

Covington Independent Public Schools

Comprehensive District Improvement Plan (CDIP)

Rationale

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

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 district-level state assessment results. Long-term targets should be informed by the Needs Assessment for Districts;
- 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 district will focus its efforts upon, as identified in the Needs Assessment for Districts, 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, Baldrige, etc.*);
- Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;

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

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

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

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

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

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

- Activity: Actionable steps the district 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.

State Assessment Results in Reading, Mathematics, Science, Social Studies, and Writing

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 districts.

Three- to Five-Year Goal:

Please see chart below

Objective(s):

Please see chart below

Strategy:

Please see chart below

Activities:

Please see chart below

Progress Monitoring:

Please see chart below

Funding:

Please see chart below

Goal 1 (State your proficiency goal.):

By 2029, the district will increase the reading percentage of proficient/distinguished students from 47% to 67.9% (elementary); from 29% to 58.4% (middle); and from 31% to 47.4% (high).

By 2029, the district will increase the math percentage of proficient/distinguished students from 35% to 61.3% (elementary); from 24% to 50.7% (middle); and from 24% to 43.8% (high).

By 2029, the district will increase the science percentage of proficient/distinguished students from 42% to 55.3% (elementary); from 15% to 42% (middle); and from 12% to 45.5% (high).

By 2029, the district will increase the social studies percentage of proficient/distinguished students from 34% to 70.4% (elementary); from 19% to 56.9% (middle); and from 25% to 35% (high).

By 2029, the district will increase the writing percentage of proficient/distinguished students from 18% to 58.9% (elementary); from 29% to 40.6% (middle); and from 27% to 60.7% (high).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1:</p> <p>By 2026, the district will increase the reading percentage of proficient/distinguished students from 47% to 61.1% (elementary); from 29% to 49.5% (middle); and from 31% to 36.2% (high).</p> <p>Objective 2:</p> <p>By 2026, the district will increase the math percentage of proficient/distinguished students from 35% to 53% (elementary); from 24% to 40.1% (middle); and from 24% to 31.8% (high).</p> <p>Objective 3:</p>	<p>KCWP 1:</p> <p>Collaboratively develop, implement, and monitor our district-wide K-12 curriculum that ensures all students have access to a common curriculum and instruction that is aligned to the KAS, and accessible to all students.</p> <p>KCWP 1:</p> <p>Provide staff with professional learning with our current curriculum/HQIR to ensure ALL students have access to a common curriculum of high-quality instructional resources, and instruction that is aligned to the Kentucky Academic Standards, is culturally relevant, accessible to all students, and inclusive of cultural diversity.</p>	<p>Provide initial High Quality Instructional Resources (HQIR) vendor-led professional learning for all new K-12 teachers to support the effective implementation of each HQIR. Offer advanced-level training to teachers who have completed initial HQIR training.</p> <p>Facilitate unit-by-unit structured district collaborative planning sessions led by district leaders. Teachers will intellectually prepare lessons using HQIR to strengthen lesson internalization and instructional coherence.</p> <p>Engage school leadership in school-level teacher planning sessions to build shared understanding of HQIR expectations and instructional practices.</p>	<p>District-wide common End-of-Unit assessments - end of each unit K-12.</p> <p>District Benchmarks- Star Renaissance for Reading/Math K-12 three times per year.</p> <p>Pearson Science and SS benchmarks</p> <p>Competency-based rubrics aligned with Kentucky Academic Standards and Portrait of a Learner competencies for evaluating projects</p> <p>Student Presentations or Student Defense of Learning</p> <p>Self and Peer Evaluation</p> <p>Kentucky Summative Assessment (KSA)- Spring of each year</p>	<p>A flashback system to monitor ongoing mastery of standards each day will be developed and analyzed by teachers, coaches, and school leaders. (past and current standards)</p> <p>Topic assessments- assessments given in math after each topic in each unit</p> <p>STAR Universal Math/Reading Screener will be used to progress monitor students who score at the intensive level on their benchmark screener assessments.</p> <p>SAT practice will be implemented, and data will be analyzed by high school teachers, school leaders, coaches, and district-level leaders <u>on an annual basis.</u></p>	<p>Title I</p> <p>Curriculum quality control team stipends- 20,000</p> <p>Mastery Connect Formative Assessment Platform- 51,000</p> <p>District Benchmark Assessments for Science and Social Studies in Accountability Grade Levels (Pearson)- 32,000</p> <p>Star, Star CBM, and Star Phonics-\$75,000</p> <p>Edgenuity- 25,000</p> <p>XtraMath and Rocket Math (Elementary)-\$ 2500</p>

<p>By 2026, the district will increase the science percentage of proficient/distinguished students from 42% to 45.7% (elementary); from 15% to 29.5% (middle); and from 12% to 33.8% (high).</p> <p>Objective 4:</p> <p>By 2026, the district will increase the social studies percentage of proficient/distinguished students from 34% to 64.1% (elementary); from 19% to 47.6% (middle); and from 25% to 28.1% (high).</p> <p>Objective 5:</p> <p>By 2026, the district will increase the writing percentage of proficient/distinguished students from 18% to 50.1% (elementary); from 29% to 32.1% (middle); and from 27% to 52.3% (high).</p>	<p>KCWP 2:</p> <p>Provide job-embedded training and observation feedback on-site for schools in high-effect size, evidence-based instructional strategies to ensure aligned, highly effective instruction in all classrooms.</p> <p>KCWP 2:</p> <p>The District Curriculum Director will provide collaborative district planning time for grades K-2 and 3-5 in all content areas. Additional time will be provided for grades 6-12 to work within their PLCs.</p> <p>Provide (CIPS) virtual students and families with the support and resources they need to be successful and progress through their KAS-aligned online program.</p> <hr/> <p>KCWP 2:</p> <p>Following high-level, rigorous instruction through the implementation of our core curriculum, students will apply their knowledge to learning situations and transformative tasks that demand advanced critical thinking and problem-solving. These experiences will be driven by the KAS, each HQIR, and our Portrait of a Learner competencies, which were collaboratively developed by our students, staff, parents, and community.</p> <p>Each elementary school, 4-5, will utilize Paxton <u>Elementary Career Labs</u> to provide awareness and discovery through STEM & Career Discovery, Child Development & Health, and hands-on engaging activities.</p> <p>Middle School students 6-8 will utilize hands-on <u>College & Career Ready Labs</u> designed to introduce 6-8 students to STEM, health sciences, and technical trades through modular, project-based learning.</p> <hr/> <p>KCWP 3:</p> <p>Align all schools with a balanced assessment system in our district, and all</p>	<p>Conduct HQIR and high-effect-size focused instructional walkthroughs using district-aligned look-fors to monitor implementation and identify areas for support.</p> <p>Implement targeted coaching cycles for teachers identified through walkthrough data as needing additional support with HQIR implementation.</p> <p>District Focus Visits and District Support Visits will provide job-embedded learning opportunities tailored for each school's leadership team, focusing on our district HQIR, balanced assessment systems, etc. These visits will be <u>provided 4-5 times or more per year.</u></p> <p>KCWP 1:</p> <p>District-level administrators, principals, instructional coaches, and teacher leaders in K-12 will quality-control our current curriculum and assessments in all subjects to ensure its alignment with the Kentucky Academic Standards. This team will use <u>teacher survey data</u> from each unit and assessment data. These quality control sessions will <u>occur as needed.</u></p> <hr/> <p>To begin and support this transformative learning, we will seek <u>guidance and training</u> from the Kentucky Department of Education's Division of Innovation, leveraging initiatives like <u>Project-Based Learning</u> and the <u>Innovative Learning Network</u> to foster vibrant, personalized learning experiences.</p> <p>Training will be provided to elementary and middle schools with college and career-ready labs through Paxton-Patterson Labs.</p> <p>In grades 4-5, Elementary Career Labs focuses will be on: Child Development & Health, STEM & Career Discovery (Grades 4-6). Modules are designed to integrate math, science, and reading, providing hands-on experience in various career clusters- Environmental Science, Physical Science, Engineering & Life Science, and Creativity & Life Skills.</p> <p>In grades 6-8, College & Career Ready Labs offer hands-on, career-focused modules for middle school students, allowing them to explore fields like sports</p>	<p>Continually monitor virtual students' progress and grades with our online curriculum program- Edgenuity.</p> <p>District Focus Visit Data- classroom data that focuses on clear learning target data, learner engagement, feedback, classroom culture, high expectations, rigor, and technology (Eleot tool)</p> <p>IMPACT data- teacher survey data every two years</p>	<p>Edgenuity data will be monitored and analyzed <u>each day</u> by virtual teachers for all virtual academy students.</p> <p>Plan-Do-Study-Act (PDSA) will be developed in collaboration with schools each year. <u>Focus areas in each PDSA and monitoring visits will vary from school to school.</u></p> <p>District Support Visit Data- the district team will complete targeted sub-domains from the Eleot and CLT tools with the school teams collaboratively. Data from walkthroughs will be analyzed by district leadership, school leadership, and teachers.</p> <p>Upbeat survey data will be used during the school year to progress monitor teacher well-being and insight, in between IMPACT surveys conducted by the state every two years.</p>	<p>IXL- MS and HS students- \$18,000</p> <p>HHS School Improvement Funds-</p> <p>Mastery Prep for SAT Program and Bootcamp: 15,000</p> <p>Edulastic Assessment Platform - HHS- 8,000</p> <p>Curriculum quality control team stipends- 20,000</p> <p>Pearson- Science and Social Studies \$32,000</p> <p>District common assessments- Housed in Mastery Connect: 51,000 for grades K-8</p> <p>Elementary Career exploration labs -37,000 (PD)</p> <p>MS Career Lab- Total: \$110,685.00 - 80 % from General Funds and 20% from HMS Funds (PD)</p>
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	<p>schools will align with the Kentucky Academic Standards with classroom assessment for learning, district common end-of-unit assessments, district benchmark assessments, and the Kentucky State Assessment.</p> <p>KCMP 4:</p> <p>Develop a data-driven decision-making environment in our district. Provide training around formative assessment and data-driven decision-making to monitor student progress and provide ongoing feedback that students and teachers can use to improve teaching and learning.</p>	<p>medicine, engineering, and forensics, and discover interests before high school. These labs use authentic tools, such as taping ankles, building structures, and using microscopes, to promote engagement and career, college, or technical skills.</p> <hr/> <p>KCWP 4:</p> <p>District leadership will provide training, modeling, and guidance to principals, instructional coaches, interventionists, and lead teachers in developing systems for analyzing and interpreting all data to adjust instruction for students through leadership meetings, school-based training, and modeling in actual situations with teachers present.</p>			
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Achievement Gap:

Districts are not required to establish long-term achievement gap goals; however, districts must establish yearly targets.

Objective(s):
Please see chart below

Strategy:
Please see chart below

Activities:
Please see chart below

Progress Monitoring:
Please see chart below

Funding:
Please see chart below

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1:</p> <p>By 2026, increase proficiency with Special Education, English Language Learners, and African American students by 5 percent each year (Reading, Math, Science, Social Studies, and On-Demand Writing)</p> <p>By 2026, decrease in novice scores for Special Education, English Language Learners, and African American students by 5 percent each year. (Reading, Math, Science, Social Studies, and On-Demand Writing)</p>	<p>KCWP 1:</p> <p>Ensure ALL students have access to a common curriculum of high-quality instructional resources, and instruction that is aligned to the Kentucky Academic Standards, is culturally relevant, accessible to all students, and inclusive of cultural diversity.</p> <p>KCWP 2:</p> <p>Provide High-Quality evidence-based Instructional Resources to schools to equip students with engaging, accessible, diverse, and inclusive resources.</p> <hr/> <p>KCWP 2:</p> <p>Continue to provide for staff and administrators in grades K-5, the learning, and increased understanding of how students learn to read. We will complete Language Essentials for Teachers of Reading and Spelling (LETRS), a comprehensive professional learning designed to provide a better understanding for teachers of the Science of Reading.</p> <hr/> <p>KCWP 4 and 5:</p> <p>Develop a K-12 district-wide Multi-Tiered System of Supports (MTSS) where students will be monitored on a timely basis in three tiers of instruction, plus Tier 1+ and behavioral support. This monitoring will determine if the current level of support is not sufficient and if he or she needs to be moved to another level of support. This includes our district's virtual students, who may need additional support.</p>	<p>KCWP 5:</p> <p>Provide district new teacher training at the beginning of each year, academic and behavioral. Ensure each school has new teacher mentor systems in place for at least 1-2 years for new teachers.</p> <p>Continue to provide professional learning for our leadership and staff in areas such as i.e. EL student learning strategies, trauma-informed care, and social-emotional learning.</p> <hr/> <p>KCWP 2:</p> <p>Staff and administration will complete the LETRS Science of Reading training over 2 years. Participants will complete online modules and virtual training.</p> <hr/> <p>KCWP 2:</p> <p>Each elementary school will implement a math fact foundational program daily for grades K-5 (<i>XtraMath, Rocket Math</i>). Data will be monitored by both administration and teachers on a daily/weekly basis.</p> <hr/> <p>KCWP 4 and 5:</p> <p>Provide ongoing training, time, and resources needed for teams of teachers and leadership to develop highly coordinated Response to Intervention (RTI) and Positive Behavior Intervention Programs (PBIS) for students who are identified for support. Include training for implementation of formative assessment, screeners, and diagnostics. <u>On-site, job-embedded training will be provided to all schools by the district.</u></p>	<p>District-wide common end-of-unit assessments - end of each unit K-12.</p> <p>District Benchmarks- Star Renaissance CAT and CBM for Reading/Math K-12 three times per year, and Pearson for other accountability areas, three times a year</p> <p>Kentucky Summative Assessment (KSA)- Spring each year</p> <p>Yearly teacher retention data measured by years of experience in CIPS – <u>Upbeat Survey</u> – in-house school surveys</p> <p>Analyze district behavioral data annually, especially in the area of in and out-of-school suspensions - disaggregate data by individual student-level characteristics</p> <p>Quality of School Climate and Safety Indicator Student Survey- completed with Kentucky Summative Assessments (KSA) each year.</p>	<p>District disaggregated data will be analyzed for all sub-groups after each assessment. Results will be analyzed by teachers, coaches, and school leaders</p> <p>STAR Custom- progress monitoring of standards with periodic STAR testing on specific standards between each window. (6-12)</p> <p>STAR CBM (Reading and Math) progress monitoring assessments will be completed by teachers or intervention teachers on students identified as at risk. Progress monitoring for intensive students.</p> <p>Response to Intervention (RTI) teams will analyze district screening and diagnostic reading data every 6 weeks during the year to monitor each student's progress in reading. RTI teams will develop the next steps for students as needed according to this data.</p> <p>At the district level, analyze district behavioral data periodically during the year to compare behavior incidents with black, Hispanic, White, students with disabilities (with IEP or Individual Education Plan), and Other.</p> <p>Student support teams will analyze school-level behavioral data monthly during the year to monitor behavior incidents by individual student characteristics – monitor for decreases within and out of school suspensions for White, Black, and Special Education Students.</p>	<p>District Funds- General Fund-</p> <p>CIPS Virtual Series Speakers- 5,000 (during school year)</p> <p><u>PD Academy</u> Speakers- 20,000 ELL Trainer- 12,900 Special Ed Training- for special ed and regular ed teachers- 11,000</p> <p>Title I: Stipends for new teachers for New Teacher Academy and RM Training for New Teachers: \$15,000</p> <p>LETRS- paid by KDE</p> <p>Title II: Stipends for teachers and administrators completing LETRS-\$15,000</p> <p>Title 1 funds:</p> <p>Star, Star CBM, and Star Phonics Diagnostic- \$75,000</p> <p>Title II Funds:</p> <p>Direct Instruction Reading Mastery Consultant (Elementary Schools, Middle School)- \$88,000</p> <p>School Direct Instruction Reading Mastery Training (Elementary School and Middle School)- \$9400</p> <p>Title I:</p> <p>Summer School Program- \$250,000-salaries and supplemental curriculum resources</p>

	<p>KCWP 4 and 5:</p> <p>Schools will use a districtwide system of assessments, protocols, and decision rules that will identify a student's need for remediation, both academic and behavioral. Assessments will include formative assessment, screeners, and diagnostic tools. Progress monitoring of students in Tiers 2 and 3 interventions will be used to indicate if a student is progressing or needs further assistance.</p> <p>Provide all schools with highly effective research and evidence-based reading, math, behavioral, and social-emotional programs and interventions.</p>	<p>KCWP 5:</p> <p>Provide Tier 1-3 support for students in grades 6-12. Admin, coaches, and teacher leads have attended the RTI at Work conference to learn how to implement a schoolwide intervention system and will implement and grow this process over several years.</p> <p>KCWP 5:</p> <p>Provide coaching as needed for principals, coaches, interventionists, and teachers for research-based Reading and Math Interventions, Reading Mastery, and Corrective Reading interventions. (PreK, ES, MS) A consultant will be used as needed for each program.</p> <p>Provide training for principals, behavior coaches, school psychologists, school counselors, and teachers from a behavior specialist in the areas of <u>Positive Behavior Intervention Supports (PBIS)</u>. Training will be on-site and at Leadership <u>once per month</u>.</p> <p>KCWP 4:</p> <p>Each school will conduct Response to Intervention and Student Support team meetings every 6-8 weeks to monitor/analyze each student's academic, behavioral, and social-emotional progress. <i>(Classroom teachers, as well as EL teachers, special ed teachers, intervention teachers, and speech teachers, will take part in these meetings as they apply to their students)</i></p>			
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Alignment to Needs: Optional Goals

Through Phase Two: Needs Assessment for Districts, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the district 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”, districts 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?
English Learner Progress	Yes
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	Yes
Graduation Rate (high schools and districts only)	Yes

Priority Indicator Goals:

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

Priority Indicator #2: English Learner Progress

Three- to Five-Year Goal:

Please see chart below

Objective(s):

Please see chart below

Strategy:

Please see chart below

Activities:

Please see chart below

Progress Monitoring:

Please see chart below

Funding:

Please see chart below

Goal:

By 2029, the district will increase the attainment rate of our English Language Learner (ELL) students on the ACCESS test from 5.4% to 9.7%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By 2026, the district will increase the attainment rate of our English Language Learner (ELL) students on the ACCESS test from 5.4% to 7%</p>	<p>KCWP 6:</p> <p>Training for all non-EL certified teachers and EL teachers who are teaching ELs in the regular classroom.</p> <hr/> <p>KCWP 1:</p> <p>District monitoring to ensure WIDA ELD standards and framework are taught with fidelity.</p> <p>KCWP 2:</p> <p>Setting up systems and processes for effective planning, delivering, and monitoring of the EL program of services.</p> <p>KCWP 4:</p> <p>Effective monitoring of ELs, as well as those who have exited the program.</p> <hr/> <p>KCWP 2:</p> <p>Effective collaboration between EL teachers, regular education teachers, including classroom teachers, special ed teachers, and intervention teachers.</p>	<p>SIOP Training for all non-EL certified teachers, as well as newer EL teachers who are teaching ELs.</p> <p>Ongoing New EL teacher training throughout the year. Provided by the Director of Exceptional Children.</p> <p>Professional development focused on working with EL students in the district PD Academy each year.</p> <p>Each school will develop external stakeholder strategies to engage students, families, and the community to improve the culture and climate for EL students in schools.</p> <hr/> <p>The district will use the ELlevation Platform, giving EL teachers and administrators greater access to information and effective measurement, creating a higher level of accountability.</p> <hr/> <p>Small-group language groups will be conducted for students who score a 2 or less on the reading and writing domains on ACCESS.</p> <p>Site visits for our schools to schools with exemplary model EL programs- to address the needs of EL students and teachers who work with our students.</p> <p>EL teachers will attend RTI meetings at each of their schools to assist in addressing the reading needs of our EL students.</p> <p>English Learners (EL): For students learning English, the ILP focuses heavily on language proficiency goals and targeted instructional support</p>	<p>District-wide common end-of-unit assessments - end of each unit K-12.</p> <p>STAR Renaissance (Universal Screener and Diagnostics) Reading and Math Benchmark Data- 3 times per year -and progress monitored as needed per student</p> <p>District-wide common end-of-unit assessments - end of each unit K-12.</p> <p>ACCESS state testing for English Language Learners (ELL) students- Winter, once per year</p> <p>District family involvement data</p> <p>District disaggregated data will be analyzed for all sub-groups for all the above assessments.</p> <p>Kentucky Summative Assessment (KSA)- Spring each year</p>	<p>STAR CBM progress monitoring will be completed by teachers, intervention teachers, and coaches on students identified as at risk. This data will be used to monitor EL students in Tier 2 and 3 intervention groups.(K-6)</p> <p>Novice reduction will be monitored by the district team with the school leadership team, and teachers on the common embedded unit assessment disaggregated results – results will be <u>analyzed after each end of unit</u> common assessment (K-12)</p> <p>Progress on English language proficiency will be monitored by each school and at the district level for each of the four language proficiency domains (K-12). (ACCESS)</p>	<p>General Funds:</p> <p>CIPS PD Academy Speakers- 20,000</p> <p>Title III:</p> <p>ELL Trainer- 12,900</p> <p>SIOP Training- 18,000</p>

Priority Indicator #3: Quality of School Climate and Survey

Three- to Five-Year Goal:

Please see chart below.

Objective(s):

Please see chart below.

Strategy:

Please see chart below.

Activities:

Please see chart below.

Progress Monitoring:

Please see chart below.

Funding:

Please see chart below.

Goal:

By 2029, the district will increase the index score of our Quality of School Climate and Safety Survey by 5%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Continue to plan for immediate and long-term strategies to address school safety.</p> <p>Objective 2: Continue development of a robust MTSS framework, which will address <u>social, emotional, and behavioral success</u>.</p> <p>Objective 3: Reduce the number of exclusionary discipline incidents with a focus on disproportionality among student groups such as racial, gender, and exceptionality.</p> <p>Objective 4: Enhance trauma awareness throughout the school community</p> <p>Objective 5: Enhance staff well-being through intentional efforts at the district and school levels.</p>	<p>Continue to plan for immediate and long-term strategies to address school safety.</p> <p>All schools in the district will adopt an emergency plan in accordance with board policy. All administrators will discuss the emergency plan with all staff before the first instructional day. Local responders will be given a copy of the emergency plan each year.</p> <p>Each school will conduct all the necessary emergency drills as specified by KDE.</p> <p>Develop a systematic process in schools to monitor discipline incidents, with a focus on student groups such as racial, gender, and exceptionality.</p> <p>Build capacity in school leadership teams to create effective systems of intervention in their schools.</p> <p>Alignment of MTSS systems in all schools according to the CIPS</p>	<p>Provide School Security Officers for student and staff safety as is possible through our district budget to schools in our district.</p> <p>Provide a system (SAFE System for Education) for staff and student safety on our high school and middle school campus, where teachers can contact the front office and administrators directly from anywhere in the school using a device worn on their person for immediate assistance.</p> <p>Each school will disaggregate discipline data monthly with a focus on the use of exclusionary discipline across all student groups.</p> <p>Assess each school's implementation of Safe & Civil Schools' Foundations (School-Wide Positive Behavior Supports) processes and practices. Provide professional development and coaching to schools needing support.</p> <p>Continue to develop Tier 3 behavioral interventions using a variety of strategies such as FBAs and BIPs, and School-Based Mental Health Counseling.</p> <p>Train staff in trauma-informed & resiliency-oriented practices, including building staff resilience and wellness.</p>	<p>Analyze district behavioral data monthly and annually, especially in the area of in and out-of-school suspensions - disaggregate data by individual student-level characteristics</p> <p>Improvement in Safe & Civil Schools <i>Implementation Checklist</i></p> <p>Reduction of exclusionary discipline among all student groups. Reduction in disproportionate use of exclusionary discipline.</p> <p>Student Support Team members at each school will complete the <i>Trauma-Informed Schools Checklist</i>.</p> <p>Improvement in state-administered Impact Kentucky survey results and in school and department-level survey results.</p> <p>Program Participation and Completion Rates</p> <p>Mentor-Student Pairing Data</p> <p>Quality of School Climate and Safety Indicator Student Survey- completed with Kentucky Summative Assessments (KSA) each year. Mentorship Session Frequency and Attendance</p>	<p><u>Mid-year and end-of-year</u> in the Safe & Civil Schools <i>Implementation Checklist</i></p> <p>Each school and district will review behavior referral data and exclusionary discipline data <u>monthly</u> and set goals for reduction, in consultation with district staff</p> <p>Each school and district will review exclusionary discipline data across student groups <u>monthly</u> and set goals for the reduction of disproportionality, in consultation with district staff</p> <p>Schools will complete the Trauma-Informed Schools checklist at the beginning and middle of the school year and set goals for improvement.</p> <p>Upbeat Survey results- teacher survey</p> <p>Quality of School Climate and Safety Indicator Survey- completed by students with Kentucky Summative Assessments (KSA)- <u>annually - disaggregate data</u> by individual student-level characteristics</p>	<p>School Improvement Funds – School-based funds- - Behavior Management Training- 30,000</p> <p>General Fund- Employee Assistance Program - \$21,000 annually</p> <p>Upbeat Survey- 9,000</p> <p>School Security Officers- Each officer approx. 86,000</p> <p>SAFE System- 810,039.00 Capital Funds Request</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 6:</p> <p>Establishing Learning Culture and Environment.</p> <p>Create, nurture, and sustain a fair and caring learning community in which all students have optimal opportunities for academic success.</p>	<p>MTSS Guidance Document (in progress)</p> <hr/> <p>Enhancing trauma awareness throughout the school community by developing trauma-informed discipline policies</p> <p>Providing services and programs designed to reduce the negative impact of trauma, support critical learning, and foster a positive and safe school environment for every student.</p> <hr/> <p>Create a district and school staff wellbeing framework to support staff at all levels.</p> <p>Provide information for staff members on how they can find social-emotional support for themselves outside of the school environment.</p> <p>Develop ways to collect perceptions of work-related stress from staff members.</p> <hr/> <p>Conducting an assessment of the school climate (including but not limited to inclusiveness and respect for diversity)</p> <p>Ensuring that all students are known well by at least one adult in the school setting</p> <p>Each school will develop external stakeholder strategies to engage students, families, and the community to improve the culture and climate for students in schools.</p>	<p>Provide trauma impact and support services information to parents and community partners at family and community events.</p> <p>Remind staff to observe HWC-identified students using a trauma & resilience lens. Emphasize universal trauma-informed and resilience-building approaches. Staff are trained annually on Handle with Care.</p> <p>Provide families & students with resources and information about trauma & resilience. Host informational events to raise awareness across the entire community.</p> <hr/> <p>Share resources regarding staff well-being with schools via District Leadership meetings and Principal meetings, as well as individual school meetings.</p> <p>Provide Employee Assistance Program (outside provider) to provide direct therapeutic support to staff members at no cost to them</p> <p>Conduct semi-annual UpBeat staff surveys, similar to the Impact survey, to assess perceptions of work-related stress.</p> <hr/> <p>Mentorship programs where students are paired with staff mentors who check in regularly, help set academic and personal goals, and provide guidance.</p> <p>Implement staff advising pods to promote staff-student connection. Adopt a true MTSS model to connect universal activities.</p>	<p>Teacher retention surveys <u>are implemented annually</u> by the personnel department.</p> <p>District family involvement data</p> <p>Attendance and Completion Rates</p> <p>Tier 1:</p> <p>-Positive Behavior Interventions and Supports (PBIS): Use PBIS frameworks to promote and reinforce positive behaviors in all students.</p> <p>Tier 2:</p> <p>-Counseling Services: Provide access to school counselors or social workers who can work with students needing additional support.</p> <p>Tier 3:</p> <p>-Collaboration with External Mental Health Services: Partner with community mental health providers to facilitate access to specialized services for students in need.</p> <p>-Crisis Intervention Teams: Establish crisis response teams to support students experiencing acute trauma or emotional distress.</p>		

Priority Indicator #4: Postsecondary Readiness

Three- to Five-Year Goal:

Please see chart below.

Objective(s):

Please see chart below.

Strategy:

Please see chart below.

Activities:

Please see chart below.

Progress Monitoring:

Please see chart below.

Funding:

Please see chart below.

Goal:

By 2029, the district will increase its Postsecondary Readiness rate from 77.8% to 90%.

By 2029, the district will increase the percentage of students meeting college-ready benchmarks on SAT/KYOTE from 45% to 60%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By 2026, increase the postsecondary readiness rate from 77.8% to 81%.</p> <p>Objective 2: By 2026, increase the percentage of students meeting college-ready benchmarks from 45% to 50%.</p> <p>Objective 3: By September 2026, 100% of 6th through 12th-grade students will have an Individual Learning Plan (ILP)</p>	<p>Beginning in 6th grade, and updated yearly through 12th grade, each student shall have an Individual Learning Plan (ILP) to prepare students in grades 6 through 12 for success after high school.</p> <hr/> <p>Design and align academic systems where all students are prepared to successfully meet the academic requirements to be postsecondary-ready.</p> <p>Design and align academic systems in the career pathway programs, where all students are prepared to successfully meet career-ready requirements.</p> <p>Align Career Technical Education offerings to industry needs to ensure suitable pathways for students.</p> <p>Establish the learning culture and environment where students can explore their postsecondary career options for success after high school</p>	<p>Beginning in 6th grade, and developed through 12th grade, each student shall have an Individual Learning Plan (ILP) to prepare students in grades 6 through 12 for success after high school.</p> <p>Each student's ILP will have an overall focus on Career and College Readiness, goal setting, and establishing long-term career and life goals, financial planning: personalized academic planning.</p> <p>The ILP serves as a communication tool between students, parents, and school counselors to ensure everyone is working toward the same objectives.</p> <hr/> <p>Partner with the Southern Regional Education Board (SREB) to work with teachers, school leaders, and district leaders to strengthen CTE programming by providing coaching, professional learning, and hands-on</p>	<p>National Clearinghouse data on college enrollment and graduation.</p> <p>KDE data of employed graduates.</p> <p>Career and Technical Education (CTE) students will achieve Postsecondary Readiness by earning industry-recognized credentials that provide a "seamless transition" into the workforce or higher education</p> <p>Increase the number of students meeting the SAT Benchmark and KYOTE Benchmark scores</p> <p>AP, IB, SAT Benchmark, and KYOTE Benchmarks will be monitored for all students at each grade level up to graduation</p> <p>Additional benchmarking opportunities will be created to increase benchmark totals.</p> <p>Successful academic dual credit completion will increase for each class upon graduation.</p>	<p>CTE classroom walkthrough data to monitor rigor and relevance in the CTE classroom</p> <p>Assessment analysis to monitor the rigor and relevance of assessments and performance tasks in CTE</p> <p>Common end-of-unit assessment results will be monitored during the year by teacher PLCs, coaches, and school leaders, and district-level leaders on an <u>ongoing basis each year after each assessment</u>.</p> <p>District benchmark assessments (STAR) will be <u>monitored in November, February, and April each year</u>. Results will be analyzed by teachers, coaches, school leaders, and district-level leaders. The next steps will be developed by school teams. District leadership will analyze and provide support <u>after each benchmark</u>, where needed, determined by the data.</p> <p>SAT practice will be provided for students through Mastery Prep. Data</p>	<p>SREB - \$23,000 out of HHS Title funds, Perkins funds, and DW Title funds</p> <p>CTE state funding- 187,722</p> <p>Board PD CTE Funding- 86,129</p> <p>Perkins funding- 104,049</p> <p>Board PD- Dual Credit- Bluegrass and Gateway- 89,697 AP and IB- 86,129 Young Scholars Academy- NKU- 91,600</p> <p>Local Area Vocation Education Centers grant plus 10% match- 5.4M</p> <p>Board PD- Dual Credit- Bluegrass and Gateway- 89,697 AP and IB- 86,129 Young Scholars Academy- NKU- 102,697</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>Increase work-based mentoring programs for students to provide real-life experiences in a student's career pathway</p> <hr/> <p>Review, analyze, and apply data results to improve the number of students who meet the career-ready benchmark.</p> <p>Review, analyze, and apply data results to improve the number of students who meet the college-ready benchmark.</p>	<p>support to improve instructional practices and student outcomes.</p> <p>HHS CTE Leadership Team will provide professional learning and support to CTE teachers through job-embedded learning and coaching in the classroom. (led by SREB coaching and action plans)</p> <hr/> <p>Ensure a focus on aligning pathways to Kentucky's workforce needs and provide targeted supports to increase student completion and certification success.</p> <p>District and school leadership need to work with regional programs, 2- and 4-year colleges, and other local districts to ensure that the most appropriate options are offered to our students to achieve career readiness.</p> <p>In all career pathway programs, teachers need to review and embed the appropriate end-of-program assessment standards and requirements for industry certificates as they plan and deliver instruction to their students.</p> <p>In all career pathway programs, school leadership, program advisory teams, and teachers need to provide opportunities for students to experience real-life experiences related to their career pathway. Create a referral system with administrators and staff to place students in these programs.</p> <p>District and school leadership teams need to explore the best option for each student in terms of completing career-ready dual credit options.</p> <hr/> <p>In high school PLC's, teachers need to actively review and embed the SAT standards for English, Math, and Reading in all their high school core academic courses.</p> <p>School leadership at the high school level needs to identify and provide students with the opportunities to meet the Academic Ready</p>	<p>Increase the number of options students have access to become career-ready.</p> <p>Increase the number of students getting a grade of "C" or higher in dual credit career-related courses.</p> <p>Increase in the number of students who meet the career-ready requirements.</p> <p>Increase the number of field trips and increase the number of classroom presentations by professionals</p> <p>Upgrades to the Chapman Building to provide a state-of-the-art experience for our Career and Technical Education students.</p>	<p>will be <u>monitored, analyzed, and the next steps created for struggling students on a regular basis all year</u>.</p> <p>Edgenuity data will be monitored and analyzed <u>daily</u> by virtual teachers for all virtual academy students.</p> <p>The leadership team <u>meets monthly</u> and review watch list of students performing below academic readiness and creates strategies to address individual student needs.</p> <p>The leadership team <u>meets monthly</u> and reviews interventions for students not meeting academic readiness.</p> <p>The leadership team will <u>meet monthly</u> with academic coaches to review the academic progress of students taking dual credit classes and discuss necessary interventions</p> <p>Monitor the <u>watch list monthly</u> of students who are working to be career-ready but are not meeting the requirements identified by the leadership team.</p> <p>The leadership team will meet monthly with CTE coaches to review the academic progress of students taking dual credit classes and discuss necessary interventions.</p>	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Benchmarks <i>multiple times</i> during the student's high school career.</p> <p>Provide students support to prepare them to take the SAT at our high school. Students will use Mastery Prep throughout the year to prepare for the SAT in the Spring of each year.</p> <p>Create and monitor a watch list for students performing below academic and career-ready standards</p> <p>School leadership teams need to explore the best option for each student in terms of completing academic dual credit options when appropriate</p> <p>High school students will take field trips to explore career fields in the Northern Kentucky area.</p>			

Priority Indicator #5: Graduation Rate

Three- to Five-Year Goal:

Please see chart below.

Objective(s):

Please see chart below.

Strategy:

Please see chart below.

Activities:

Please see chart below.

Progress Monitoring:

Please see chart below.

Funding:

Please see chart below.

Goal:

By 2029, the district will increase its 4-year graduation rate from 90% to 95%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1:</p> <p>By 2026, increase the 4-year graduation rate from 90% to 92%.</p>	<p>District and school leadership will target students quarterly at all high school grade levels to monitor students who are falling behind academically.</p> <p>District and school leadership will review all high school grade levels by subpopulations to monitor students who are falling behind academically.</p> <p>Design and align academic systems in the career pathway programs, where all students are prepared to successfully meet the career-ready requirements.</p> <p>Align Career Technical Education offerings to industry needs to ensure suitable pathways for students.</p> <p>Establish a learning culture and environment where students can explore their postsecondary career options for success after high school</p> <p>Increase work-based mentoring programs for students to provide real-life experiences in a student's career pathway</p>	<p>District leadership will require school leadership to report the number of students who are falling behind at each grade level quarterly, and then a plan to address the problem.</p> <p>District leadership will request quarterly failure data by sub-population (specifically EL students and special education students) and ask for a specific plan to address these groups if there is a problem with numbers.</p> <p>Tier 2 interventions will be put in place for students who are not at mastery of specific standards.</p> <p>District and school leadership teams need to explore the best option for each individual student in terms of successfully completing career-ready dual credit options.</p> <p>In all career pathway programs, teachers need to review and embed the appropriate end-of-program assessment standards and requirements for industry certificates as they plan and deliver instruction to their students.</p> <p>In all career pathway programs, school leadership, program advisory teams, and teachers need to provide opportunities for students to experience real-life experiences related to their career pathway. Create a referral system with administrators and staff to place students in these programs.</p> <p>Upgrades to the Chapman Building in order to provide a state-of-the-art experience for our Career and Technical Education students.</p>	<p>Quarterly decrease in the failure rate.</p> <p>Increase the number of students meeting the SAT Benchmark and KYOTE Benchmark scores</p> <p>AP, IB, SAT Benchmark, and KYOTE Benchmarks will be monitored for all students at each grade level up to graduation</p> <p>Additional benchmarking opportunities will be created to increase benchmark totals.</p> <p>Successful academic dual credit completion will increase for each class upon graduation.</p> <p>Increase the number of options students have access to become career-ready.</p> <p>Increase in the number of students who meet the career-ready requirements.</p> <p>Increase the number of field trips and increase the number of classroom presentations by professionals</p>	<p>District and school leadership will meet to discuss failure lists and interventions that will help students be successful.</p> <p>District and school leadership will meet to discuss the failure list of special ED and EL students and discuss the necessary interventions that are being provided to help the students be successful.</p> <p>The leadership team <u>meets monthly</u>, reviews a watch list of students performing below academic readiness, and creates strategies to address individual student needs.</p>	<p>HHS Title I and HHS ESS: Summer School - Credit Recovery- 30,000</p> <p>CTE state funding- 187,722</p> <p>Board PD CTE Funding- 86,129</p> <p>Perkins funding- 86,647</p> <p>Board PD- Dual Credit- Bluegrass and Gateway- 89,697 AP and IB- 86,129 Young Scholars Academy- NKU- 91,600</p> <p>Local Area Vocation Education Centers grant plus 10% match- 5.4M</p>