point discrepancy)
 - e. Middle School Math 54% - 46% (8 percentage point discrepancy)
 - f. Middle School Reading 60% - 52% (8 percentage point discrepancy)
 - g. Middle School Writing 74% - 53% (21 percentage point discrepancy)
 - h. Middle School Social Studies 49% - 40% (9 percentage point discrepancy)
 - i. High School Math 54% - 48% (6 percentage point discrepancy)
 - j. High School Reading 59% - 46% (13 percentage point discrepancy)

- k. High School Writing 56% - 46% (10 percentage point discrepancy)
- l. High School Social Studies 44% - 37% (7 percentage point discrepancy)
- 2. Our preliminary KSA scores indicate although grade levels/content have increased in some areas, we continue to
 - a. Elementary Writing at 48% P/D
 - b. Elementary Social Studies at 48% P/D
 - c. Middle School Math at 49% P/D
 - d. Middle School Social Studies at 45% P/D
 - e. High School Social Studies at 40% P/D

These scores are based upon a district average; however, even in content areas and grade levels where the district average is above 50%, we still have schools with a P/D percentage below 50%.

- 3. Our SWD population was below the state average in P/D in the 23-24 school year. Preliminary data indicates that

To support the areas for improvement that the district is striving to achieve in the next three years our focus will be 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, which we believe will help our students make improvements towards overall achievement. Our district employs the use of a fidelity MTSS rubric. 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. Our schools have been focusing on unit and lesson plan 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 create a calendar for Common Formative Assessments at the beginning of each 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 in place at schools. We continue to provide trainings for staff to best offer student support 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. Our school district is also providing training for teachers with the AI platform of Magic School. This work, blended with the use of data trends identified and the results of learning walk data will allow KCSD to identify areas where gaps exist, as a district. 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.

COMMENTS

10

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 believes in continually working to provide safe and secure facilities and does so through the implementation of its District Facility Plan (DFP). 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 Preschool program 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. KCSD provides services for high potential and formally identified gifted learners across all grade levels. Primary Talent Pool (PTP) services are offered for high potential learners at the primary level and Gifted and Talented (GT) 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. 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. 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 50 different languages represented, with Spanish as the most prevalent language. Currently there are over 600 ELD students in the district. 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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



2025-2026 Phase Two: The Needs Assessment for Districts_08272025_10:00

2025-2026 Phase Two: The Needs Assessment for Districts

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

Table of Contents

2025-2026 Phase Two: The Needs Assessment for Districts	3
---	---

2025-2026 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 to determine the priorities of this year's needs assessment. Include the following information in your response:

- names of district leadership teams and stakeholder groups (i.e., faculty, staff, representatives of school councils, Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved
- a timeline of the process
- the specific data sources reviewed and analyzed
- how and where the meetings were documented.

The process which leads to determining priority areas involves The Kenton County School District (KCS D) reaching out to a variety of stakeholders for reviewing, analyzing and applying KSA data results. Departments, such as our District Leadership Cabinet, Academic Support, Special Education, Behavior 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. Information with regular updates on each pillar can be found on our district website. Our monthly review of each CBAS pillar 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's Cabinet, District Leadership, and District Stakeholders as it becomes available. Individual student data was released on August 6, 2025. Once the data was released, our central office team begins to take individual student data and create preliminary data sets for all students and various subpopulations, such as Free/Reduced Lunch, Special Education, and 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 expected, per our Balanced Assessment Summary and Expectations, to work with the data and teams of teachers to complete data digs and 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 within the data. Our preliminary data also encompasses ACCESS data, graduation rate data, ACT data, and Brigrance data. While data is being compiled, our BACs are checking rosters for accuracy in SDRR. This took place from August 13th to August 21st, 2025. Once our team compiled the preliminary data, it was shared with principals on August 25, 2025, whereby they were expected 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 19, 2025, preliminary data sets were analyzed by CO departments as a part of our action plan review at our Academic Support meeting.

On October 23, 2025, Quality Control Day took place. In mid to late November the public release is expected to take place. The Individual Student Reports will be sent home to families once released from the Kentucky Department of Education (KDE). After the public release, a press release will be provided to the public on the KCSD data. 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 taking place. Documentation is also present through the dashboards of state data that is compiled and shared with stakeholders.

From the data available and the processes stated above, priority areas were identified as the following:

- **Variability in Performance Between Schools:** There are substantial discrepancies in Proficient/Distinguished (P/D) rates across schools, especially in elementary grades. These gaps indicate inequities in instructional delivery and access to rigorous content, underscoring the need for greater coherence and instructional alignment districtwide. In analyzing KSA data, we have noticed a rather large range in P/D percentages between schools, especially in the elementary schools. To ensure all students equity across the district and receiving instruction at the same high level eliminating the range of

discrepancy between schools is a priority area. The range between schools at each level of P/D is identified below:

- Elementary Math 70% - 42% (28 percentage point discrepancy)
- Elementary Reading 69% - 48% (21 percentage point discrepancy)
- Elementary Science 74% - 38% (36 percentage point discrepancy)
- Elementary Writing 72% - 25% (47 percentage point discrepancy)
- Elementary Social Studies 63% - 38% (25 percentage point discrepancy)
- Middle School Math 54% - 46% (8 percentage point discrepancy)
- Middle School Reading 60% - 52% (8 percentage point discrepancy)
- Middle School Science 44% - 32% (12 percentage point discrepancy)
- Middle School Writing 74% - 54% (20 percentage point discrepancy)
- Middle School Social Studies 49% - 41% (8 percentage point discrepancy)
- High School Math 55% - 48% (7 percentage point discrepancy)
- High School Reading 60% - 45% (15 percentage point discrepancy)
- High School Science 20% - 26% (6 percentage point discrepancy)
- High School Writing 56% - 47% (9 percentage point discrepancy)
- High School Social Studies 44% - 37% (7 percentage point discrepancy)

- **Content Areas Below 50% Proficiency:** Several grade levels and subject areas remain below the 50% P/D threshold. These are priority areas for targeted instructional improvement. Our KSA scores indicate although grade levels/content have increased in some areas, we continue to see P/D percentages that have less than 50% of the students scoring in the proficient range or higher (science scores are not available, but anticipated to be lower than 50%):

- Elementary Writing at 48% P/D
- Elementary Science at 49% P/D
- Elementary Social Studies at 48% P/D
- Middle School Math at 49% P/D
- Middle School Science at 40% P/D
- Middle School Social Studies at 45% P/D
- High School Science at 22% P/D
- High School Social Studies at 40% P/D

- **Achievement Gaps for Students with Disabilities (SWD):** Our SWD population did not meet CDIP yearly objectives in any subject. Preliminary data indicates declines in nearly all areas except for High School Science, Writing and Social Studies. The achievement gap between SWD and their peers remains a significant equity concern requiring sustained intervention.

Our SWD population was below the state average in P/D in the 23-24 school year in all areas.

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 will your results inform this year's plan?

The Kenton County School District (KCSD) 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 KCSD CBAS model and outlined in our District Action plan. Below is a synopsis of the CDIP goals, objectives and strategies from the 2024-2025 school year. Our progress towards district action plan steps within the CDIP is reviewed monthly with adjustments made as needed. Our work for the past five years has been centered on the CBAS Model. Each year for the CDIP, we continue to refine our goals, objectives and strategies; which is based upon what strategies were successful, which helps to inform the current year's plan.

Our CDIP goals and yearly objectives, including progress towards the yearly objective from the 24-25 school year is 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 2025, the district will increase math and reading proficiency for all students from:

- 61% in 2024 to 66% for elementary math; (57% in 2025 -4)
- 57% in 2024 to 63% for elementary reading; (59% in 2025 +2)
- 48% in 2024 to 54% for middle school math; (49% in 2025 +1)
- 55% in 2024 to 60% for middle school reading; (55% in 2025 +/-0)
- 43% in 2024 to 50% for high school math; (51% in 2025 +8)
- 53% in 2024 to 58% for high school reading; (52% in 2025 -1)

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 2025, the district will increase science, social studies, and writing proficiency for all students from:

- 48% in 2024 to 55% for elementary science; (49% in 2025 +1)
- 51% in 2024 to 57% for elementary social studies; (48% in 2025 -3)
- 52% in 2024 to 59% for elementary writing; (48% in 2025 -4)
- 30% in 2024 to 38% for middle school science; (40% in 2025 +10)
- 46% in 2024 to 52% for middle school social studies; (45% in 2025 -1)
- 68% in 2024 to 70% for middle school writing; (63% in 2025 -5)
- 4% in 2024 to 17% for high school science; (22% in 2025 +18)
- 37% in 2024 to 46% for high school social studies; (40% in 2025 +3)
- 50% in 2024 to 56% for high school writing (52% in 2025 +2)

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; (18% in 2025 -6)
- 23% in 2024 to 33% for elementary reading; (22% in 2025 -1)
- 14% in 2024 to 25% for middle school math; (13% in 2025 -1)
- 15% in 2024 to 22% for middle school reading; (13% in 2025 -2)
- 14% in 2024 to 25% for high school math; (13% in 2025 -1)
- 15% in 2024 to 26% for high school reading; (11% in 2025 -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 2025, the district will increase the English Learners Progress overall indicator rating from:

- 52.9 in 2024 to 61.4 for elementary schools; (73.1 in 2025 +20.2)

-
- 22.1 in 2024 to 31.8 for middle schools; (45.1 in 2025 +23.0)
 - 50.2 in 2024 to 53.6 for high schools: (59.2 in 2025 +9.0)

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 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; (76.4 in 2025 -0.4)
- 66.9 in 2024 to 71.2 for middle schools; (69.5 in 2025 +2.6)
- 67.8 in 2024 to 71.5 for high schools: (73.1 in 2025 +5.3)

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.

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. (93.6 in 2025 -2.0)

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. (98.4% in 2025 +.5)

Optional Goal #8 - Impact Survey: By 2028, the district will increase the topic of resources within the Impact Survey from 46% in 2024 favorable to 70%.

Impact Survey Objective 1: By 2026, the district will increase the topic of resources within the Impact Survey from 46% in 2024 favorable to 58%. (Impact survey data for 2026 not available).

KCSD has many successes to celebrate this year. However, KSA data shows the biggest successes are:

1. Overall indicator scores for the district show that all three levels are scoring in the high (green) range, with no schools holding a federal classification of ATSI, TSI, and CSI for the second year in a row.

2. Improvements made from the 2024 to the 2025 school year with P/D percentages, especially at the secondary level (middle and high). All content areas and grade levels are at or above the state P/D percentage.
3. Several content areas have increased proficiency levels with 50% or more of students scoring P/D.

Overall scores indicate the following:

- Elementary – 73.3 (green)
- Middle – 70.0 (green)
- High – 76.0 (green)

To highlight our success, improvements made from the 2024 to the 2025 school year are shown below, as well as those content areas with 50% or more of students P/D. Increases from year to year took place in all areas with only middle school reading remaining consistent and several other areas with slight decreases. Increases are evident for high schools in all areas, with the exception of reading (-1). The majority of content areas have 50% or more of students P/D.

- KCSD Elementary Math 2024 at 61% to 2025 at 57% (-4)
- KCSD Elementary Reading 2024 at 57% to 2025 at 59% (+2)
- KCSD Elementary Science 2024 at 48% to 2025 at 29% (+1)
- KCSD Elementary Writing 2024 at 52% to 2025 at 48% (-4)
- KCSD Elementary Social Studies 2024 at 51% to 2025 at 48% (-3)
- KCSD Middle School Math 2024 at 48% to 2025 at 49% (+1)
- KCSD Middle School Reading 2024 at 55% to 2025 at 55% (+/-0)
- KCSD Middle School Science 2024 at 30% to 2025 at 40% (+10)
- KCSD Middle School Writing 2024 at 68% to 2025 at 63% (-5)
- KCSD Middle School Social Studies 2024 at 46% to 2025 at 45% (-1)
- KCSD High School Math 2024 at 43% to 2025 at 51% (+8)
- KCSD High School Reading 2024 at 53% to 2025 at 52% (-1)
- KCSD High School Science 2024 at 4% to 2025 at 22% (+18)
- KCSD High School Writing 2024 at 50% to 2025 at 52% (+2)
- KCSD High School Social Studies 2024 at 37% to 2025 at 40% (+3)

The results from the KSA data will help us at KCSD to strengthen and refine the systems and structures that are in place. A 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, as outlined in our Balanced Assessment Summary and Expectations. At KCSD we continue to discuss/support 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 started placing emphasis on unit and lesson plan internalization starting in the

24-25 school year. This work continues into the 25-26 school year. The leadership level at each school is to have a systemic process in place for collecting and providing meaningful feedback on lesson plans. 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. In addition, this is the start of the third year of implementation of an HQIR for all grades in reading and 6th to Algebra I for math. This is the first year of implementation of an HQIR for elementary math. 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

- Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.
- Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

Data trends for the Kenton County School District (KCSD) show both trends of strength where our data is growing and increasing, but also areas where our data is not as strong and shows deficits over the past two years. After analyzing data sets it was determined priority areas are as follows:

- **Variability in Performance Between Schools:** There are substantial discrepancies in Proficient/Distinguished (P/D) rates across schools, especially in elementary grades. These gaps indicate inequities in instructional delivery and access to rigorous content, underscoring the need for greater coherence and instructional alignment districtwide.
- **Content Areas Below 50% Proficiency:** Several grade levels and subject areas remain below the 50% P/D threshold. These are priority areas for targeted instructional improvement.
- **Achievement Gaps for Students with Disabilities (SWD):** Our SWD population did not meet CDIP yearly objectives in any subject. Preliminary data indicates declines in nearly all areas except for High School Writing and Social Studies. The achievement gap between SWD and their peers remains a significant equity concern requiring sustained intervention.

To address the first area for significant improvement, see the trend data below from 2023 to 2025 that demonstrates data indicating a rather large range in P/D percentages between schools.

The range between schools at each level of P/D is identified below from the 2022-2023 KSA data:

- Elementary Math 70% - 44% (26 percentage point discrepancy)
- Elementary Reading 71% - 46% (25 percentage point discrepancy)
- Elementary Science 64% - 28% (36 percentage point discrepancy)
- Elementary Writing 82% - 19% (63 percentage point discrepancy)
- Elementary Social Studies 67% - 34% (33 percentage point discrepancy)
- Middle School Math 50% - 35% (15 percentage point discrepancy)
- Middle School Reading 56% - 46% (10 percentage point discrepancy)
- Middle School Science 30% - 23% (7 percentage point discrepancy)
- Middle School Writing 58% - 36% (22 percentage point discrepancy)
- Middle School Social Studies 46% - 30% (16 percentage point discrepancy)
- High School Math 42% - 35% (7 percentage point discrepancy)
- High School Reading 47% - 41% (5 percentage point discrepancy)
- High School Science 11% - 8% (3 percentage point discrepancy)
- High School Writing 55% - 40% (15 percentage point discrepancy)
- High School Social Studies 42% - 39% (3 percentage point discrepancy)

The range between schools at each level of P/D is identified below from the 2023-2024 KSA data:

- Elementary Math 68% - 46% (22 percentage point discrepancy)
- Elementary Reading 67% - 46% (21 percentage point discrepancy)
- Elementary Science 59% - 39% (20 percentage point discrepancy)
- Elementary Writing 80% - 24% (56 percentage point discrepancy)
- Elementary Social Studies 62% - 37% (25 percentage point discrepancy)
- Middle School Math 52% - 43% (9 percentage point discrepancy)
- Middle School Reading 56% - 54% (2 percentage point discrepancy)
- Middle School Science 33% - 26% (7 percentage point discrepancy)
- Middle School Writing 71% - 65% (6 percentage point discrepancy)
- Middle School Social Studies 47% - 43% (4 percentage point discrepancy)
- High School Math 45% - 41% (4 percentage point discrepancy)
- High School Reading 60% - 48% (12 percentage point discrepancy)
- High School Science 5% - 2% (3 percentage point discrepancy)
- High School Writing 63% - 42% (21 percentage point discrepancy)
- High School Social Studies 39% - 35% (4 percentage point discrepancy)

The range between schools at each level of P/D is identified below from the 2024-2025 KSA data:

- Elementary Math 70% - 42% (28 percentage point discrepancy)
- Elementary Reading 69% - 48% (21 percentage point discrepancy)
- Elementary Science 74% - 38% (36 percentage point discrepancy)
- Elementary Writing 72% - 25% (47 percentage point discrepancy)
- Elementary Social Studies 63% - 38% (25 percentage point discrepancy)
- Middle School Math 54% - 46% (8 percentage point discrepancy)
- Middle School Reading 60% - 52% (8 percentage point discrepancy)
- Middle School Science 44% - 32% (12 percentage point discrepancy)
- Middle School Writing 74% - 54% (20 percentage point discrepancy)
- Middle School Social Studies 49% - 41% (8 percentage point discrepancy)
- High School Math 55% - 48% (7 percentage point discrepancy)
- High School Reading 60% - 45% (15 percentage point discrepancy)
- High School Science 20% - 26% (6 percentage point discrepancy)
- High School Writing 56% - 47% (9 percentage point discrepancy)
- High School Social Studies 44% - 37% (7 percentage point discrepancy)

To address the second area for significant improvement, see the trend data below from 2023 to 2025 that indicates although grade levels/content have increased in some areas, we continue to see P/D percentages that have less than 50% of the students scoring in the proficient range or higher:

The P/D percentage below 50% for 2022-2023 are:

- Elementary Science - 48%
- Middle School Math - 43%
- Middle School Science - 28%
- Middle School Social Studies - 38%
- High School Math - 38%
- High School Reading - 44%
- High School Science - 9%
- High School Social Studies - 40%
- High School Writing - 49%

The P/D percentage below 50% for 2023-2024 are:

- Elementary Science 48%
- Middle School Math - 48%
- Middle School Science - 30%
- Middle School Social Studies - 46%

-
- High School Math – 43%
 - High School Science – 4%
 - High School Social Studies – 37%

The P/D percentage below 50% for preliminary data from 2024-2025 are:

- Elementary Science – 49%
- Elementary Writing – 48%
- Elementary Social Studies – 48%
- Middle School Math – 49%
- Middle School Science – 40%
- Middle School Social Studies – 45%
- High School Science – 22%
- High School Social Studies – 40%

To address the third area for significant improvement, see the trend data below from 2023 to 2024 that demonstrates KCSD SWD are performing below the state in most areas. State data not available for the 2024-2025 school year, by level for SWD. KSA data for 2024-2025 indicates that our P/D percentages dropped in all areas with the exception of High School Science, High School Social Studies and High School Writing. The achievement gap yearly objectives for SWD were not met in the CDIP for any area.

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)

For the 2024-2025 school year, KSA data shows KCSD SWD decreased in P/D percentages in the following areas from the 2024-2025 year and did not meet CDIP yearly objectives:

- Elementary Math SWD 24% - 18% (-6)
- Elementary Reading SWD 23% - 22% (-1)
- Elementary Science SWD 24% - 19% (5)
- Elementary Writing SWD 12% - 9% (-3)
- Elementary Social Studies 18% - 15% - (-3)
- Middle School Math 14% - 13% (-1)
- Middle School Reading 15% - 13% (-2)
- Middle School Science 6% - 2% (-4)
- Middle School Writing 20% - 12% (-8)
- Middle School Social Studies 10% - 8% (-2)
- High School Math 14% to 13% (-1)
- High School Reading 15% - 11% (-4)

CDIP Achievement Gap yearly objectives:

- 24% in 2024 to 35% for elementary math – not met at 18%
- 23% in 2024 to 33% for elementary reading – not met at 22%
- 14% in 2024 to 25% for middle school math – not met at 13%

-
- 15% in 2024 to 22% for middle school reading – not met at 13%
 - 14% in 2024 to 25% for high school math – not met at 13%
 - 15% in 2025 to 26% for high school reading – not met at 11%

Cultural and behavioral data trends are outlined below from the Quality of School Climate and Safety Survey, Impact Survey, and KCSD behavioral data.

Two year trends from the Quality of School Climate and Safety survey data are the following:

In 23/24:

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

In 24/25:

- Elementary Schools – 76.4
- Middle Schools – 69.2
- High Schools – 73.1

The Impact Survey data from 2024 indicated 46% “favorable” as to the topic of resources. A CDIP goal was written for this topic as, “By 2026, the district will increase the topic of resources within the Impact Survey from 46% favorable in 2024 to 58%. This increased from 40% in 2021-2022.

During the 24/25 school year, there was a 14% increase in the number of students receiving one or more office discipline referral (2,748), as compared to the 23/24 school year (2,362).

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the district using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

- Kentucky Summative Assessments
- Benchmark assessments
- Formative assessments
- Graduation rate
- Progress in achieving English language proficiency
- Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
- Fifty-four percent (54%) 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.

The current academic state of our data can be seen from the trends displayed below.

Our district overall ratings by level are the following: elementary at 73.3 (Green), middle school at 70.0 (Green), and high school 76.0 (Green). This is an increase for middle and high schools. This is a slight decrease for elementary schools (-0.3). This is the second year in row all three levels have earned the high status rating (green) and no school has earned a federal classification.

Our State Testing Data for the 2024-2025 school year shows the following overall ratings per school and score:

- Ryland Heights 84.1 (Blue)
- Dixie Heights 83.2 (Blue)
- Woodland Middle 80.0 (Blue)
- Fort Wright 82.6 (Green)
- RC Hinsdale 81.1 (Green)
- Kenton Elementary 81.0 (Green)
- Taylor Mill 80.6 (Green)
- JA Caywood 75.3 (Green)
- Simon Kenton 74.2 (Green)
- Twenhofel Middle 73.9 (Green)
- Summit View Elementary 73.3 (Green)
- Scott High School 72.6 (Green)
- Summit View Middle 67.4 (Green)
- Turkeyfoot Middle 66.4 (Green)
- Piner 69.2 (Yellow)
- White's Tower 66.6 (Yellow)
- Beechgrove 65.3 (Yellow)
- River Ridge 59.9 (Yellow)

The only preliminary state data available before October 31, 2025, was published in Pearson Access Next (PAN) by subject and by grade level as displayed below. KCSD is at or above the state at all grade levels and in all content areas, which would lead one to believe each level is also above the state (elementary, middle and high); however, that data has not been published.

- 3rd Grade Reading 58% (state 47%) +11
- 3rd Grade Math 55% (state 43%) +12
- 4th Grade Reading 60% (state 50%) +10
- 4th Grade Math 57% (state 44%) +13
- 4th Grade Science 49% (state 37%) +12
- 5th Grade Reading 59% (state 50%) +9
- 5th Grade Math 59% (state 43%) +16
- 5th Grade Social Studies 45% (state 39%) +6
- 5th Grade Editing and Mechanics 55% (state 47%) +8
- 5th Grade On-Demand Writing 41% (state 38%) +3
- 6th Grade Reading 58% (state 52%) +6
- 6th Grade Math 50% (state 41%) +9
- 7th Grade Reading 58% (state 48%) +10
- 7th Grade Math 55% (state 43%) +12
- 7th Grade Science 40% (state 29%) +11
- 8th Grade Reading 51% (state 42%) +9
- 8th Grade Math 44% (state 40%) +4
- 8th Grade Social Studies 45% (state 38%) +7
- 8th Grade Editing and Mechanics 57% (state 49%) +8
- 8th Grade On-Demand Writing 65% (state 48%) +17
- 10th Grade Reading 52% (state 47%) +5
- 10th Grade Math 51% (state 41%) +10
- 11th Grade Science 22% (state 22%) +/-0
- 11th Grade Social Studies 40% (state 38%) +2
- 11th Grade Editing and Mechanics 43% (state 41%) +2
- 11th Grade On-Demand Writing 53% (state 45%) +8

Further 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% 24/25 - 59%

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

Kenton County

18/19- 63.9%	20/21- 48.6%	21/22-52%
22/23- 52%	23/24- 55%	24/25 – 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%	24/25 – 52%

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%	24/25 – 57%

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%	24/25 – 49%

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

18/19- 48.9%	20/21- 38%	21/22- 44%
22/23- 38%	23/24- 43%	24/25 – 51%

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

18/19- 40.2%	20/21- 38.1%	21/22- 44%
22/23- 48%	23/24- 48%	24/25 – 49%

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

18/19- 30.4%	20/21- 27.7%	21/22-23%
22/23- 28%	23/24- 30%	24/25 – 40%

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

18/19- 36.9%	20/21- 32.3%	21/22- 13%
22/23- 9%	23/24- 4%	24/25 – 22%

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

18/19- 59.8%	20/21- 63.2%	21/22- 58%
22/23- 60%	23/24- 52%	24/25 – 48%

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

18/19- 39.3%	20/21- 67%	21/22-50%
22/23- 53%	23/24- 68%	24/25 – 63%

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

18/19- 59.3%	20/21- 67.8%	21/22- 44%
22/23- 49%	23/24- 50%	24/25 – 52%

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

21/22- 51%	22/23- 52%	23/24- 51%
24/25 – 48%		

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

21/22-46%	22/23- 38%	23/24- 46%
24/25 – 45%		

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

21/22- 36%	22/23- 40%	23/24- 37%
24/25 – 40%		

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

Measures of Academic Progress (MAP) is administered twice per year as a Universal Screener in grades K-9. The most recent data from the Fall of 2025 indicates the following:

- From the Fall of 2024 to the Fall of 2025, all schools are achieving growth within the range of the 45th percentile to the 59th percentile in combined reading and math, which is the normal range on the bell curve.
- In both reading and math all schools are demonstrating high achievement.
- 88.2% (15/17) schools have high achievement and high growth in reading.
- The 80th percentile range has the highest percentage of students, almost 17% for both reading and math.
- In the area of projected proficiency, all schools are outperforming in both reading and math in comparison to students across the state that took the Fall MAP assessment during the same window of time.
- The median percentile increased at the secondary level for all grades in both reading and math from Fall of 2024 to Fall of 2025.
- Overall, reading longitudinal data shows that fourth grade SPED and EL students across the district are showing growth over time
 - Increase of 5.9% projected proficiency for SPED

- Increase of +4 median percentile for EL

The Reading Diagnostic Assessment of MAP Reading Fluency and HMH Growth Measure was administered in the Fall of 2025. For the MAP Reading Fluency data, trends from Fall of 2024 to Fall of 2025 are displayed below, with students progressing towards becoming oral readers. The percentage of oral readers is listed below.

- Kindergarten 1.5% in 2024 to .7% in 2025 (-.8)
- 1st Grade 10.1% in 2024 to 10.2% in 2025 (+.1)
- 2nd Grade 47.7% in 2024 to 49% in 2025 (+1.3)
- 3rd Grade 76.2% in 2024 to 80.3% in 2025 (+4.1)
- 4th Grade 78.2% in 2024 to 91.7% in 2025 (+13.5)
- 5th Grade 85.5% in 2024 to 8.7% in 2025 (+7.2)

The Fall 2025 HMH Growth Measure Data indicated the following:

- Middle schools have approximately 38% (on average) of students overall below proficiency.
 - 6th Grade - 41.11%
 - 7th Grade - 39.16%
 - 8th Grade - 33.49%
- This is a decrease from approximately 41% (on average) of students below proficiency from Fall of 2024, by approximately 3%.

District Common 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 and our 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. There an increase of data trends at the secondary level.

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%

For the 2024-2025 school year:

- 24/25 Math Elementary – 77.63%
- 24/25 Reading Elementary – 61.67%
- 24/25 Math Middle – 53.48%
- 24/25 Reading Middle – 45.58%
- 24/25 Math High – 56.55%
- 24/25 Reading High – 47.81%

Our 4-year adjusted graduation rate is at 98.4%. 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	24/25 – 98.4	

Our district CBAS adopted model of Transition Ready yielded a Transition Ready Rate of 97.84%. Our state Post-Secondary Ready rate is 93.6 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	24/25 – 93.6
--------------	-------------	-------------	--------------

Currently, the high school juniors from 24-25 have an ACT composite score of 18.6 overall, with the following in each area: English – 18.0, Math - 18.3, Reading – 19.0, and Science – 18.7. KCSD data for the ACT in comparison to the state is a strength, as we score at or above the state composite for each subject. .

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	24/25 – 18.6	

ACT 2025 state level comparison for composite scores:

- English KCSD 18.0 (state 17.7) +.3
- Math KCSD 18.3 (state 17.8) +.5
- Reading KCSD 19.0 (state 19.0) +/-0
- Science KCSD 18.7 (state 18.6) +.1
- Composite KCSD 18.6 (state 18.3) +.3

Access data for our EL population shows the following trends with an indicator score:

22/23 Elementary – 74.4	22/23 Middle – 21.8	22/23 High – 27.5
23/24 Elementary – 52.9	23/24 Middle – 22.1	23/24 High – 50.2
24/25 Elementary – 73.1	24/25 Middle - 45.1	24/25 High – 59.2

In the 24/25 school year 627 students took an AP course. There were 23 different AP courses offered in the district. Students earning a 3 or higher (pass rate) on AP exams was at 74.1%, which was an increase of +3.7 over the prior year.

In the 24/25 school year 981 students participated in dual credit courses, earning 13,863 hours of college credit. This is an increase from the prior year of 845 students taking dual credit courses (+136).

In the 24/25 school year 247 students earned industry certifications. With the CTE-EOP testing 292 students took an EOP assessment, with a pass rate of 54.86%. This was a decrease from the prior year of -8.41%. This is also below the state pass rate by -1.14%.

Before and after school ESS programming took place in the 24-25 school year. KCSD had 460 students participate across the district and by summer of 2025, 319 students attending summer programming paid for with ESS Funding, which was an increase over the 2024 summer programming.

KCSD offers full day preschool to students at risk, and through tuition. In the 24/25 school year 389 students participated in preschool (not including those in MTSS that did not qualify as at risk). This was a slight decrease as compared to the 23/24 school year with 404 students participating (not including those in MTSS that did not qualify as at risk).

KCSD also offers full day kindergarten. In the 24/25 school year, 958 students took the Brigance assessment. 53.0% were considered overall ready. This was a decrease of -3% as compared to the prior year of 23/24.

5. Describe in narrative form the current climate and culture conditions of the district using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:

- Educator and school staff retention rates
- High-quality professional learning opportunities
- Chronic absenteeism
- School climate
- Behavior
- Staff and student access to mental healthcare
- Family and community involvement

Example of Current Climate and Culture Narratives:

- Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at their school.
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

The following data sets outline the current climate and culture conditions of the district as revealed by multiple data sources. The most recent data sets are displayed.

- The average monthly percentage of high-quality staff retained for the 24/25 school year was at 99.36%, which is an increase from 98.55% in the 23/24 school year. This does not include staff that have retired and/or resigned to take a position that would be considered a promotion. On alternating years, when the state does not implement the Impact Survey, KCSD administers the "Stay" Survey. The Stay Survey data in 24/25 showed an increase of overall satisfaction in all categories, with the highest increase of 12% from the 22/23 survey. The Impact Survey data from 2024 indicated 46% "favorable" as to the topic of resources. A CDIP goal was written for this topic as, "By 2026, the district will increase the topic of resources within the Impact Survey from 46% favorable in 2024 to 58%. This increased from 40% in 2021-2022. Staff recruitment initiatives provided by KCSD are the following: Walk in Wednesdays, annual Teacher Job Fair, Employee Referral Program, and Future Educator Internships.
- To retain high quality educators, it is important to provide high quality professional learning. KCSD produces a professional learning catalog each year providing multiple professional learning opportunities scheduled throughout the school year by department: preschool, elementary, middle, high, special education, social, emotional, and behavioral learning, and English Learners. EILA (Effective Instructional Leader Act) hours are offered for administrators. KCSD offered "Team Kenton ElevatED" this past summer. This was a three-day professional learning experience. ElevatED allowed for educators to receive targeted support, collaboration with peers, and the opportunity to engage in meaningful professional learning that directly impacts student achievement. Approximately 2,297 teachers participated in

summer and after school professional learning opportunities during the 24/25 school year. Approximately 261 hours of training took place just through the tier I lens. By the end of 24/25, 162 teachers had participated in cohort 1, 2, or 3 of the statewide LETRS professional learning and 19 secondary teachers participated in the statewide Adolescent Literacy professional learning.

- By the end of the 24/25 school year 13.18% of students were chronically absent.
- Our School Climate and Safety Survey scores are as follows for the overall indicator:

In 22/23:

- Elementary Schools – 80.2
- Middle Schools – 68.6
- High Schools – 65.2

In 23/24:

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

In 24/25:

- Elementary Schools – 76.4
- Middle Schools – 69.2
- High Schools – 73.1

Data comparisons are not available to other districts or to the state for 24/25, or for state data related to chronic absenteeism.

- During the 24/25 school year, there was a 14% increase in the number of students receiving one or more office discipline referral (2,748), as compared to the 23/24 school year (2,362). There was a 34% decrease in the number of students receiving two or more office discipline referrals (5,856), as compared to the 23/24 school year (8,817). There was an 8% decrease in the number of students receiving out of school suspensions (680) as compared to the 23/24 school year (738). The 24/25 school year was the third year of implementation of Restorative Practices. During the school year 1,560 students received a restorative practice. This was a 13.12% increase as compared to the 23/24 school year.
- Throughout the 24/25 school year, all students have access to tier I SEB/SEL instruction. In addition, 813 students received a tier II or Tier III SEB intervention. Approximately 600 students received School Based Therapy. There were 233 students that received threat assessment cases. Based upon the total student population, the percentage of threat assessment cases were as follows:
 - 1.027% minimal
 - .3663% moderate
 - .2658% high
 - .0144% imminent
- One hundred percent of counselors have been trained in PREPaRE Workshop 2: Mental Health Crisis Interventions, Responding to an Acute Traumatic Stressor in Schools and 98% of all administrators have been trained in PREPaRE Workshop 1: Comprehensive School Safety Planning, Prevention Through Recovery.
- KCSD implements a school self-assessment for Relationship Building and Communication on the Family Friendly and School Partnerships. From the self-assessment there was growth of 5% from October to April in 24/25. KCSD has over 206 different partnerships in the community, which was an increase of 103 as compared to the 23/24 school year.

Strengths

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths of the district.

Example:

- We have active partnerships with twelve community organizations and businesses.

• Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.

KCSD has many strengths and leverages with overall highlights from the data that indicate the following:

- KCSD had 14 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.
- Elementary, Middle and High Schools' overall indicator rating for Reading and Math was at the green rating.
- Elementary, Middle and High Schools' overall rating for Science, Social Studies, and Combined Writing was at the green rating.
- Elementary, Middle and High Schools' overall rating for English Learners Progress was at the blue rating.
- The 4-year Graduation Rate is up 1.5% at 98.4%, with an overall rating of 100 for an indicator score.
- 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), Assisted Targeted Support and Improvement (ATSI), nor Comprehensive Support and Improvement (CSI). TSI schools are those who have a subgroup performing at or below the bottom 5% of all schools and ATSI are those remaining in TSI for three consecutive years. CSI schools are those who have all subgroups performing at or below the bottom 5%.

In looking at a span of trend data over two years of time to show strengths:

- State data shows that our 4 year graduation rate has continued to increase from 95.6% in 2023 to 98.4% in 2025 (+2.8);
- Our Transition Ready percentages for the cohort of 2023 through our CBAS model was at 93.8%, which is an increase as compared to the cohort 2025 at 97.8% (+4.0); Our KSA data shows the following improvements and growth with the percentage of students scoring Proficient/Distinguished (P/D) from 2023 to 2025:
- High School All Students Math from 38% to 51% (+13); High School All Students Reading from 44% to 52% (+8); High School All Students Science from 9% to 22% (+13); and High School All Students Writing from 49% to 52% (+3)
- High School Students with Disabilities (SWD) Math from 10% to 13% (+3); High School SWD Science from 4% to 6% (+2); High School SWD Writing from 10% to 17% (+7); and High School SWD Social Studies from 4% to 16% (+12)
- High School Students Free and Reduced (F/R) Math from 23% to 38% (+15); High School Students F/R Reading from 30% to 40% (+10); High School Students F/R Science from 5% to 16% (+11); High School Students F/R Writing from 36% to 44% (+8); and High School Students F/R Social Studies from 27 to 32% (+5)

- High School English Learners (EL) Science from 0% to 4% (+4); High School EL Writing from 8% to 12% (+4); and High School EL Social Studies from 0% to 12% (+12)
- Middle School All Students Math from 43% to 49% (+6); Middle School All Students Reading from 52% to 55% (+3); Middle School All Students Science 28% to 40% (+12); Middle School All Students Combined Writing from 53% to 63% (+10.0); and Middle School All Students Social Studies from 38% to 45% (+7)
- Middle School Students with Disabilities (SWD) Math from 8% to 13% (+5); Middle School SWD Writing from 5% to 12% (+7); and Middle School SWD Social Studies from 6% to 8% (+2)
- Middle School Free/Reduced Lunch (F/R) Math from 31% to 39% (+8); Middle School F/R Reading from 40% to 44% (+4); Middle School F/R Science from 16% to 27% (+11); Middle School F/R Writing from 41% to 54% (+13); and Middle School F/R Social Studies from 25% to 34% (+9)
- Middle School English Learners (EL) Math from 5% to 13% (+8); Middle School EL Science from 0% to 3% (+3); Middle School EL Writing from 5% to 23% (+18); Middle School EL Social Studies from 10% to 17% (+7)
- Elementary All Students Science from 48% to 49% (+1)
- Elementary Students with Disabilities (SWD) Social Studies from 14% to 15% (+1)
- Elementary Students Free/Reduced Lunch (F/R) Science from 35% to 39% (+4)
- Elementary English Learners (EL) Combined Writing from 15% to 17% (+2.0)

Increases specifically with P/D percentages from the 2024 KSA data to the 2025 KSA data are the following:

- High All Students Math 43% to 51% (+8)
- High All Students Science 4% to 22% (+18)
- High All Students Writing 50% to 52% (+2)
- High All Students Social Studies 37% to 40% (+3)
- High SWD Science 1% to 6% (+5)
- High SWD Writing 12% to 17% (+5)
- High SWD Social Studies 7% to 16% (+9)
- High F/R Math 31% to 38% (+7)
- High F/R Science 3% to 16% (+13)
- High F/R Writing 38% to 44% (+6)
- High F/R Social Studies 23% to 32% (+9)
- High EL Science 0% to 4% (+4)
- High EL Writing 10% to 12% (+2)
- Middle All Students Math 48% to 49% (+1)
- Middle All Students Science 30% to 40% (+10)

-
- Middle F/R Math 34% to 39% (+5)
 - Middle F/R Reading 40% to 44% (+4)
 - Middle F/R Science 19% to 27% (+8)
 - Middle F/R Writing 41% to 54% (+13)
 - Middle F/R Social Studies 30% to 34% (+4)
 - Middle EL Reading 12% to 13% (+1)
 - Middle EL Social Studies 11% to 17% (+6)
 - Elementary All Students Reading 57% to 59% (+2)
 - Elementary All Students Science 48% to 49% (+1)
 - Elementary F/R Reading 46% to 48% (+2)
 - Elementary EL Writing 12% to 17% (+5)

Areas to specifically highlight are where our district met or exceeded the yearly CDIP objective and/or met or exceeded 50% of students reaching P/D:

- High School Math at 51% P/D (exceeded CDIP yearly objective)
- High School Reading at 52%
- High School Writing at 52%
- Middle School Reading at 55%
- Middle School Writing at 63%
- Elementary Math at 57%
- Elementary Reading at 59%

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.

Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

Examples:

- We will coordinate efforts with our community partners to meet the behavior needs of more students.

- We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.

The district is encouraged by the positive trends reflected in KSA data, which indicate continued academic growth and progress toward our CDIP goals. These improvements reflect the impact of focused efforts on Tier I instruction and a commitment to our two instructional priorities. The gains indicated have been achieved through intentional work around building strong systems and structures at both the district and school levels, especially in the areas of unit and lesson internalization, standards-based instruction, data analysis, fidelity of MTSS, and ongoing professional learning. Our district and school action plans serve as living documents that guide this continuous improvement process and ensure alignment with long-term academic goals.

Our analysis of the 2025 preliminary KSA data has also identified three key areas for growth:

- **Variability in Performance Between Schools:** There are substantial discrepancies in Proficient/Distinguished (P/D) rates across schools, especially in elementary grades. For example, Elementary Writing scores range from 69% to 26%, a 43-point spread. These gaps indicate inequities in instructional delivery and access to rigorous content, underscoring the need for greater coherence and instructional alignment districtwide.
- **Content Areas Below 50% Proficiency:** Several grade levels and subject areas remain below the 50% P/D threshold. These are priority areas for targeted instructional improvement and resource allocation.
- **Achievement Gaps for Students with Disabilities (SWD):** Our SWD population did not meet CDIP yearly objectives in any subject. KSA data indicates declines in nearly all areas except for High School Science, Writing and Social Studies. The achievement gap between SWD and their peers remains a significant equity concern requiring immediate and sustained intervention.

To address these areas, the district will continue to leverage its strengths, including a clear instructional vision, leadership development, and a culture of continuous improvements, as well as valuing our network of community partnerships.

KCSD places a high value on its community partnerships, recognizing them as an essential component in supporting student success and overall school improvement. Community partnerships to note are:

- **Active participation in the Kentucky Early Literacy Leadership Network (KyELLN),** a collaboration with the Kentucky Department of Education (KDE). Through this partnership, KCSD leaders deepen their capacity to support curriculum-based professional learning and promote intellectual preparation, student work analysis, and lesson rehearsal. In alignment with the Read to Succeed Act, KCSD also utilizes Reading Improvement Plans (RIPs) for K-3 students not meeting grade-level benchmarks, ensuring targeted interventions and progress monitoring. Families are essential partners in this process, engaging in quarterly progress conferences, reviewing individualized reading data, and receiving tailored resources from the Supporting Literacy at Home

booklet to strengthen reading skills beyond the classroom. Together, these collective efforts demonstrate KCSD's commitment to collaboration, continuous improvement, and ensuring all students have access to high-quality, grade-level literacy instruction.

- The integration of Magic School in schools represents an important step toward enhancing teaching and learning. The use of Artificial Intelligence (AI) as a form of technology to provide educators with resources to save time, personalize instruction, and support student engagement. Magic School offers teachers AI-driven assistance for differentiation, feedback, and allows for more time to focus more on meaningful student interactions and creativity in the classroom. When implemented, AI can help bridge learning gaps, foster critical thinking, and prepare students for a future where digital literacy is essential. Professional development is being offered throughout the year in partnership with Magic School.
- Strong collaborations with colleges and universities provide meaningful opportunities for students. Postsecondary institutions also partner with the district to expand learning pathways for high school students through dual credit options and programs like Young Scholars at Northern Kentucky University (NKU) ensuring students are well-prepared for college and careers. KCSD not only partners with NKU for dual credit opportunities and experiences, but also partners with NKU to promote college readiness at all grade levels with tours and college ready experiences available for students/schools. Other dual credit partners are Thomas More University, Gateway, Morehead State, Murray State, and Eastern Kentucky University. Thomas More is also a partner with KCSD in the Kenton County New Educator Training program. If the two-year new to the profession teacher induction program is completed successfully, teachers can earn three hours at Thomas More University, should they choose to pursue a graduate degree in education.
- In addition, we have partnerships with the Enzweiler Institute, whereby students gain experiences in the following trades and earn industry certification: plumbing, HVAC, welding, carpentry, masonry, and electrical.
- KCSD also partnered this year with TradesNKY to offer a skilled trades club for middle school students. Each middle school has been assigned a business partner to help facilitate the club: Valley Interior Systems, O'Rourke Wrecking, Bray Construction, and Turner Construction. Annually, KCSD holds a career fair, whereby 45 to 55 employers attend. The career fair is held for juniors and seniors providing the opportunity for students to network and learn more about career opportunities within the region.
- In addition, community organizations and non-profit partners enrich the school experience through targeted programs such as club day activities, and social-emotional learning supports delivered via local counseling agencies. These partnerships are intentionally aligned to school-level needs and help reduce opportunity and achievement gaps for specific student groups.
- The district also prioritizes family engagement as a core strategy for student success. Initiatives such as math and literacy nights, student-led conferences, and parent workshops actively involve families in the learning process. Schools meet quarterly with families to review individualized reading intervention plans, ensuring parents are well-informed and empowered to support their

child's academic growth at home. These data-driven family meetings build parent capacity and foster strong school-home partnerships.

COMMENTS

Evaluate the Teaching and Learning Environment

- 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

8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

The district is focusing effort and resources to support KCWP #1 through unit and 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. In addition, our district has implemented HQIR's with fidelity walks as a part of the process to ensure fidelity of the HQIR and to further analyze data to ensure necessary training and support is provided to teachers.

8b. KCWP 2: Design and Deliver Instruction

Instructional programs 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ No

☐ Yes

COMMENTS

N/A

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

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. 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.

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

The district is focusing effort and resources to support KCWP #4 as 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.

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ **No**

☐ Yes

COMMENTS

N/A

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ **No**

☐ Yes

COMMENTS

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



2025-2026 Phase Two: District Trauma-Informed Approach
Plan_08272025_10:01

2025-2026 Phase Two: District Trauma-Informed Approach Plan

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

Table of Contents

2025-2026 Phase two: District Trauma-Informed Approach Plan	3
Attachment Summary	5

2025-2026 Phase two: District Trauma-Informed Approach Plan

Operational Definitions

While there are a number of different definitions and measures for what it means to be a trauma-informed school, the Kentucky Department of Education's will use the term trauma-informed as the goal for schools and recognize being trauma-informed as encompassing aspects of trauma awareness, trauma sensitivity and trauma responsiveness.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to address the required statutory components outlined above. There can be multiple strategies for each component.

Data used to document/monitor implementation: Appropriate data that shows how well the district is addressing the required component of the plan as well as progress monitoring. The measures may be quantitative or qualitative but are observable in some way. Examples may include student survey data, pre-/post- questionnaires to assess enhanced trauma awareness, school climate assessment results, discipline data, etc. For progress monitoring, the district should use a process 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.

Resources and partners used: Local, state, or federal funds/grants used to support (or needed to support) the implementation. In addition, districts and schools may partner with community agencies and local experts to help address key components of the trauma-informed plan.

Timeline: This identified the timeframe in which the strategy or practice will be implemented. The timeline should take into account whether it is flexible enough to accommodate changes and should be reviewed and updated regularly.

Roles or committee(s) responsible: The individual or group identified to implement the specific strategy/practice to address the requirement component. This could include some or all members of a trauma-informed team, as outlined in [KRS 158.4416](#). Additionally, it could include members of the School Safety and Threat Assessment Teams ([KRS 158.4412](#)) or other existing multi-disciplinary teams within the district.

Using the Trauma-Informed Approach Plan Template

The template is designed to ensure all statutory components are addressed in the district plan by identifying appropriate strategies/practices, data, resources, timelines, and responsible individuals or groups to effectively implement the plan.

o Click Yes and upload your completed template in the attachment area directly below.

● Yes

COMMENTS


ATTACHMENTS

Attachment Name



KCSD Trauma Informed Care Plan 2025-2026

Attachment Summary

Attachment Name	Description	Associated Item(s)
 KCSO Trauma Informed Care Plan 2025-2026	Plan that facilitates structures and systems to support learning environments.	.



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

Kenton County School District
School Safety and Resiliency Act Trauma-Informed Approach Plan 2025-2026
[KRS 158.4416](#)

KRS 158.4416 defines a “trauma informed approach” as, “incorporating principles of trauma awareness and trauma-informed practices in a school in order to foster a safe, stable, and understanding learning environment for all students and staff and ensuring that all students are known well by at least one (1) adult in the school setting.”

KCSD’s **PURPOSE** with the development of a Trauma Informed Care plan is to:

- Foster structures that create safe and supportive learning environments through proactive, responsive, and restorative strategies and interventions
- Deepen the knowledge and understanding of the impact of trauma on students in our community
- Assess school climate and review/develop trauma-informed policies as needed
- Collaborate with local law enforcement
- Equip all stakeholders with the tools they need to support all students in the KCSD through a restorative practices approach so that our team can reduce the negative impact of trauma, support critical learning, and foster a positive environment

District Contact: Janeal Mieczkowski, Director of District Wide Programs

Required Component: Enhancing trauma awareness throughout the school community.

Area of Focus	Strategies/Practices	Responsible Parties
Trauma Informed Care (TIC) Trainings and Distribution of TIC Resources/Materials	<ul style="list-style-type: none"> • New faculty and staff will receive TIC training at the beginning of the school year through Vector SafeSchools training and documented through Vector SafeSchools training platform. • Throughout the school year, distribute information from the KDE trauma informed care toolkit and other evidenced and/or researched-based resources/materials. This can occur in the following ways: district memo, teacher newsletter, classified newsletter, and embedded in sessions for new teacher orientation, KC-NET SEB sessions, and SEB professional development offered throughout the year. 	<ul style="list-style-type: none"> • Director of District Wide Programs in collaboration with SEB Department • Restorative Practices School Coordinators • School leadership teams

Required Component: Conducting an assessment of the school climate, including but not limited to inclusiveness and respect for diversity.

Area of Focus	Strategies/Practices	Responsible Parties
Regular Review of Monthly Social-Emotional Behavioral (SEB) Data Analysis and Trend Data for Special Populations Gap Groups	<ul style="list-style-type: none"> • Monthly analysis of SEB data to include monitoring of marginalized subgroups (e.g., FRAM, students with a disability, race related, etc). • Based on the next steps outlined in the monthly action plan review, systemic and differentiated support from the district SEB team will be provided to schools. 	<ul style="list-style-type: none"> • Chief Academic Officer • Assistant Superintendents • SEB Department • School leadership teams

Required Component: Developing trauma-informed discipline policies.

Area of Focus	Strategies/Practices	Responsible Parties
<p>Student Disciplinary Processes: District Policy 9.43</p>	<ul style="list-style-type: none"> ● District wide use of Positive Behavior Interventions and Support (PBIS). ● Annually communicate the importance of the Student Disciplinary Processes District Policy 9.43 to all schools at a District Leadership Meeting at the beginning of the year. ● Measure the implementation of a “trauma-informed approach” through the number of Restorative Practices resolutions. These are tracked in Infinite Campus and compiled and analyzed monthly through the monthly action plan review. ● Based on the next steps outlined in the monthly action plan review analysis, systematic and differentiated support from district SEB Team will be given to schools. 	<ul style="list-style-type: none"> ● Chief Academic Officer ● Assistant Superintendents ● School leadership teams ● Director of Pupil Personnel
<p>Tobacco-free Policy Violations KRS 158.4416 Tobacco, Alternative Nicotine, or Vapor Products District Policy 9.4232</p>	<ul style="list-style-type: none"> ● Implementing Tier 1 substance misuse prevention lessons for grades K-12 embedded into school SEL curriculum pacing guides. ● Annually communicate KCSD District Wide Plan to Address Substance Use Prevention with all schools. ● Providing trauma informed intervention and support after the violation of substance use violations through identified interventions. ● Providing online substance use education for the student when a violation occurs. ● Ensuring referral and resources are provided to the family when a violation occurs. 	<ul style="list-style-type: none"> ● Director of District Wide Programs ● School leadership teams ● SEB Interventionists

Component Required: Collaborating with the Department of Kentucky State Police, the local sheriff, and the local chief of police to create procedures for notification of trauma-exposed students.

Area of Focus	Strategies/Practices	Responsible Parties
Law Enforcement Involvement in School Climate	<ul style="list-style-type: none"> • A school School Resource Officer (SRO) assigned to each school. • A meeting with SRO's and district leadership will occur to review the expectations and roles with our law enforcement partners to include the threat assessment process, behavior incidents, and trauma informed care as documented by the agenda and sign-in sheet. • Strengthen collaboration and communication with the juvenile justice system to obtain necessary student information (e.g., CDW, DJJ worker). • As needed, law enforcement notifies designated school staff when a student has been linked to a traumatic event through the Handle with Care program. Likewise, school staff notify the student's adult advocate when they suspect the student needs additional support through the district's Student Support Card program. 	<ul style="list-style-type: none"> • Chief Academic Officer • Chief Operating Officer • Assistant Superintendents • District Safety Officer • Director of Pupil Personnel • District Safety Team • School leadership team

Required Component: 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.

Area of Focus	Strategies/Practices	Responsible Parties
Every Student has an Adult Advocate	<ul style="list-style-type: none"> • By the beginning of the school year, schools will submit their MTSS Action Plans, including Tier 1 SEB components, to ensure every student has an Adult Advocate and relationship with a caring adult in the building. • The SEB department will annually communicate the role and <u>expectations</u> of an adult advocate. This training will be shared with staff during PLC/faculty meetings, with students during their allotted SEL time, and with parents via the district website to 	<ul style="list-style-type: none"> • Chief Academic Officer • Assistant Superintendents • School leadership teams • SEB Department

	<p>enhance universal understanding of our Tier 1 Adult Advocate support.</p> <ul style="list-style-type: none"> • Annually, the SEB department will review MTSS Action Plans to provide feedback relative to Tier 1 SEB components to schools about their Adult Advocate system prior to the start of the school year. • School Counselors and SEB Interventionists will continue to provide evidenced based/research based Tier 2 and Tier 3 SEB interventions to students who are referred by the MTSS school team. 	
Area of Focus	Strategies/Practices	Responsible Parties
Restorative Practices	<ul style="list-style-type: none"> • Implement the Restorative Practices Plan for 2025-2026. • Provide annual Restorative Practices Refresher training for all staff members at the beginning of the year through staff meetings. • Quarterly Restorative Practice Coordinator Cohort meetings. 	<ul style="list-style-type: none"> • SEB Department • Restorative Practices School Coordinators • School leadership teams
School-Based Therapy Program	<ul style="list-style-type: none"> • Continue to provide School-Based Therapy through five outside mental health agencies, as an optional support for students in need. • Continue to strengthen the referral, data and communication process between outside mental health agencies, KCSD and school sites. 	<ul style="list-style-type: none"> • SEB Department • School Counselors/SEB Interventionists

<p>Annual Student SEB Transition Meetings</p>	<ul style="list-style-type: none"> • Administrators and School Counselors participate in district wide Student SEB Transition Meetings to collaborate about student SEB needs and supports during transition years (5th to 6th, 8th to 9th). • Specific student SEB data is reviewed and shared with feeder pattern schools to provide trauma informed care at the new school site. 	<ul style="list-style-type: none"> • Assistant Superintendents • SEB Department • School leadership teams
--	---	--



2025-2026 Phase Two: District Assurances_08272025_09:59

2025-2026 Phase Two: District Assurances

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

Table of Contents

2025-2026 Phase Two: District Assurances	3
--	---

2025-2026 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). 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 2025-2026 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

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



2025-2026 Phase Two: District Safety Report_08272025_10:00

2025-2026 Phase Two: District Safety Report

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

Table of Contents

2025-2026 Phase Two: District Safety Report 3

2025-2026 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.

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.

Pursuant to KRS 156.095, by November 1 of each year, a minimum of one (1) hour of training on how to respond to an active shooter situation shall be required for all school district employees with job duties requiring direct contact with students. The training shall be provided either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training.

Additionally, in accordance with KRS 156.095, all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district shall complete comprehensive evidence-informed training within ninety (90) days of being hired and then every two (2) years after on child abuse and neglect prevention, recognition, and reporting that encompass child physical, sexual, and emotional abuse and neglect.

Finally, in accordance with KRS 156.095, every public school shall prominently display the statewide child abuse hotline number administered by the Cabinet for Health and Family Services, the National Human Trafficking Reporting Hotline number administered by the United States Department for Health and Human Services, and the Safe Haven Baby Boxes Crisis Line

11/26/2025

Kenton County

number administered by the Safe Haven Baby Boxes national organization or any equivalent successor entity.

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 Policies are 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 KRS 158.162(3)(d) requires, 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

11/26/2025

Kenton County

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 best 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 nurse, 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, date of review for each school in the district listed below:

07/09/25 - Twenhofel and White's Tower

11/26/2025

Kenton County

07/10/25 - Dixie Heights

07/11/25 - Woodland, Piner, and Taylor Mill

07/14/25 - River Ridge, Fort Wright, Ryland Heights, and Summit View Academy

07/15/25 - Turkeyfoot and Caywood

07/16/25 - Scott

07/17/25 - Beechgrove, Hinsdale, Kenton and Simon Kenton

9. Did each principal for each school 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, 08/12/2025

10. Does the school maintain a portable automated external defibrillator in a public, readily accessible, well-marked location in every school building and, as funds become available, at school-sanctioned athletic practices and competitions and meets the requirements of 158.162(2)(e) subsections 1 through 4?

If the answer is "no", please explain in the comment box.

Yes

11. Has the cardiac emergency response plan for each school been rehearsed by simulation prior to the beginning of each athletic season by all licensed athletic trainers, school nurses, and athletic directors; and interscholastic coaches and volunteer coaches of each athletic team active during that athletic season in accordance with KRS 158.162(2)(e)?

If the answer is "no", please explain in the comment box.

Yes

12. 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

11/26/2025

Kenton County

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

13. 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

14. 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)?

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

Yes

15. Prior to the beginning of each athletic season, did the principal conduct the emergency response plan rehearsal by simulation and the venue-specific emergency action plan rehearsal by simulation as required by KRS 158.162(5)2 and is documentation maintained on file in the school office?

If the answer is "no", please explain in the comment box.

Yes

16. Do all schools in the district have the National Human Trafficking Reporting Hotline, Kentucky Child Abuse and Neglect Hotline, and the Safe Haven Baby Boxes Crisis Line displayed prominently as required by KRS 156.095? Downloadable posters are available on KDE's Human Trafficking Website. [KDE's Human Trafficking Website](#)

Yes



2025-2026 Phase Three: Comprehensive District Improvement Plan_08272025_10:03

2025-2026 Phase Three: Comprehensive District Improvement Plan

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

Table of Contents

2025-2026 Phase Three: Comprehensive District Improvement Plan	3
Attachment Summary	4

2025-2026 Phase Three: Comprehensive District Improvement Plan

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. The comprehensive district improvement plan (CDIP) is a plan developed by the local school district with the 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, a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students. 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 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).

Accountability Indicators

The accountability indicators for districts include the following:

- 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

The Comprehensive District Improvement Plan Goal Building Template

1. The goal building template is a complement to the Needs Assessment for Districts. Districts must download and complete the [Comprehensive District Improvement Plan Goal Building Template](#) to develop both short- and long-term targets and outline the activities the district will implement to produce the desired changes in the required indicators, as well as additional indicators identified as priority through the needs assessment process. When developing goals, all districts are required to address achievement gap and state assessment results in reading and mathematics. Once completed, upload the template in the attachment area directly below.

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


ATTACHMENTS

Attachment Name



KCSD CDIP Goals 2025

Attachment Summary

Attachment Name	Description	Associated Item(s)
 KCSD CDIP Goals 2025	Goals and objectives for the KCSD reflecting the district action plan.	• 1



Kenton County School District Community Based Accountability System (CBAS) Action Plan 25-26

*Strategies, Key Questions, Evidence, Progress Monitoring, Action Steps and Activities are similar for the Achievement Gap, Proficiency Goals (Reading, Math, Science, Social Studies, Writing) and English Progress as the work taking place supports ALL students, tier I instruction, and the use of HQIR's.

Achievement Gap Objective 1: By 2026, the district will increase math and reading proficiency for students with disabilities from:
 18% in 2025 to 34% for elementary math;
 22% in 2025 to 36% for elementary reading;
 13% in 2025 to 31% for middle school math;
 13% in 2025 to 31% for middle school reading;
 13% in 2025 to 31% for high school math;
 11% in 2025 to 30% for high school reading;
 as measured by the school report card proficiency data.

Strategy/Key Questions	Evidence (Measures and Indicators)/Progress Monitoring	Action Steps/Activities	Funding
Student Learning and Progress: Ensure academic success and growth for all students so that every student reaches their maximum learning potential. <ul style="list-style-type: none"> To what degree are all students reaching instructional benchmarks and demonstrating growth on assessments 	<ul style="list-style-type: none"> Performance Matters-Tier I, II, III Data <ul style="list-style-type: none"> <input type="checkbox"/> 70% Accuracy on District Common Assessments Elementary, Middle, and High <input type="checkbox"/> MAP- Elementary/Middle/High <input type="checkbox"/> Growth from fall to 	<ul style="list-style-type: none"> Commitment to District Instructional Vision and fidelity of implementation with the KCSB Instructional Priorities Data Systems that allow leadership to make informed instructional decisions based on trends of data over time (collectively and individually) 	Amplify Desmos Math K-5 - \$345,137.00 Amplify Desmos 6 - Algebra I - \$52,875.92 McGraw Hill StudySync - \$62,047.70 Reading and Math Training

<p>for and of learning in math and reading?</p> <ul style="list-style-type: none"> ● To what degree are all K-8 students demonstrating grade-level reading proficiency across the district? ● To What Degree Do All KCSD Schools Implement the Multi-Tiered System of Support (MTSS) with fidelity for ALL students? <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>spring and spring to spring on MAP</p> <p><input type="checkbox"/> Growth on Universal Literacy Diagnostics (MAP Fluency and HMH Growth Measure)</p> <ul style="list-style-type: none"> ● Classroom Instructional Data ● Grade Analysis ● Anecdotal Data ● Fidelity of HQIR ● Data Dashboard ● MTSS Rubric for ALL Students ● MTSS School Plans ● Classroom Instructional Data ● Observations/Feedback ● School Action Plans 	<ul style="list-style-type: none"> ● System and support plan for utilization and capacity of 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 meetings ● Fidelity of implementation with informal and formal support for staff. ● KCSD Monthly Instructional Observations/Feedback ● Ongoing training and implementation of the Best Practices During Shared Walks. Share Monthly Trends/Action Steps ● Implementation with fidelity of all High Quality Instructional Resources for ALL students P-12. ● Commitment to and fidelity of implementation of the KCSD Balanced Assessment System <ul style="list-style-type: none"> ● Utilizing 	<p>(Subs): \$35,525</p> <p>LMS - \$161,597.77</p>
--	---	---	---

		<p>Performance Matters, schools will utilize PLC's/ILT's to analyze common weekly and/or district assessment data to adjust instruction in response to level of mastery demonstrated.</p> <ul style="list-style-type: none"> • 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/MTSS Plans with fidelity • Commitment to utilizing P-12 Reading Strategies in all content areas • Vertically aligned Literacy Plan with instructional literacy shifts-High Quality Instructional Resource for ALL students K-12 in the area of Literacy. 	
--	--	---	--

		<ul style="list-style-type: none"> ● Read to Succeed Q&A ● Recursive meetings with District Literacy Team ● Differentiated professional learning and support through school meetings ● Implementation of School Action Plans/MTSS Plans with fidelity ● Differentiated professional learning and support through school meetings ● Individual Professional Growth Plans developed intentionally to meet the needs of personal/professional growth ● Fidelity of implementation with informal and formal support for staff. 	
--	--	---	--

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 2026, the district will increase math and reading proficiency for all students from:
57% in 2025 to 64% for elementary math;
59% in 2025 to 66% for elementary reading;
49% in 2025 to 56% for middle school math;

55% in 2025 to 62% for middle school reading;
 51% in 2025 to 57% for high school math;
 52% in 2025 to 58% for high school reading;
 as measured by the school report card proficiency data.

Strategy/Key Questions	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> <ul style="list-style-type: none"> • To what degree are all students reaching instructional benchmarks and demonstrating growth on assessments for and of learning in math and reading? • To what degree are all K-8 students demonstrating grade-level reading proficiency across the district? • To What Degree Do All KCSD Schools Implement the Multi-Tiered System of Support (MTSS) with 	<ul style="list-style-type: none"> • Performance Matters-Tier I, II, III Data <ul style="list-style-type: none"> <input type="checkbox"/> 70% Accuracy on District Common Assessments Elementary, Middle, and High <input type="checkbox"/> MAP- Elementary/Middle/High <input type="checkbox"/> Growth from fall to spring and spring to spring on MAP <input type="checkbox"/> Growth on Universal Literacy Diagnostics (MAP Fluency and HMH Growth Measure) • Classroom Instructional Data • Grade Analysis • Anecdotal Data • Fidelity of HQIR • Data Dashboard • MTSS Rubric for ALL Students • MTSS School Plans • Classroom Instructional 	<ul style="list-style-type: none"> • Commitment to District Instructional Vision and fidelity of implementation with the KCSD Instructional Priorities • Data Systems that allow leadership to make informed instructional decisions based on trends of data over time (collectively and individually) • System and support plan for utilization and capacity of 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 meetings • Fidelity of implementation 	<p>Amplify Desmos Math K-5 - \$345,137.00</p> <p>Amplify Desmos 6 - Algebra I - \$52,875.92</p> <p>McGraw Hill StudySync - \$62,047.70</p> <p>Reading and Math Training (Subs): \$35,525</p> <p>LMS - \$161,597.77</p>

<p>fidelity for ALL students?</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>Data</p> <ul style="list-style-type: none"> • Observations/Feedback • School Action Plans 	<p>with informal and formal support for staff.</p> <ul style="list-style-type: none"> • KCSD Monthly Instructional Observations/Feedback • Ongoing training and implementation of the Best Practices During Shared Walks. Share Monthly Trends/Action Steps • Implementation with fidelity of all High Quality Instructional Resources for ALL students P-12. • 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 	
---	--	---	--

		<p>assessments and spiral review of standards.</p> <ul style="list-style-type: none"> • Full Implementation of the Learning Management System • Implementation of School Action Plans/MTSS Plans with fidelity • Commitment to utilizing P-12 Reading Strategies in all content areas • Vertically aligned Literacy Plan with instructional literacy shifts-High Quality Instructional Resource for ALL students K-12 in the area of Literacy. • Read to Succeed Q&A • Recursive meetings with District Literacy Team • Differentiated professional learning and support through school meetings • Implementation of School Action Plans/MTSS Plans with fidelity • Differentiated professional learning and support through school meetings • Individual Professional Growth Plans developed intentionally to meet the needs of 	
--	--	--	--

		personal/professional growth <ul style="list-style-type: none"> Fidelity of implementation with informal and formal support for staff. 	
--	--	---	--

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 2026, the district will increase science, social studies, and writing proficiency for all students from:

49% in 2025 to 57% for elementary science;
 48% in 2025 to 57% for elementary social studies;
 48% in 2025 to 58% for elementary writing;
 40% in 2025 to 48% for middle school science;
 45% in 2025 to 53% for middle school social studies;
 63% in 2025 to 67% for middle school writing;
 22% in 2025 to 33% for high school science;
 40% in 2025 to 50% for high school social studies;
 52% in 2025 to 60% for high school writing
 as measured by the school report card proficiency data.

Strategy/Key Questions	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> <ul style="list-style-type: none"> ● To what degree are all students reaching instructional benchmarks and demonstrating growth on assessments for and of learning in math and reading? ● To what degree are all K-8 students demonstrating grade-level reading proficiency across the district? ● To What Degree Do All KCSD Schools Implement the Multi-Tiered System of Support (MTSS) with fidelity for ALL students? <p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p>	<ul style="list-style-type: none"> ● Performance Matters-Tier I, II, III Data <ul style="list-style-type: none"> <input type="checkbox"/> 70% Accuracy on District Common Assessments Elementary, Middle, and High <input type="checkbox"/> MAP- Elementary/Middle/ High <input type="checkbox"/> Growth from fall to spring and spring to spring on MAP <input type="checkbox"/> Growth on Universal Literacy Diagnostics (MAP Fluency and HMH Growth Measure) ● Classroom Instructional Data ● Grade Analysis ● Anecdotal Data ● Fidelity of HQIR ● Data Dashboard ● MTSS Rubric for ALL Students ● MTSS School Plans ● Classroom Instructional Data ● Observations/Feedback ● School Action Plans 	<ul style="list-style-type: none"> ● Commitment to District Instructional Vision and fidelity of implementation with the KCSD Instructional Priorities ● Data Systems that allow leadership to make informed instructional decisions based on trends of data over time (collectively and individually) ● System and support plan for utilization and capacity of 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 meetings ● Fidelity of implementation with informal and formal support for staff. ● KCSD Monthly Instructional Observations/Feedback ● Ongoing training and implementation of the Best Practices During Shared 	<p>LMS - \$161,597.77</p> <p>SS/Science/Writing: \$ 17,850</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>Walks. Share Monthly Trends/Action Steps</p> <ul style="list-style-type: none"> ● Implementation with fidelity of all High Quality Instructional Resources for ALL students P-12. ● 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 	
---	--	---	--

		<ul style="list-style-type: none"> ● Implementation of School Action Plans/MTSS Plans with fidelity ● Commitment to utilizing P-12 Reading Strategies in all content areas ● Vertically aligned Literacy Plan with instructional literacy shifts-High Quality Instructional Resource for ALL students K-12 in the area of Literacy. ● Read to Succeed Q&A ● Recursive meetings with District Literacy Team ● Differentiated professional learning and support through school meetings ● Implementation of School Action Plans/MTSS Plans with fidelity ● Differentiated professional learning and support through school meetings ● Individual Professional Growth Plans developed intentionally to meet the needs of personal/professional growth ● Fidelity of implementation with informal and formal support for staff. 	
--	--	---	--

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 2026, the district will increase the English Learners Progress overall indicator rating from:
 73.1 in 2025 to 77.8 for elementary schools;
 45.1 in 2025 to 50.3 for middle schools;
 59.2 in 2025 to 60.7 for high schools
 as measured by the school report card proficiency data.

Strategy/Key Questions	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> <ul style="list-style-type: none"> To what degree are all students reaching instructional benchmarks and demonstrating growth on assessments for and of learning in math and reading? To what degree are all K-8 students demonstrating grade-level reading proficiency across the district? 	<ul style="list-style-type: none"> Performance Matters-Tier I, II, III Data <ul style="list-style-type: none"> <input type="checkbox"/> 70% Accuracy on District Common Assessments Elementary, Middle, and High <input type="checkbox"/> MAP- Elementary/Middle/ High <input type="checkbox"/> Growth from fall to spring and spring to spring on MAP <input type="checkbox"/> Growth on Universal Literacy Diagnostics (MAP Fluency and HMH Growth Measure) Classroom Instructional Data Grade Analysis 	<ul style="list-style-type: none"> Commitment to District Instructional Vision and fidelity of implementation with the KCS D Instructional Priorities Data Systems that allow leadership to make informed instructional decisions based on trends of data over time (collectively and individually) System and support plan for utilization and capacity of Unit and Lesson Internalization/Planning Commitment to utilizing P-12 Reading Strategies in all content areas Ongoing Tier I job embedded professional 	<p>Amplify Desmos Math K-5 - \$345,137.00</p> <p>Amplify Desmos 6 - Algebra I - \$52,875.92</p> <p>McGraw Hill StudySync - \$62,047.70</p> <p>Reading and Math Training (Subs): \$35,525</p> <p>SS/Science/Writing Training (Subs): \$ 17,850</p> <p>LMS - \$161,597.77</p>

<ul style="list-style-type: none"> ● To What Degree Do All KCSD Schools Implement the Multi-Tiered System of Support (MTSS) with fidelity for ALL students? <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>	<ul style="list-style-type: none"> ● Anecdotal Data ● Fidelity of HQIR ● Data Dashboard ● MTSS Rubric for ALL Students ● MTSS School Plans ● Classroom Instructional Data ● Observations/Feedback ● School Action Plans 	<p>learning and support through all district led meetings/trainings.</p> <ul style="list-style-type: none"> ● Differentiated professional learning and support through school meetings ● Fidelity of implementation with informal and formal support for staff. ● KCSD Monthly Instructional Observations/Feedback ● Ongoing training and implementation of the Best Practices During Shared Walks. Share Monthly Trends/Action Steps ● Implementation with fidelity of all High Quality Instructional Resources for ALL students P-12. ● 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 	
--	---	--	--

		<p>response to level of mastery demonstrated.</p> <ul style="list-style-type: none"> • 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/MTSS Plans with fidelity • Commitment to utilizing P-12 Reading Strategies in all content areas • Vertically aligned Literacy Plan with instructional literacy shifts-High Quality Instructional Resource for ALL students K-12 in the area of Literacy. • Read to Succeed Q&A • Recursive meetings with District Literacy Team • Differentiated professional learning and support through school meetings • Implementation of School Action Plans/MTSS Plans with fidelity 	
--	--	--	--

		<ul style="list-style-type: none"> • Differentiated professional learning and support through school meetings • Individual Professional Growth Plans developed intentionally to meet the needs of personal/professional growth • Fidelity of implementation with informal and formal support for staff. 	
--	--	--	--

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 2026, the district will increase the Quality of School Climate and Safety overall indicator rating for all students from:
76.4 in 2025 to 80.9 for elementary schools;
69.2 in 2025 to 74.2 for middle schools;
73.1 in 2025 to 76.2 for high schools
as measured by the school report card proficiency data.

Strategy/Key Questions	Evidence (Measures and Indicators)/Progress Monitoring	Action Steps/Activities	Funding
Safety & Well-Being: Ensure all students are educated in a safe and secure environment that is conducive to learning. This includes physical safety as well	<ul style="list-style-type: none"> • SEB Monthly Data Analysis/ Dashboard <ul style="list-style-type: none"> ◦ Overall # of Office Discipline Referral Data by level 	<ul style="list-style-type: none"> • Monthly SEB data analysis. • Review school's SEB MTSS Plans and provide on-going follow-up as 	Emergency Bags - \$7,917.49 Navigate 360 - \$43,468.58

<p>as social emotional needs.</p> <ul style="list-style-type: none"> ● To what degree does Social Emotional Behavior (SEB) instruction and intervention, in all Tiers, promote positive student behavior and support student well-being? ● To what degree does the Behavior Threat Assessment and Management (BTAM) process positively impact school safety and student well-being? ● To what degree are students and staff provided with safe environments and facilities? <p>KCWP 4: Review, Analyze, and Apply Data</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<ul style="list-style-type: none"> ○ % Out of School Suspension by level ○ Total # of Restorative Conferences listed as a resolution for Office Discipline Referrals by level ○ # of students in SEB Tier 2 or 3 Intervention ○ # of students receiving school-based therapy ○ # students making good progress and or exited SEB intervention ● Anecdotal data/observations ● # of high and imminent threat assessments with case management plans ● District level threat assessment weekly review ● Anecdotal data/observations ● Every facility implements their safety plan and reunification plan with fidelity. ● Schools are compliant with the State Security Marshal assessment requirements ● Every facility completes all 	<p>needed, based on the individual school's SEB data.</p> <ul style="list-style-type: none"> ● Implementation of Trauma Informed Care (TIC) plan. ● All schools will utilize the MTSS Social Emotional Behavioral Protocol to identify students who need additional support. ● Schools will take part in SEB transition meetings during the spring to discuss the needs of incoming 6th and 9th grade students and to create appropriate support plans. ● Continue ongoing professional development and learning around the Behavior Threat Assessment and Management (BTAM) process. ● District and schools develop and implement intentional responses to address trends of behaviors identified through data and/or incidents. ● District and School teams analyze BTAM data, identify emerging patterns, and assess the effectiveness of current protocols. Use 	
--	--	---	--

	<p>scheduled safety drills</p> <ul style="list-style-type: none"> • The District and schools complete quarterly safety team meetings and exchange information from each meeting • Anecdotal data review 	<p>this analysis to recommend and implement necessary changes to threat response procedures, preventive supports, and communication protocols.</p> <ul style="list-style-type: none"> • Communicate and implement with fidelity the district and school safety plans. • Supplement safety plans with additional resources to positively impact student safety, such as participation in Kentucky Safe Schools Week and use of materials provided by the Kentucky Center for School Safety. • 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 Marshal assessment and safety drills. <ul style="list-style-type: none"> ○ PREPaRE resources will be embedded into safety committee meetings ○ Kits ○ Office Kit ○ Classroom Kit • Ongoing training for 	
--	---	--	--

		efficient use of security tools, systems, and processes.	
--	--	--	--

***Strategies, Key Questions, Evidence, Progress Monitoring, Action Steps and Activities are similar for Postsecondary Readiness and the Graduation Rate, as the work taking place supports ALL students in all cohorts.**

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 2026, the district will increase the overall indicator score of students transition ready in grade 12 from 93.6 in 2025 to 95.7, as measured by College/Career Readiness calculations.			
Strategy/Key Questions	Evidence (Measures and Indicators)/Progress Monitoring	Action Steps/Activities	Funding
Student Readiness: Ensure all students are prepared with the knowledge, skills and dispositions to be Transition Ready. <ul style="list-style-type: none"> To what degree are students Transition Ready (college and/or career) exiting High School? To what degree are students Transition Ready exiting Middle School? To what degree are students Transition 	Exiting High School Transition Readiness Exiting Middle School Transition Readiness Exiting Elementary School Transition Readiness <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 School MTSS model. <ul style="list-style-type: none"> Correct identification of students into 	LMS - \$161,597.77

<p>Ready exiting elementary school?</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>appropriate tiers</p> <ul style="list-style-type: none"> ○ Maintain Structured, effective student led conversations around individual awareness of transition readiness three times per school year. ● Implementation and use of systems and structures to include regular use of data dashboards at the school level to impact and improve tier I instruction. ● Differentiated 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. 	
---	--	--	--

		<ul style="list-style-type: none"> ○ School-wide system of a regular and recursive process for review of grades (students with C's, D's or F's) ○ Review of grading policies and calibration amongst staff ○ Building student efficacy with student led conferences. ○ ESS funding allocation to be utilized throughout the year for targeted academic support of students at risk of failure. ● Follow KCSD Balanced Assessment Summary and Expectations to support and promote the implementation and use of data to make informed instructional decisions impacting tier I instruction. ● Expand Career Pathways and Internship opportunities for students at all high schools. ● Strengthen the culture and knowledge base of CTE standards and instruction. 	
--	--	---	--

		<ul style="list-style-type: none"> ○ Provide training and support to school staff on pathway standards, including CIP codes and measurements for CTE-EOP Exams. ○ Review and monitoring of standards alignment to courses in pathways ○ School-wide structures and systems in place through the ILT process to ensure lesson planning is taking place for CTE courses, including regular formative assessments. ○ Collaboration strategies to strengthen the CTE instruction and student achievement. ● Continue to 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 exploration. <u>(ILP Expectations)</u> ● Continuation 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. ● Expand student mentoring opportunities within the school. ● Build school culture ensuring intentional 	
--	--	---	--

		<p>communication and conversations between school administration, teachers, counselors, families and students are taking place around Transition Ready.</p> <ul style="list-style-type: none"> ○ Regular communication with families on Transition Readiness ○ Intentional parent and family engagement activities for the purpose of educating families regarding Transition Readiness ○ Communication to families on individual student progress towards obtaining Transition Readiness. ○ Regular celebrations throughout the school year for students becoming Transition Ready ● Implementation of Construction Trades Club for exploration 	
--	--	---	--

		opportunities to increase exposure to the skilled trades.	
--	--	---	--

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 2026, the district will increase the 4-year graduation rate from 98.4% in 2025 to 98.9%, as measured by the school report card 4-year adjusted cohort graduation rate.

Strategy/Key Questions	Evidence (Measures and Indicators)/Progress Monitoring	Action Steps/Activities	Funding
<p>Student Readiness: Ensure all students are prepared with the knowledge, skills and dispositions to be Transition Ready.</p> <ul style="list-style-type: none"> • To what degree are students Transition Ready (college and/or career) exiting High School? • To what degree are students Transition Ready exiting Middle School? • To what degree are students Transition Ready exiting elementary school? <p>KCWP 4: Review, Analyze, and Apply Data</p>	<p>Exiting High School Transition Readiness Exiting Middle School Transition Readiness Exiting Elementary School Transition Readiness</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 School MTSS model. <ul style="list-style-type: none"> ○ Correct identification of students into appropriate tiers ○ Maintain Structured, effective student led conversations 	LMS - \$161,597.77

<p>KCWP 5: Design, Align, Deliver Support Classroom Activities</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>		<p>around individual awareness of transition readiness three times per school year.</p> <ul style="list-style-type: none"> ● Implementation and use of systems and structures to include regular use of data dashboards at the school level to impact and improve tier I instruction. ● Differentiated 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. <ul style="list-style-type: none"> ○ School-wide system of a regular and recursive process for review of grades (students with C's, 	
---	--	--	--

		<p>D's or F's)</p> <ul style="list-style-type: none"> ○ Review of grading policies and calibration amongst staff ○ Building student efficacy with student led conferences. ○ ESS funding allocation to be utilized throughout the year for targeted academic support of students at risk of failure. <ul style="list-style-type: none"> ● Follow KCS D Balanced Assessment Summary and Expectations to support and promote the implementation and use of data to make informed instructional decisions impacting tier I instruction. ● Expand Career Pathways and Internship opportunities for students at all high schools. ● Strengthen the culture and knowledge base of CTE standards and instruction. <ul style="list-style-type: none"> ○ Provide training and support to school staff on pathway standards, including CIP codes 	
--	--	--	--

		<p>and measurements for CTE-EOP Exams.</p> <ul style="list-style-type: none"> ○ Review and monitoring of standards alignment to courses in pathways ○ School-wide structures and systems in place through the ILT process to ensure lesson planning is taking place for CTE courses, including regular formative assessments. ○ Collaboration strategies to strengthen the CTE instruction and student achievement. <ul style="list-style-type: none"> ● Continue to 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 	
--	--	---	--

		<p>recommendations</p> <ul style="list-style-type: none"> ● Facilitate annual Work Based Learning Fair for juniors and seniors to promote community outreach and support students with career readiness. ● Intentionally complete lessons through the ILP process that align to student interest and allow for career exploration. <u>(ILP Expectations)</u> ● Continuation 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. ● Expand student mentoring opportunities within the school. ● Build school culture ensuring intentional communication and conversations between school administration, teachers, counselors, families and students are 	
--	--	---	--

		<p>taking place around Transition Ready.</p> <ul style="list-style-type: none"> ○ Regular communication with families on Transition Readiness ○ Intentional parent and family engagement activities for the purpose of educating families regarding Transition Readiness ○ Communication to families on individual student progress towards obtaining Transition Readiness. ○ Regular celebrations throughout the school year for students becoming Transition Ready ● Implementation of Construction Trades Club for exploration opportunities to increase exposure to the skilled trades. 	
--	--	--	--

ADDITIONAL DISTRICT INITIATIVES NOT REQUIRED THROUGH KDE CDIP GUIDELINES:

Strategy/Key Questions	Evidence (Measures and Indicators)/Progress Monitoring	Action Steps/Activities	Funding
<p>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.</p> <ul style="list-style-type: none"> • To what degree are KCSD students provided with opportunities and participating in clubs, extra, and/or co-curricular activities? • How effectively do our schools cultivate strong, reciprocal relationships and foster two-way communication between school and home? • To what degree does our district/schools collaborate with community partners? 	<ul style="list-style-type: none"> • Data Dashboard- Total number of extra/co-curricular opportunities being offered and including student participation in grades P-12: <ul style="list-style-type: none"> ○ P-5 ○ 6-8 ○ 9-12 ○ District • School Dashboard to identify parent engagement activities/events scheduled throughout the school year • Family Survey Data on the effectiveness of family engagement • Attendance Dashboard for Family-Teacher Conference attendance rates • <u>Family Friendly School Self-Assessment</u> Data • Attendance and chronic absenteeism dashboard. <ul style="list-style-type: none"> ○ Attendance percentage <ul style="list-style-type: none"> ■ P-5 ■ 6-8 	<ul style="list-style-type: none"> • Monitor school systemic processes to track the number of students participating in clubs, extra and/or co-curricular opportunities across the district by elementary, middle, and high school levels. • Expectations will be reviewed at the beginning of the school year to include supporting schools in identifying students not involved in activities and provide necessary next steps. Student Engagement Expectations & On-Going Support • 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, 	<p>Stipends for Athletics, Extra/Co Curricular - \$2,000,000.00</p>

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ 9-12 ■ District ● Identify the school and community partnerships. <ul style="list-style-type: none"> ○ Data Dashboard - List and total number of community partnerships in grades P-12. 	<p>websites, etc.</p> <ul style="list-style-type: none"> ● Maintain a Parent and Family Engagement Plan supporting the Title I Parent and Family Engagement Policy ● Provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent and family engagement activities to become a Family Friendly School <ul style="list-style-type: none"> ○ Information and resources from the <u>Prichard Committee's Kentucky Collaborative for Families and Schools</u> and the <u>Kentucky Family and School Partnership Guide</u> will be shared with schools throughout the year ○ Showcase schools in the district memo for demonstrating effective two way communication between school and home 	
--	---	---	--

		<ul style="list-style-type: none"> ○ Create a resource that can be shared with parents during annual Title I meetings ○ Work with schools on the effective and intentional spending of parent and family engagement funds ● 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 ● On-going training with FRYSCs and counselors around attendance, student, family, and community engagement ● The <i>KY Digital Family Engagement Playbook</i> will be incorporated into the ongoing trainings for 	
--	--	---	--

		<p>FRYSCs and counselors.</p> <ul style="list-style-type: none"> ● Use the annual survey evaluation findings to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the Title I Parent and Family Engagement Policy and District Plan ● Schools will review attendance data and chronic absenteeism data in an on-going manner and work collaboratively with RBTL teams to identify students and support needed for them to be successful. ● 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 <ul style="list-style-type: none"> ○ Provide schools with a list of how to best use community partnerships 	
--	--	---	--

Strategy/Key Questions	Evidence (Measures and Indicators)/Progress Monitoring	Action Steps/Activities	Funding
World Class Staff: Ensure Recruitment, Retention, and Support of High Quality Staff <ul style="list-style-type: none"> ● To what degree are we retaining high quality staff? ● To what degree are we able to fill positions? ● To what degree are staff provided necessary supports to continue professional growth and be high quality educators/employees? 	<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 ● HR Frontline Data % open positions unfilled at 60 days ● % of staff completing individualized professional learning plans ● % staff identifying PD opportunities to have contributed to their professional learning <ul style="list-style-type: none"> ○ Survey Data ● % identified staff receiving documented targeted supports <ul style="list-style-type: none"> ○ Survey Data 	<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/ 	No Funding

		<p>Executive Directors</p> <ul style="list-style-type: none"> • Expansion of posting positions on external job boards • Continued development of prospective employment "Why KCSD" landing page • 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 • Further development of Future Educator Career Pathways • 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 	
--	--	---	--

		<ul style="list-style-type: none"> Continued KC-NET (Kenton County- New Educator Training) progress monitoring Data from surveys with staff monitored for action step planning 	
--	--	--	--

Strategy/Key Questions	Evidence (Measures and Indicators)/Progress Monitoring	Action Steps/Activities	Funding
<p>Fiscal & Operational Systems: Ensure the district is financially responsible and utilizes its resources to support all students and the KCSD personnel that serve them.</p> <ul style="list-style-type: none"> How effectively does the KCSD efficiently utilize district resources while maintaining fiscal solvency? How effectively does the KCSD plan for, maintain, and utilize capital assets to provide facilities that support student learning. How effectively does the KCSD provide a safe and reliable transportation fleet that is fiscally aligned to district goals? How effectively does the KCSD Student Nutrition 	<ul style="list-style-type: none"> Annual budget performance in the various district functions General Fund data to indicate the contingency meets or exceeds 10% available for annual budget Facility needs/projects are 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 requests reviewed, identified, and prioritized for completion Completion data maintained for identified Needs Assessment projects Energy usage and expenditure data collected and reviewed for analysis. 	<ul style="list-style-type: none"> Ensuring the district budget is aligned with district functions Monitoring of district budget/revenue and base/expenses to ensure solvency throughout the year Implement priority projects as defined by the DFP and Construction Forecast, and make adjustments based on identified needs. Needs Assessment progress monitored and communicated to requestor Adjustment of energy usage schedules and identification of areas of concern based on analyzed data. Analyze data to assess fleet status, fiscal efficiency, and completion of vehicle 	No Funding

<p>Department support student learning and wellness through accessible and nutritious meal programs?</p> <ul style="list-style-type: none"> • How effectively does the KCSD provide technology access, including materials (hardware) and support, to promote student learning? 	<ul style="list-style-type: none"> • Transportation Fleet Dashboard with data on fleet status, cost per mile, and mechanical compliance. • Enrollment and demographic data to improve planning and efficiency • Staffing data on driver retention, recruiting, and training status • Number of schools posting nutrition guidelines and promoting healthy nutrition options • Assess success of menu options based upon student purchases and feedback • District and building meal participation data analyzed to assess trends and facilitate fiscally sound decisions • Define the type of devices distributed and/or available to students and staff • Number of devices provided and maintained by the KCSD to students and staff • Maintain an inventory of programs supported through KCSD technology 	<p>maintenance.</p> <ul style="list-style-type: none"> • Analyze data for decisions on routing, and type of vehicle assigned • Analyze data on staff retention and recruiting to review current practices for improvement • Publish nutrition guidelines for all meals and provide communication on healthy nutrition options <u>Nutrislice Menus</u> • Analyze student participation rates and collect student input for breakfast and lunch to guide menu changes • Analyze meal participation data to guide expenditures and optimize school groupings for funding purposes • Utilize the District Technology Plan, including student one-to-one access, to provide devices prescribed for each grade level. • Distribution data tracked to determine the number of devices in use by students and staff. • Approved program inventory reviewed for continuation of use and 	
--	---	--	--

		<p>regulatory compliance.</p> <ul style="list-style-type: none">● Provide work order and service data to show IT support volume.	
--	--	--	--



2025-2026 Phase Three: The Superintendent Gap
Assurance_08272025_10:02

2025-2026 Phase Three: The Superintendent Gap Assurance

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

Table of Contents

2025-2026 Phase Three: The Superintendent Gap Assurance 3

2025-2026 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.**