

## 2025-2026 Phase One: Continuous Improvement Diagnostic for Schools\_09102025\_16:01

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

**Dixie Heights High School  
Roger Stainforth  
3010 Dixie Hwy  
Fort Mitchell, Kentucky, 41017  
United States of America**

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## **2025-2026 Phase One: Continuous Improvement Diagnostic for Schools**

The **comprehensive school improvement plan or CSIP** is defined as a plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, 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 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 school's 2025-2026 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Schools
- School Assurances

### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan

### **Phase Four: January 1 - December 31**

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

***As principal of the school, 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 school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.***

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

Please enter your name and date below to certify.

Roger Stainforth - 9/10/25



## 2025-2026 Phase One: Executive Summary for Schools\_09102025\_16:19

2025-2026 Phase One: Executive Summary for Schools

**Dixie Heights High School  
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United States of America**

Generated on 09/11/2025

Dixie Heights High School

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## 2025-2026 Phase One: Executive Summary for Schools

### Description of the School

Describe the school'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 school serves?

Dixie Heights High School is a comprehensive secondary school strategically located off I-275 at Dixie Highway in Crestview Hills, serving approximately 1,470 students. As a 1-to-1 technology school, we provide each student with individual access to digital learning tools to enhance their educational experience.

Our diverse student body reflects the changing demographics of our community, with 73% White students, 12% Hispanic/Latino, 7% Two or More Races, 5% African American, and 3% Asian students. Approximately 43% of our students qualify for free and reduced lunch programs, indicating the socioeconomic diversity we serve. Additionally, 6% of our students participate in our English Learner (EL) program, and 9% receive special education services, demonstrating our commitment to serving students with varied learning needs.

Our dedicated staff includes 4 administrators, 4 counselors, 59 general education teachers, 9 special education teachers, and 9 instructional assistants, all working collaboratively to support student success. We pride ourselves on offering comprehensive educational pathways including dual credit courses, Advanced Placement programs, Career Technical Education, and vocational opportunities to prepare students for their post-secondary goals.

### School Stakeholders

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

Dixie Heights High School maintains strong partnerships with various stakeholder groups that actively contribute to our school improvement efforts. Our key stakeholder organizations include:

**SBDM Council** - Providing governance and policy guidance

**Colonel Club PTO** - Supporting student activities and family engagement

**Guiding Coalition** - Leading strategic planning initiatives

**CTE Advisory Council** - Guiding career and technical education programs

**PBIS Committee** - Promoting positive behavioral interventions and supports

**Athletic Boosters** - Supporting our athletic programs

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## **Marching Band Boosters** - Enhancing our performing arts programs

To ensure meaningful stakeholder involvement and engagement in our improvement planning process, Dixie Heights utilizes a district-led rubric that measures effectiveness through two essential components: **Relationship-Building and Communication**. This systematic approach helps us continuously strengthen our partnerships and ensure all voices are heard in our decision-making processes.

### School's Purpose

Provide the school'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 school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

**Mission Statement (Revised August 2025):** Empowering students through rigorous instruction, relevant experiences, and strong relationships to prepare them for lifelong success.

Our mission drives everything we do at Dixie Heights High School. We have established clear instructional goals that reflect our commitment to student success:

- **Transition Readiness:** 100%
- **Attendance:** 96.25%

These ambitious targets demonstrate our dedication to ensuring every student is prepared for their next steps after graduation while maintaining consistent engagement in their learning.

Our **Collective Commitments** guide our professional practice:

- We are committed to working in **collaborative teams** with collective responsibility for student learning
- We are committed to using **common formative assessments** to monitor student learning
- We are committed to using common **assessment data** to strengthen teaching and learning

Stakeholders are actively involved in the development and refinement of our purpose through our comprehensive engagement rubric, which focuses on building meaningful relationships and maintaining open, effective communication channels throughout our school community.

### Notable Achievements

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

Dixie Heights High School has demonstrated exceptional performance over the past three years, earning recognition at both state and district levels:

### **Academic Excellence:**

- Kentucky State Accountability Rating: High Performing (Green)
- KCSD Community Based Accountability Transition Readiness Rate: 99%
- Kentucky State Assessment Transition Readiness Rate: 96%
- Advanced Placement Pass Rate: 80%
- Graduation Rate: 99.5%

### **Student Achievement Growth:**

- Significant increases in students achieving proficient or distinguished levels in both Math and Reading on Kentucky State Assessments over the last three years:
  - %P/D for **Math** has increased 19%
  - %P/D for **Reading** has increased 16%
- % of students be considered **Post-Secondary Ready** by the Kentucky Department of Education has increased 17% over the last three years

### **Advanced Learning Opportunities:**

- Dual Credit Program: 252 students enrolled in at least one of our 140 available dual credit courses.
- Advanced Placement Success: 313 students enrolled in at least one of our 11 available AP courses.
- Maintain a dedicated College and Career Readiness Coach and Center available to ALL students.

### **Areas of Improvement**

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

While celebrating our successes, Dixie Heights High School has identified specific areas for growth over the next three years:

### **Academic Performance Targets:**

- Increase Reading Proficient and Distinguished scores by 6% to reach 65%
- Increase Math Proficient and Distinguished scores by 7% to reach 60%
- Increase Writing Proficient and Distinguished scores by 4% to reach 60%
- Increase Social Studies Proficient and Distinguished scores by 7% to reach 50%

**Strategic Implementation:** To achieve these ambitious goals, we have restructured our master schedule to facilitate Professional Learning Communities (PLCs) where teams of teachers collaborate around four essential questions:

- What do we want students to know? (Essential Standards)
- How will we know they have learned it? (Formative/summative assessments)
- What will we do when students do not understand it? (Interventions)
- What will we do when students already know it? (Enrichment)

Through this systematic approach, we will continue building our capacity in effective lesson planning, assessment data analysis, and standards-based grading, leveraging the strong culture of teaching and learning we established to fuel our continued growth.

#### Additional Information

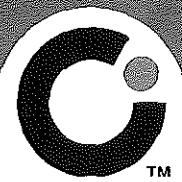
Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

At Dixie Heights High School, we believe that through collaboration and meaningful engagement, we will continue to empower students through rigorous instruction, relevant experiences, and strong relationships to prepare them for lifelong success. Our commitment extends beyond academic achievement to developing well-rounded individuals who are prepared to contribute positively to their communities and succeed in an ever-changing world.

Our comprehensive approach to education, combined with our strong stakeholder partnerships and data-driven improvement strategies, positions Dixie Heights High School as a leader in preparing students for their future endeavors while maintaining the highest standards of educational excellence.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase One: School Safety Report\_09102025\_16:10

2025-2026 Phase One: School Safety Report

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## **2025-2026 Phase One: School Safety Report**

### **School 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.

Pursuant to KRS 156.095, every public school and public charter school shall provide two (2) evidence-based suicide prevention awareness lessons each school year, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12). Every public school shall provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time. The information may be obtained from the Cabinet for Health and Family Services or from a commercially developed suicide prevention training program.

KRS 156.095 also requires 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, KRS 156.095 requires 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 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 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) and is a copy maintained on file in the school office?

*If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) 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

2. Has the school provided local first responders and all school staff 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 the answer is "no", please explain in the comment box.*

Yes

3. Has the 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 the answer is "no", please explain in the comment box.*

Yes

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

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

Yes

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

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

Yes

6. Are practices in place to control access to the 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 the answer is "no", please explain in the comment box.*

Yes

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

*Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.*

Yes

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

*Please provide the most recent date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.*

Yes

9. 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

10. Has the cardiac emergency response plan 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

11. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

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

Yes

12. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is documentation maintained on file in the school office?

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

Yes

13. 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

14. Over the immediately preceding twelve months, did the principal 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 the school did NOT meet the requirement, respond "no" and please explain further in the comment box.*

Yes

15. During the prior school year, did your school provide all employees with job duties requiring direct contact with students a minimum of one (1) hour of training on how to respond to an active shooter situation either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training by November 1 in accordance with KRS 156.095?

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

Yes

#### Questions Related to Suicide Prevention and Child Physical, Sexual, and Emotional Abuse and Neglect (KRS 156.095)

16. During the prior school year, did your school provide two (2) evidence-based suicide prevention awareness lessons, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12) and provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time?

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

Yes

17. Did your school provide a minimum of one (1) hour of high-quality evidence-based suicide prevention training, including risk factors, warning signs, protective factors, response procedures, referral, postvention, and the recognition of signs and symptoms of possible mental illness for all school district employees with job duties requiring direct contact with students in grades four (4) through twelve (12) either in person, by live streaming, or via a video recording?

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

Yes

18. Have all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district completed the implemented KDE-approved comprehensive evidence-based training or trainings on child abuse and neglect prevention, recognition, and reporting within ninety (90) days of being hired and then every two (2) years after in accordance with KRS 156.095(8)?

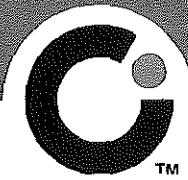
*If the answer is "no", please explain in the comment box.*

Yes

19. Does your school have the National Human Trafficking Reporting Hotline, Kentucky Child Abuse and Neglect Hotline and the Safe Haven Baby Boxes Crisis Line prominently posted as required by KRS 156.095(8)(f)? (Downloadable posters are available on KDE's Human Trafficking webpage.)

*If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.*

Yes



## 2025-2026 Phase Two: The Needs Assessment for Schools\_10072025\_12:19

2025-2026 Phase Two: The Needs Assessment for Schools

**Dixie Heights High School  
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## **2025-2026 Phase Two: The Needs Assessment for Schools**

### **Understanding Continuous Improvement: The Needs Assessment for Schools**

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 school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school 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 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).

The needs assessment provides the framework for all schools 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 schools, each school 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 school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved in the process
- a timeline of the process
- the specific data reviewed and analyzed
- how and where the meetings were documented.

Our school employs a systematic, recursive approach to needs assessment that centers on multiple data sources and involves comprehensive stakeholder engagement throughout the academic year.

#### **Stakeholders Involved in the Process:**

- **School Council Members**
  - Roddy Stainforth (Principal)
  - Carrie Faulhaber (Teacher Representative)

- Jennifer Henry (Teacher Representative)
- Chris Welch (Teacher Representative)
- Meghan McElheney (Parent Representative)
- Laura Puitz (Parent Representative)
- **Leadership Team**
  - Administrative Team: Principal Roddy Stainforth, Assistant Principals Andrew Wise, Dr. Vivi
  - Counseling Department: Nicole Hoffman, Travis Ogles, Kaitlyn Miller (Guidance Counselor)
  - Department Heads: Nadia Osterbrock (Math), Jennah Hahnel (English), Sherri Edmondson
  - District-level Consultants
- **Community Partners and Stakeholder Groups**
  - Family Resource Youth Service Center (Coordinator: Gina Ledbetter)
  - Colonels Club PTO (Parent/family representatives)
  - Student Council and Superintendent Advisory Council (Student representatives)

### **Timeline of the Needs Assessment Process:**

Our needs assessment operates as a recursive, year-long process with specific milestone activities: College Readiness Exam Data release, Kentucky Summative Data release, and finalized Transition Readiness data from the prior year. In September and October, KSA data analysis (immediately once available) is conducted by the administrative team, followed by individual meetings between administrators and department heads with each Individual Learning Team to review student data, trends, strengths, and weaknesses.

- **Ongoing Weekly Activities**
  - Administrative team meetings with Social Emotional, Behavior, and Attendance as standing
  - Individual Learning Team (ILT) meetings focused on instruction and assessments
  - Weekly teacher learning walks with dashboard tracking of Cycle of Quality Instruction elem
- **Monthly Activities**
  - First Monday reviews of Common Formative Assessment (CFA) data, PPR data, and PBIS
  - SBDM meetings with public agendas reviewing academic, attendance, and social-emotional
  - PBIS Committee meetings with approved agendas
  - ILT "Data Dig" meetings on current failure data

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- **Quarterly Activities**

- MTSS Tier 2 and 3 team meetings (8-10 week progress checks)

- Specific Data Reviewed and Analyzed**

- **Academic Performance Data**

- Kentucky Summative Assessment (KSA) data
  - ACT/SAT scores
  - Common assessments and district assessments
  - Transition Readiness Rate data

- **Student Demographic Data**

- 43% Free and Reduced Lunch population
  - 9% Special Education population
  - 6% English Learner population

- **Behavioral and Attendance Data**

- 94% Attendance Rate
  - PBIS behavior data
  - Student hospitalization, threat assessments, and traumatic events tracking

- **Comparative Analysis**

- Year-over-year trend analysis across all data sources
  - Triangulated approach comparing KSA content data with common assessment data, ACT s

- Documentation Process**

- **Meeting Documentation:** All committee and team meetings are documented through:

- Meeting agendas (publicly displayed for SBDM meetings)
  - Meeting minutes and analysis notes
  - Dashboard tracking systems for learning walks and instructional progress

- **Data Analysis Documentation:**

- Comprehensive data analysis reports completed upon release of KSA/ACT/MAP data
  - Weekly data analysis documentation for student assignment to PRIDE workshops

- Individual student support plans with assigned responsibilities

## Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's comprehensive school improvement plan (CSIP). What was successful? How will your results inform this year's plan?

### **Summary of Last Year's CSIP Implementation:**

#### **Goals and Objectives**

##### **• Reading and Math Achievement Goals:**

- Increase reading achievement from 60% in 2024 to 65% in 2027.
- Increase math achievement from 45% in 2024 to 55% in 2027.

##### **• Science, Social Studies, and Writing Goals:**

- Increase science scores from 5% in 2024 to 30% in 2027.
- Increase social studies scores from 39% in 2024 to 55% in 2027.
- Increase writing scores from 63% in 2024 to 70% in 2027.

##### **• Achievement Gap Goals:**

- Targeted increases for students with disabilities in reading and math proficiency.

##### **• English Learner Progress:**

- Improve proficiency and growth as measured by the ACCESS for ELLs test.

##### **• School Climate and Safety:**

- Increase the climate and safety score from 68.3 to 74.3 by 2027.

##### **• Postsecondary Readiness and Graduation Rates:**

- Increase college/career readiness from 87% to 93% by 2027.
- Maintain a high graduation rate, aiming for 100% by 2027.

#### **Key Strategies and Activities**

- ILT Playbooks: Focus on collaborative lesson planning, unit mapping, and common assessments.
- Learning Walks: Monthly observations for feedback on instructional practices with a focus on using
- PRIDE Time: Targeted interventions during scheduled enrichment/intervention sessions based on
- Balanced Assessment Model: Differentiating between "Assessments of Learning" and "Assessmer

- PBIS System: To recognize and promote high academic achievement.
- Professional Development: Job-embedded training to improve instruction and assessment literacy.
- Data Analysis and Progress Monitoring: Regular review of formative and summative assessments

## **Successes**

- Maintained or Increased Assessment Scores:
  - Reading - 60% P/D (Maintained), 77 Status Score (Increased 2 points)
  - Math - 54% P/D (Increased 9%), 72 Status Score (Increased 10 points)
  - Science - Data Currently Not Available
  - Social Studies - 44% P/D (Increase 5%), 60 Status Score (Increase 3 points)
- Postsecondary Readiness: Increased readiness scores and maintained a high graduation rate.
  - ***Transition Readiness Rate 96 Status Score (Increase 7 points)***
  - ***Graduation Rate - 99%***
- School Climate: Improved climate and safety through targeted behavioral support and engagement
- Collaborative Culture: Enhanced teacher collaboration through ILTs and regular professional development

## **Informing This Year's Plan**

- Data-Driven Decisions: Continue using data from assessments to drive instructional strategies and interventions.
- Collaborative Practices: Strengthen the use of ILT Playbooks, and collaborative planning.
- Focused Interventions: Enhance PRIDE Time and differentiated supports for students needing additional support.
- Ongoing Professional Development: Continue to offer targeted training for teachers to improve instructional practices.
- Stakeholder Engagement: Maintain and expand collaboration with parents, community partners, and local businesses.

## **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.

The data clearly indicates that our school has made remarkable progress in reading, writing, and postsecondary readiness, there are still areas for growth that will require comprehensive intervention strategies for the upcoming year.

## **Academic Trends - Significant Areas for Improvement**

- **Science Achievement:**
  - 2022-23: 8.26% proficient/distinguished
  - 2023-24: 4.51% proficient/distinguished (declined by 3.75 percentage points)
  - Regardless of exempting the Science test, this still reflects a concerning trend that must be addressed.
- **Mathematics Achievement:**
  - 2022-23: 35.40% proficient/distinguished
  - 2023-24: 45.04% proficient/distinguished (+9.64 percentage points)
  - 2024-25: 53.97% proficient/distinguished (+8.93 percentage points)
  - Although trending upward, math proficiency is still significantly below reading levels and requires attention.
- **Social Studies Achievement:**
  - 2022-23: 41.87% proficient/distinguished
  - 2023-24: 39.26% proficient/distinguished
  - 2024-25: 43.98% proficient/distinguished
  - Although trending upward, math proficiency is still significantly below reading levels and requires attention.
- **Achievement Gap:**
  - Based on your CSIP priorities, students with disabilities continue to underperform.
  - Math proficiency for students with disabilities: <11% compared to 45% for all students
  - Reading proficiency for students with disabilities: <21% compared to 60% for all students

## **Cultural and Behavior Trends**

- **School Climate and Safety:**
  - 2022-23: 66.40
  - 2023-24: 68.30 (+1.90 points)
  - Target for 2024-25: 70.3 (based on your CSIP goals)
  - This shows steady improvement but requires continued focus to reach the 2027 target of 75.

- Behavioral Data:

- Electronic Device Violations

- Change: +1,419 incidents (+7,468% increase from 22-23) - Primarily due to the cha

- *Disruptive Behavior*

- Change: +70 incidents (+74.47% from 22-23)

- Attendance:

- **Chronic Absenteeism**

- Our school faces a challenge with chronic absenteeism at 19.8% (+1.59% from 22-23)

- **Daily Attendance**

- 94.33% attendance rate (-.06% since 22-23)

## Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the school 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.

### **Current Academic State:**

### **Summary**

Dixie Heights demonstrates strong overall academic performance with particular strengths in reading, writing, mathematics improvement, and exceptional

graduation/postsecondary readiness rates. However, science achievement represents a significant challenge requiring immediate intervention, and achievement gaps for Students with Disabilities and English Learners persist across all academic areas and require targeted, intensive support strategies.

### **Kentucky Summative Assessment (KSA) Performance**

- **Reading Achievement:** Dixie Heights demonstrates strong reading performance with 59.18%
- **Mathematics Achievement:** Mathematics shows significant improvement with 53.97% proficient
- **Science Achievement:** Science represents the most significant academic challenge with 0.0
- **Social Studies Performance:** Social studies shows slow growth with 43.98% proficient/distin
- **Writing Achievement:** Combined writing performance remains strong at 55.64% proficient/d

### **Common Assessment Performance**

- **English Language Arts Benchmark Performance:**
  - English I: 50% of all students at or above benchmark, with significant achievement gaps (SWD: 12%, EL: 6%)
  - English II: 49% of all students at benchmark (SWD: 12%, EL: 6%)
  - English III: 37% of all students at benchmark (SWD: 26%, EL: 10%)
  - English IV: 37% of all students at benchmark, with concerning performance for SWD (5%)
- **Mathematics Common Assessment Performance:**
  - Algebra I: 56% of all students at or above benchmark (SWD: 38%, EL: 35%)
  - Algebra II: 67% of all students at benchmark (SWD: 26%, EL: 29%)
  - Geometry: 61% of all students at benchmark (SWD: 38%, EL: 24%)
- **Science Common Assessment Performance:**
  - Biology: 56% of all students at benchmark, with significant gaps (SWD: 12%, EL: 17%)
- **Social Studies Common Assessment Performance:**
  - Integrated Social Studies: 56% at benchmark (SWD: 31%, EL: 37%)
  - US History: 59% at benchmark (SWD: 32%, EL: 32%)
  - World History: 64% at benchmark (SWD: 34%, EL: 11%)

### **Achievement Gap Analysis**

- **Students with Disabilities:** While shrinking, achievement gaps persist across all subject areas in
  - English: Performance ranges from 5% (English IV) to 27% (English I) at benchmark

- Mathematics: Performance ranges from 26% (Algebra II) to 38% (Algebra I and Geometry)
- Science: Only 12% at benchmark in Biology
- Social Studies: Performance ranges from 31% (ISS) to 34% (World History)
- **English Learners:** While shrinking, achievement gaps persist across all subject areas in regards to English Language Arts:
  - English: Performance ranges from 6% (English II) to 37% (ISS)
  - Mathematics: Performance ranges from 24% (Geometry) to 35% (Algebra I)
  - Science: 17% at benchmark in Biology

### **Graduation Rate and Postsecondary Readiness**

- **Graduation Rate:** Maintained an exceptional performance at 99.2% in 2024-25, consistent with 99.2% in 2023-24.
- **Postsecondary Readiness:** Outstanding improvement to 96.00% in 2024-25, up from 89.40% in 2023-24.

### **Student Access to High-Quality Programs**

- **Advanced Placement Courses:**
  - 11 different AP courses in grades 9-12
  - 20% of all students took at least one AP class
  - 340 administered AP exams with a 80% pass rate
- **Dual Credit Opportunities:**
  - Students have access to 189 college level course
  - 349 Students are enrolled in at least one college level course
- **Career and Technical Education:**
  - 11 Different CTE Pathways
  - Work-Based Learning
  - 99% of eligible students took an EOP assessment
  - EOP Pass Rate = 52.9%
- **High Quality Instructional Resources:** The KCSD and Dixie Heights developed Kentucky standards:
  - Amplify CKLA
  - HMH Into Literature
  - McGraw-Hill StudySync

- Desmos Math
- **PRIDE Time:** Structured intervention and enrichment programming during the school day to supp
- **Comprehensive Support Services:** Including FRYSC, counseling services, and MTSS implemen

## **Climate and Culture Indicators**

- **School Climate and Safety:** Improved from 68.30 in 2023-24 with a target of 70.3 for 2024-25 (C:

5. Describe in narrative form the current climate and culture conditions of the school 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 our school.
- Fifty-eight percent (58%) of families participated in a family engagement activity during the 2024-2025 school year.

## **Current Climate and Culture Conditions**

Dixie Heights High School maintains a positive and supportive climate, reflected in multiple data sources and initiatives aimed at enhancing both staff and student experiences.

## **Educator and School Staff Retention**

- Dixie Heights boasts a staff retention rate of 97%, indicating high levels of job satisfaction and a su

## **Professional Learning Opportunities**

- Dixie Heights prioritizes high-quality professional learning that is content-focused and standards-al
  - Using HQIRS with fidelity
  - Lesson Internalization
  - Utilizing instructional technology to enhance student engagement
  - Meeting the expectations of the Cycle of Quality Instruction

### **Chronic Absenteeism**

- The school faces a challenge with chronic absenteeism at 19.8%. This area remains a focus for improvement.

### **School Climate Improvements**

- The school climate score improved to 68.30 in 2023-24, with a target of 70.3 for 2024-25. Initiative

### **Access to Mental Healthcare**

- Both staff and students have access to mental healthcare resources, which are integral to maintaining a positive school environment.

### **Family and Community Involvement**

- **Active family and community involvement is highlighted by various programs and initiatives:**
  - PBIS (Positive Behavioral Interventions and Supports): Enhances student behavior and school climate.
  - Kindness Fest: Celebrates and promotes kindness within the school and community.
  - Colonels Club PTO: Engages parents and families in school activities and decision-making.
  - FAFSA Nights and College Application Help: Support students in postsecondary planning.
  - Mentorship Programs: High school students mentor middle school students in transition readiness.
- Overall, Dixie Heights High School demonstrates a strong and improving climate and culture, with a focus on community engagement.

### **Strengths**

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

#### **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.

### **Academic Achievement Strengths:**

- **Kentucky Summative Assessment**
  - Reading Achievement: 59.18% proficient/distinguished in 2024-25, maintaining strong performance.
  - Mathematics Growth: 53.97% proficient/distinguished in 2024-25, representing an 18.57 percentage point increase.
  - Writing Performance: 55.64% proficient/distinguished in Combined Writing, maintaining strong performance.
- **AP (Advanced Placement) Performance**

- **Outstanding Pass Rates (Scores of 3 or Higher):**
  - 11 programs achieving pass rates above 80%
  - 6 programs achieving pass rates above 90%
  - Strong Academic Performance Above State and Global Averages
- **High Student Participation and Engagement:**
  - Over 350 AP exams administered
  - Large Program Enrollments
  - Diverse Program Offerings
- **Exceptional Post-Secondary Outcomes**
  - Graduation Rate: 99.2% in 2024-25, maintaining near-perfect graduation rates
  - Postsecondary Readiness: 96.00% in 2024-25, representing a 17.4 percentage point increase

### **School Climate and Culture Strengths:**

- **Comprehensive Student Support**
  - PRIDE Time: Structured intervention and enrichment programming
  - Multi-Tiered System of Supports (MTSS): Systematic approach to student support
  - Individual Learning Teams (ILTs): Collaborative teacher planning and data analysis
  - Balanced Assessment System: Regular common assessments across all subject areas
- **Community and Family Engagement**
  - **Colonels Club PTO:** Active parent and family involvement
  - **FAFSA Nights and College Application Help:** Supporting postsecondary planning
  - **Student Mentorship Programs:** High school students mentor middle school students
  - **Kindness Fest:** Community-wide celebration promoting positive values
- **Staff Stability**
  - Staff Retention Rate: 97%, indicating high job satisfaction and workplace culture

### **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.

## **Leveraging Strengths to Address Weaknesses**

### **Community Resource Utilization**

- **Higher Education Partnerships**
  - Dual Credit Programs: Partner with local colleges to offer more dual credit science courses
  - SAT and/or KYOTE Preparation: Leverage the Balanced Assessment Model to address sci
  - College Application Support: Expand FAFSA Nights and college application assistance to ir
- **Business and Industry Partnerships**
  - Expand and communicate internship models that clearly connect CTE to core academics.
  - Better Integrate core class with CTE pathways to enhance science and advanced mathem
  - Utilize work-based learning partnerships to provide science-focused internships
  - Expand STEM partnerships to support hands-on science learning experiences

### **Achievement Gap Reduction Strategy**

- Expanding Successful Co-Teaching Models:
  - Building on strong performance in Algebra II and Geometry
  - Replicate effective co-teaching strategies from high-performing math classes to support Stu
- **Utilize the Special Education department's collaborative scheduling model across all content areas**
  - Leverage the MTSS framework
  - Maximize the use of PRIDE time to enhance needs based instruction
- English Learner Support Enhancement:
  - Expand the successful KCSD EL Toolkit implementation
  - Utilize bilingual community partnerships for family engagement
  - Leverage the strong FRYSC program for comprehensive EL student support

## **Professional Development and Capacity Building**

- **Teacher Excellence Replication**

- High-Performing Teacher Mentorship: Leverage several AP teachers achieving exceptional
- Content-Focused Professional Development:
  - Lesson Unit Internalization: Building on the successful standards-aligned professional learn
  - Implement intensive science-specific training using the same framework that improved mat
  - Provide adequate time for science teachers to learn, rehearse, implement, and reflect on n
  - Utilize the monthly learning walk calibration system specifically focused on science instruct

## **Data-Driven Improvement Systems**

- Assessment and Intervention Framework:

- MTSS Framework: Expand data-driven interventions specifically for science skill deficits
- Balanced Assessment Model: Utilize the triangulated assessment approach (KSA, common
- PRIDE Time: Implement the same bi-weekly progress monitoring used successfully in othe

By systematically applying the proven strategies that have led to success in reading, mathematics improvement, exceptional graduation rates, and outstanding postsecondary readiness, while leveraging strong community partnerships and maintaining the positive school culture that supports a 97% staff retention rate, Dixie Heights can address the critical science achievement gap and continue closing achievement gaps for Students with Disabilities and English Learners.

### **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**

This focus leverages our school's existing strengths in collaborative planning, while addressing the critical need for improved standards implementation in underperforming areas.

#### **Specific Processes to Improve:**

- ILT Playbook Enhancement: Building on the success of exemplar ILTs to expand the collaborative
- Standards Alignment and Lesson Internalization: Implement the established protocol for deconstru
- Curriculum Monitoring: Strengthen the monthly administrative review of curriculum maps and week
- Vertical Alignment Process: Establish systematic vertical curriculum work to address progression g
- Real-Time Curriculum Adjustments: Enhance the existing data-driven PRIDE time model to allow t

#### **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**

This focus builds on our existing strengths in collaborative culture while directly addressing instructional delivery gaps evidenced by achievement data.

#### **Specific Processes to Improve:**

- Enhanced Learning Walk System: Strengthen the existing monthly learning walks with calibrated fo
- Evidence-Based Instructional Practices: Expand job-embedded training beyond the current cycle c
- Systematic Coaching: Develop targeted coaching support for teachers in underperforming areas, k
- Data-Driven Instructional Effectiveness: Implement systematic analysis of the relationship between
- Collaborative Planning Enhancement: Refine the existing ILT structure to ensure 80% of students l

#### **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**

N/A

#### 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**

N/A

#### 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**

This focus leverages existing strong support infrastructure while addressing the critical need for more effective intervention delivery to underperforming student subgroups.

#### **Specific Processes to Improve:**

- Multi-Tiered System Refinement: While MTSS structures exist, achievement gaps persist. Refine ti
- Resource Alignment for Equity: Despite comprehensive support systems (FRYSC, counseling, PR

- Enhanced Progress Monitoring System: Strengthen the existing 8-10 week MTSS progress checks
- Continuous Improvement Tools: Implement systematic use of root cause analysis and PDSA (Plan

**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.**

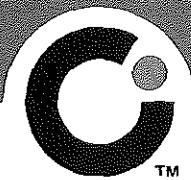
- No
- Yes

**COMMENTS**

N/A

## Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: School Assurances\_10072025\_12:10

2025-2026 Phase Two: School Assurances

**Dixie Heights High School  
Roger Stainforth  
3010 Dixie Hwy  
Fort Mitchell, Kentucky, 41017  
United States of America**

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## 2025-2026 Phase Two: School Assurances

### Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

#### Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (Every Student Succeeds Act) (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

- Yes
- No
- N/A

#### COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR (Code of Federal Regulations) 200.403 and 200.405.

- Yes
- No
- N/A

#### COMMENTS

#### Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of

ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- Yes
- No
- N/A

**COMMENTS**

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

- Yes
- No
- N/A

**COMMENTS**

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

- Yes
- No
- N/A

**COMMENTS**

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b). If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

- Yes
- No
- N/A

**COMMENTS**

7. The school provides parents of participating children in a targeted assistance program, or all children in a schoolwide program—

- A. timely information about programs under Title I;
- B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
- C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

- Yes
- No
- N/A

**COMMENTS**

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

- Yes
- No
- N/A

**COMMENTS**

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

- Yes
- No

● N/A

**COMMENTS**

10. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

Yes

No

● N/A

**COMMENTS**

11. The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

Yes

No

● N/A

**COMMENTS**

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

Yes

No

● N/A

**COMMENTS**

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all

children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

- Yes
- No
- N/A

**COMMENTS**

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

- Yes
- No
- N/A

**COMMENTS**

**Title I Schoolwide Programs**

15. In a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- Yes
- No
- N/A

**COMMENTS**

16. In a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- Yes
- No
- N/A

**COMMENTS**

17. In a schoolwide program, the school developed a comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- Yes
- No
- N/A

**COMMENTS**

18. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- Yes
- No
- N/A

**COMMENTS**

19. In a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- Yes
- No
- N/A

**COMMENTS**

20. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents

how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

- Yes
- No
- N/A

**COMMENTS**

21. In a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- Yes
- No
- N/A

**COMMENTS**

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

- Yes
- No
- N/A

**COMMENTS****Title I Targeted Assistance School Programs**

23. In a targeted assistance school program, participating students are identified in accordance with ESSA Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- Yes
- No
- N/A

**COMMENTS**

24. In a targeted assistance school program, the school serves participating students using resources under Title I, Part A of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

- Yes
- No
- N/A

**COMMENTS**

25. In a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

- Yes
- No
- N/A

**COMMENTS**

26. In a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

- Yes
- No
- N/A

**COMMENTS**

27. In a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

- Yes
- No
- N/A

**COMMENTS**

28. In a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

- Yes
- No
- N/A

**COMMENTS**

29. In a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- Yes
- No
- N/A

**COMMENTS**

30. In a targeted assistance school program, the school provides assurances to the local educational agency (district) that the school will—

- (i) help provide an accelerated, high-quality curriculum;
- (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under Title I;
- (iii) serve participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- Yes
- No
- N/A

**COMMENTS**

**Schools Identified for Targeted Support and Improvement**

31. If identified for targeted support and improvement in the previous year, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

- Yes
- No
- N/A

**COMMENTS**

32. If identified this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

- Yes
- No
- N/A

**COMMENTS**

33. If identified in the previous year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

- Yes
- No
- N/A

**COMMENTS**

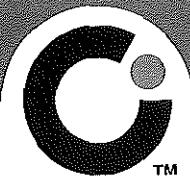
34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

- Yes
- No
- N/A

**COMMENTS**

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2025-2026 Phase Three: Comprehensive School Improvement Plan\_11182025\_13:08

2025-2026 Phase Three: Comprehensive School Improvement Plan

**Dixie Heights High School  
Roger Stainforth  
3010 Dixie Hwy  
Fort Mitchell, Kentucky, 41017  
United States of America**

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## 2025-2026 Phase Three: Comprehensive School Improvement Plan

### Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. The comprehensive school improvement plan (CSIP) is a plan developed by the school council with the input of parents, faculty, and staff, 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, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the CSIP 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).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

### Accountability Indicators

The accountability indicators for elementary/middle schools 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
- Achievement Gap

The accountability indicators for high schools 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 (high school only)
- Graduation Rate (high school only)
- Achievement Gap

### The Comprehensive School Improvement Plan Goal Building Template

1. The goal building template is a complement to the Needs Assessment for Schools. Schools must download and complete the Comprehensive School Improvement Plan Goal Building Template to develop both short- and long-term targets and outline the activities intended 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 schools 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**



25-26 DHHS CSIP

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 25-26 DHHS CSIP		• 1

## Comprehensive School Improvement Plan (CSIP)

### **Rationale**

The CSIP is a plan developed by the school council with the input of parents, faculty and staff 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. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions (and general information about goal setting) for each required planning component can be found on page 2 of this planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act, as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

## Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

## Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

## Required Goals

### Achievement Gap

KRS 158.649 requires the school-based decision-making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analyses when conducting their review of their achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long-term achievement gap goals; however, schools must establish yearly targets. Additional rows may be added for multiple targets, strategies, and activities.

### Objective(s):

- **Objective 1:** Ensure all students are performing at high levels in the state accountability system by increasing our math proficiency from **10% P/D in 2025 to 20%** for students in special education in **2026**.
- **Objective 2:** Ensure all students are performing at high levels in the state accountability system by increasing our reading proficiency from **16% P/D in 2025 to 22% in 2026** for special education students.
- **Objective 3:** Ensure all students are performing at high levels in the state accountability system by increasing our reading proficiency from **<1% P/D in 2025** for English Learners, Including Monitored students in to **10% in 2026**.
- **Objective 4:** Ensure all students are performing at high levels in the state accountability system by increasing our math proficiency from **<1% P/D in 2025 to 10% in 2025** for English Learners, Including Monitored students in **2026**.

### Strategy:

- KCWP 1: Design and Deploy Standards
- KCWP 3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP 2: Design and Deliver Instruction
- KCWP 4: Review, Analyze, and Apply data

### Activities:

- Ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.
- Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery
- Increase collaboration in deconstructing standards and developing congruent learning targets
- Assess with formative and summative assessments that are aligned to the standards and learning targets.
- Ensure that formative, interim, and summative assessment results, as well as universal screener data, are used appropriately to determine tiered interventions.
- Professional Development Day to Increase collaboration in deconstructing standards and developing congruent learning targets.
- Provide student support systems to improve student learning.
- An Anticipation Guide: To require students to assess their level of content understanding prior to reading a text. Individual reading/writing, interactive small group, whole class instruction.
- Peer-Assisted Learning Strategies: Peer instruction in specific reading strategies. Teaches students the processes and routines needed to tutor each other in three reading strategies: retelling (sequencing information),

paragraph shrinking (generating main idea statements), and prediction relay (generating and evaluating predictions). May use sentence frames as scaffolds for each strategy, pair students according to language and/or reading proficiency levels, assign one student as the Coach and the other as the Reader, provide appropriate texts to involve students in 3 to 4 tutoring sessions per week, up to a total of 90 minutes per week.

- Varied Presentation Formats. To match the content and language input to the student's needs. Uses a variety of formats to present new information to students. Decides on an appropriate format by considering the nature of the content and the language proficiency levels of the students.

**Progress Monitoring:**

- ILT meeting agendas/minutes, curriculum maps review, department meetings, master schedule, PD Plan, Balanced Assessment Model, Essential Standards Review, Grade Reports, Common Assessment Tracking, PRIDE Interventions, Data Analysis

**Funding:**

- SBDM - Professional development and job-embedded learning takes place during contracted instructional or equivalency days. Approximately, \$5000.00 of SBDM funds have been allocated to cover the costs for substitute teachers to cover classes during training sessions.

## **State Assessment Results in Reading and Mathematics**

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

### **Three- to Five-Year Goal:**

- Increase the reading achievement scores from **60% in 2025 to 65% in 2028** and the math achievement scores from **55% in 2025 to 60% in 2028** as measured by the proficiency/benchmark scores.

### **Objective(s):**

- **Objective 1:** Increase the reading achievement scores from **60% P/D in 2025 to 62% in 2026** as measured by the proficiency/benchmark scores.
- **Objective 2:** Increase the math achievement scores from **55% P/D in 2025 to 57% in 2026** as measured by the proficiency/benchmark scores.

### **Strategy:**

**KCWP 1: Design and Deploy Standards**

**KCWP 2: Design and Deliver Instruction**

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

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

**KCWP 5: Design, Align, and Deliver Support**

**KCWP 6: Establish Learning Environment and Culture**

### **Activities:**

- Ensuring the Lesson Internalization process leads to consistent language, multiple representations of information connected to the cycle of quality instruction, and clear, measurable learning objectives.
- Ensuring grade and assessment analysis leads to individual learning goals, flexible grouping, and timely progress monitoring. These analyses will facilitate appropriate PRIDE placements for standard and needs-based remediation.
- Frequent “flashbacks” and “cold reads” to address and reinforce foundational skills
- Ongoing and needs-based job-embedded training, based on the results of district and administrative PPR walks, to improve upon the cycle of quality instruction
- Continued focus on understanding and implementation of the KCSD Balanced Assessment Model.
- Maintain and improve upon our PBIS like system to recognize, celebrate, and promote high academic achievement on assessments.

### **Progress Monitoring:**

- ILT meeting agendas/minutes, curriculum maps review, department meetings, master schedule, PD Plan, Balanced Assessment Model, Essential Standards Review, Grade Reports, Common Assessment Tracking, PRIDE Interventions, Data Analysis

**Funding:** SBDM - Professional development and job-embedded learning takes place during contracted instructional or equivalency days.

## Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	No
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	Yes
Graduation Rate (high schools and districts only)	No

### Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

#### Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

##### Three- to Five-Year Goal:

- Increase the science achievement scores from **22% P/D in 2025 to 30% in 2028**, the social studies achievement scores from **44% P/D in 2025 to 55% in 2028**, and the writing achievement scores from **56% P/D in 2025 to 70% in 2028** as measured by the proficiency/benchmark scores.

##### Objective(s):

- **Objective 1:** Increase the science achievement scores from **22% P/D in 2025 to 25% in 2026** as measured by the proficiency/benchmark scores.
- **Objective 2:** Increase the social studies achievement scores from **44% P/D in 2025 to 47% in 2026** as measured by the proficiency/benchmark scores.
- **Objective 3:** Increase the writing achievement scores from **63% P/D in 2024 to 65% in 2025** as measured by the proficiency/ benchmark scores.

##### Strategy:

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP 4: Review, Analyze, and Apply data](#)
- [KCWP 5: Design, Align, and Deliver Support](#)
- [KCWP 6: Establish Learning Environment and Culture](#)

##### Activities:

- Ensuring the Lesson Internalization process leads to consistent language, multiple representations of information connected to the cycle of quality instruction, and clear, measurable learning objectives.
- Ensuring grade and assessment analysis leads to individual learning goals, flexible grouping, and timely progress monitoring. These analyses will facilitate appropriate PRIDE placements for standard and needs-based remediation.

- Clearly outline and vertically align the writing/grammar continuum among all grade levels.
- Administrative tracking of common assessments and feedback to guide and improve ILT data analysis meetings.
- Effective use and monitoring of school/ILT-specific data dashboard to guide instruction and professional learning.
- Integrating SAT like materials into lessons when applicable (SAT like Bell Ringers, SAT Flashbacks, SAT Practice test).
- Utilizing the MTTS structure to monitor students based on MAP (21st - 40th percentile approximately) and placing them in a Tier 2 intervention (IXL, Direct Instruction (RTI) Min 25min 1x/week).

**Progress Monitoring:**

- ILT meeting agendas/minutes, curriculum maps review, department meetings, master schedule, PD Plan, Balanced Assessment Model, Essential Standards Review, Grade Reports, Common Assessment Tracking, PRIDE interventions, Data Analysis

**Funding:**

- SBDM - Professional development and job-embedded learning takes place during contracted instructional or equivalency days. Approximately, \$5000.00 of SBDM funds have been allocated to cover the costs for substitute teachers to cover classes during training sessions.

## Priority Indicator #2: Postsecondary Readiness

### Three- to Five-Year Goal:

- Collaborate to increase the percentage of students who are college and/or career-ready from **94% in 2025 to 98% by 2028** as measured by the Kentucky School Report Card.

### Objective(s):

- **Objective 1:** Collaborate to increase the percentage of students who have reached the benchmark on the state-administered college admissions exam in ELA from *54% in 2025 to 57% by 2026*.
- **Objective 2:** Collaborate to increase the percentage of students who have reached the benchmark on the state-administered college admissions exam in math from *40% in 2025 to 45% by 2026*.
- **Objective 3:** Collaborate to increase the percentage of students who have reached a benchmark on the state administered college admissions exam in reading from *49% in 2025 to 52% by 2026*.

### Strategy:

- [KCWP 3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP 4: Review, Analyze, and Apply data](#)
- [KCWP 5: Design, Align, and Deliver Support](#)

### Activities:

- Ensuring grade and assessment analysis leads to individual learning goals, flexible grouping, and timely progress monitoring. These analyses will facilitate appropriate PRIDE placements for standard and needs-based remediation.
- Ensuring the Lesson Internalization process leads to consistent language, multiple representations of information connected to the cycle of quality instruction, and clear, measurable learning objectives.
- Universal Tier 1 Instruction Integrating SAT-like materials into lessons when applicable: SAT-like Bell Ringers, SAT Flashbacks, SAT Practice test
- Needs-based Direct Instruction (RTI) Min 25min 1x/week during PRIDE focusing on SAT skills and standards.

### Progress Monitoring:

- Balanced Assessment Model, Essential Standards Review, Grade Reports, Common Assessment Tracking, PRIDE interventions, Data Analysis

### Funding:

- SBDM - Professional development and job-embedded learning takes place during contracted instructional or equivalency days. Approximately, \$5000.00 of SBDM funds have been allocated to cover the costs for substitute teachers to cover classes during training sessions.

## Priority Indicator #3: Choose an item.

### Three- to Five-Year Goal:

Click or tap here to enter text.

### Objective(s):

Click or tap here to enter text.

### Strategy:

Click or tap here to enter text.

**Activities:**

Click or tap here to enter text.

**Progress Monitoring:**

Click or tap here to enter text.

**Funding:**

Click or tap here to enter text.

**Priority Indicator #4:** Choose an item.

**Three- to Five-Year Goal:**

Click or tap here to enter text.

**Objective(s):**

Click or tap here to enter text.

**Strategy:**

Click or tap here to enter text.

**Activities:**

Click or tap here to enter text.

**Progress Monitoring:**

Click or tap here to enter text.

**Funding:**

Click or tap here to enter text.