

# FORT THOMAS

## INDEPENDENT SCHOOLS

### FTIS 2026-2027 Areas of Emphasis

#### **Enhance FTIS status as a Destination District for teachers, staff and families**

- Collaborate with the Board of Education, school stakeholder teams, building and district leadership teams, the Fort Thomas Education Foundation, and other stakeholders to plan and begin initiation of the next impactful facility projects to address needs in the District Facility Plan. Enhancements to Career Technical Education Professional Pathways, HMS Cafeteria Expansion, HMS Plaza needs, accessibility in the HHS South Building, and development of a stadium project to enhance full community use and student opportunity will be the priority.
- Faculty and staff engagement: continue progress toward making the FTIS salary schedule a leader in Northern Kentucky, review athletic extra-curricular schedule for competitiveness, continue to enhance job embedded/personalized PD. Continue purposeful communication with FTEA and conducting of "exit interviews."
- Review opportunities to expand student involvement in new extracurricular programming including newly sanctioned KHSAA sports. Build partnerships with youth leagues to offer student opportunities at all ages.
- Continue IMPACT formative survey for faculty, annual parent surveys, exit interviews and consider opportunities to connect with alumni panels. Establish appropriate next steps for the areas of greatest opportunity.
- Continue to develop a leadership pipeline identifying future leaders and developing personal leadership growth. Seek additional opportunities to identify efficiencies while providing support for teachers and students (i.e. new AP at HHS).
- Facilitate board and district leadership retreats for development of 2026-2027 Areas of Emphasis, review district dashboard, development of school and district continuous improvement plans.
- Intentional focus on improving student attendance rates (above 97% for the school year).
- Expand public relations efforts through: Traditions, seek and publicize national, state, and regional recognition, mentor and engage student interns, expand digital storytelling utilizing student productions, maximize capacity of website. Seek opportunities to share success with internal and external stakeholders in multiple ways. Potentially solicit participation in "local accountability" conversations from those without direct connection to our schools (i.e. QR sign-up in Traditions to participate in strategic plan revision process.).
- Strengthen responsiveness to work orders by increasing communication and prioritization within the adopted work order system. Consider automations to improve system efficiency including use of AI, as appropriate, for administrative needs.
- Enact 5 year technology plan: Enact purposeful approach drafted by the technology team to ensure refresh of infrastructure, identify efficiencies, and provide rich instructional support.
- Evaluate and enhance newly created district-wide custodial and maintenance supports created to augment the partnership with cleaning service. Ensure facilities are fully supported while meeting the regular needs of an active community at all facility sites.
- The Graduate Journey - District emphasis on how the Mission/Vision, FT Graduate, Strategic Plan, and school improvement all intersect for even greater alignment. Engage faculty in "Alumni" talks at opening day program.
- Continue to review budget forecasts to provide resources necessary for growing student opportunities and attracting/retaining staff.
- Review and revise changes to the FTIS new hire onboarding and support processes to ensure

alignment with district initiatives and employee success/expectations. Share building level new teacher mentor program successes and ensure support across schools with similar outcomes. Ensure alignment of expectations with current faculty and staff.

- Identify opportunities to ensure FTIS is on the cutting edge of student opportunities through exposure to programming outside of the district (regional, state, national initiatives, school visits, etc.). Seek opportunities to integrate the search for best practices into curriculum alignment work.

### **Strategic Plan**

- Reassemble stakeholder teams to review the 2022-2027 strategic plan process and outcomes and develop a revised five year plan to be approved in May of 2027. Position the strategic plan/strategic focus revision clearly as our continued opportunity to refine our "local accountability" model.
- Support Leadership and Implementation Team chairpersons in the identification of focus activities for the 2026-2027 school year. Ensure there is alignment between identified district goals and development of school improvement plans. Use these focus activities to prioritize district-wide use of time and resources.
- Continue to align and iterate monthly at district leadership meetings and school level faculty meetings.
- Review team reflections from year one Defense of Learning implementation at 5th and 8th grades and support refinement as necessary. Implement a pilot approach for 12th grade in the 2026-2027 school year.
- Expand use of the "National Clearinghouse" trends to determine successful transition of FTIS graduates.
- Build upon YouScience implementation steps taken at HMS and HHS to create intentional opportunities for student reflection on personal aptitudes and interests. Identify strategies to "know and own" student success and engagement as it relates to academic growth, college and career aspirations, and involvement beyond the classroom.
- Review policy recommendations resulting from legislative change; advise, develop consensus, communicate with stakeholders and implement as appropriate in FTIS.
- Incorporate career cluster outlines into the HS course catalogue to assist in counseling and decision making. Opportunities to recommend course of study, opportunities for work based learning, community connections, and extracurricular involvement. Ensure elementary and middle experience provides early exposure to career pathways and opportunities.

### **Instructional Focus**

- Support district-wide focus on high impact instructional practices through New Arts and Science of Teaching framework. Intentional focus on personalized learning and transfer of learning into applied, real-world learning experiences (i.e. performance events, demonstrations of learning, PBL, service learning). Understanding is demonstrated through an emphasis on students creating, performing, and designing.
- Intentional practice and clear expectations for feedback throughout the year. Instructional focus "kicked off" with a workshop led by Rick Wormeli whose points of emphasis will be cultivating creativity, innovative/effective instructional design, student engagement and agency and balanced use of technology through clear focus on learning over task completion. Revisit with virtual workshops throughout the 26-27 school year.
- Initiate K-12 program alignment for Science with continued work to align K-12 counseling services.
- Stage 2 program alignment WL, CTE, Humanities, Health/PE Stage 3 math curriculum and resource adoption implementation. Evaluate impact and work towards common assessments.
- Evaluate implementation of Multi-tiered Systems of Support (MTSS): focus on individual student growth, school teams, refinement of opportunities for student intervention, particularly at the secondary level. Celebrate success and ensure it is a vital part of the district culture of care and support.

- Support and expand steps taken by P-12 Special Education cadre to align professional learning, development of student programming and supports, and monitor goal development and progress. Provide time and resources to support the team as a district-wide PLC. Provide training as appropriate to ensure all regular education faculty and staff are prepared to provide inclusive instruction and meet the needs of all learners. Identify targets and celebrate transition success for all learners. Build capacity and celebrate the impact of peer tutoring programs.
- Provide clarity regarding the role of technology in the development of the Fort Thomas Graduate. Engage multiple stakeholders to consider practices, policy, and communication. Classroom observations and shared practices should support use of technology to create, perform, design, collaborate, and connect beyond the classroom. Conduct purposeful schoolwide conversations about the role of technology in addition to providing exposure and instruction for emerging technologies.
- Continue to identify necessary steps for supporting student successful demonstration of meeting benchmark standards as identified on the SAT (changed by KDE in July 2025). Review curricular alignment, vertical identification of needed intervention and instructional change, teacher and community education, etc.
- Seek opportunities to expand Work Based Learning for students interested in internships, co-ops, practicums, shadowing, etc. to develop a greater understanding of career options.
- One stop shop for curriculum, instructional materials and syllabi in a prominent location on the new website.
- Rigor: scheduling patterns, intentional use of time based on evaluation of identified success criteria. Celebrate and enhance the work done to create professional learning communities within our schools who have intentional focus on curriculum, assessment, and instruction guided solely by the goal to improve student achievement through adult learning and collaboration.

### **Expand FTIS Partnerships and Voice**

- Explore the feasibility and potential impact of identifying a Scholarship Granting Organization, as defined by new legislation, to support FTIS.
- Celebrate the exceptionally high percentage of satisfaction indicated by positive responses on the Family Engagement Survey. Consider school based and district-wide themes that provide specific opportunities to continue improvement. Re-administer the survey to families on an annual basis. Work with Positive and Engaged LIT to consider action steps as appropriate.
- Continue meaningful collaboration with the Executive Director of FTEF and vision for the next phase of partnership.
- Combined meetings between the Board of Education and key community stakeholder groups which may include: City Council, Fort Thomas Education Foundation, and Site Based Councils for each school to identify partnership opportunities and promote alignment.
- Seek opportunities for next-level city partnerships to enhance student opportunities (programming, facilities, etc.).
- Baseline data indicating number of graduates experiencing co-op, experienceship, shadowing and/or internship opportunities, and consider opportunities to expand through consideration of "experienceship" menu. Foster opportunities to build partnerships with families to enhance engagement and identify student career exploration opportunities.
- Continue to identify efficiencies and expand student opportunities by building upon partnerships with local districts (i.e. EL use of staff, professional learning, special education) and greater connection with NKCES.
- Collaborate with other regional partners to advocate for our needs in the 2027 General Assembly session. Ensure a unified voice in advocacy for public education with awareness of statewide conversations that may be in conflict with future support of local needs.