



2020-21 Phase One: Continuous Improvement Diagnostic for Districts FTIS

2020-21 Phase One: Continuous Improvement Diagnostic for Districts

Fort Thomas Independent
Karen Denise Cheser
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Fort Thomas, Kentucky, 41075
United States of America

Table of Contents

<u>2020-21 Phase One: Continuous Improvement Diagnostic for Districts</u>	3
---	---

2020-21 Phase One: Continuous Improvement Diagnostic for Districts

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

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the district's 2020-21 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Districts

Phase Two: October 1 - November 1

- The Needs Assessment for Districts
- District Assurances
- District Safety Report

Phase Three: November 1 - January 1

- Comprehensive District Improvement Plan
- Executive Summary for Districts
- The Superintendent Gap Assurance
- Professional Development Plan for Districts

Phase Four: January 1 - December 31

- Continuation of Learning Plan for Districts (Due May 1)
- Progress Monitoring

As superintendent of the district, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.
Bill Bradford, 11-09-20



2020-21 Phase Two: The Needs Assessment for Districts FTIS

2020-21 Phase Two: The Needs Assessment for Districts

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Table of Contents

2020-21 Phase Two: The Needs Assessment for Districts	3
Understanding Continuous Improvement: The Needs Assessment	4
Protocol	5
Current State	6
Priorities/Concerns	7
Trends	8
Potential Source of Problem	9
Strengths/Leverages	10

2020-21 Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It 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).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the district as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** districts to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for districts, each district 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

. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of district leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

The Fort Thomas Independent Schools continuously reviews, analyzes, and applies data results. School and district leadership team members collaborate to examine student achievement data as new data becomes available throughout the academic school year, as well as when school is not in session to consider academic trends in data. Furthermore, our board of education, SBDM Councils, and community-at-large are engaged in our review of data results through presentations and share-outs of data at local board and school-based council meetings, as well as in preparing public media releases of student achievement data that highlight assessment results from our various methods of verifying student growth and mastery of standards. Specifically, school and district administrators convene monthly for leadership development sessions, which includes the ongoing review and analysis of data results. These meetings also provide for regular opportunities to validate the application of data results in current instructional practice at our schools.

Current State

. Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the district saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2018-19.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

76.8% P/D in Reading at the elementary school level in KPREP 80.3% P/D in Reading at the middle school level in KPREP 77.4% P/D in Reading at the high school level on ACT 72.9% P/D in Math at the elementary school level in KPREP 80.0% P/D in Math at the middle school level in KPREP 72.2% P/D in Math at the high school level on ACT 82.9 Transition Rate at the high school level, as measured by the state accountability system 95.9% 4-year graduation rate 99.2% 5-year adjusted cohort graduation rate

Priorities/Concerns

. Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

5.9% of elementary school level students scored P/D in Social Studies 7.5% of middle school level students scored Novice in Writing 4.7% of high school level students scored Novice in Writing 95.9% 4-year adjusted cohort graduation rate

Trends

. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

4-year adjusted cohort graduation rate students with disabilities scoring at the P/D level in Reading and Math at the elementary, middle, and high school levels % of P/D students in Social Studies at the elementary school level % of P/D students in Writing at the middle school level

Potential Source of Problem

. Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to 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](#)

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

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

The Fort Thomas Independent Schools will focus attention on ensuring that a system or process is in place to ensure appropriate academic interventions are taking place to meet the needs of all students. Additionally, the district will continue to commit to the monitoring and evaluation of data to ensure high levels of teacher effectiveness and student learning.

Strengths/Leverages

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

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

An increase in % of P/D students in Reading at the elementary school level. An increase in % of P/D students in Reading at the middle school level. An increase in % of P/D students in Math at the elementary school level. An increase in % of P/D students in Math at the middle school level.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: District Assurances FTIS

2020-21 Phase Two: District Assurances

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Table of Contents

2020-21 Phase Two: District Assurances	3
Introduction	4
District Assurances	5

2020-21 Phase Two: District Assurances

Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read the assurance and indicate whether your district is in compliance 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.

District Assurances

1. The district hereby ensures that the FY 2020-2021 District Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

Yes

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: District School Safety Report FTIS

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Table of Contents

2020-21 Phase Two: District School Safety Report	3
District School Safety Report	4
Questions Related to the Adoption and Implementation of the Emergency Plan	5

2020-21 Phase Two: District School Safety Report

District 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.

Finally, pursuant to KRS 158.162, local Superintendents must submit verification to the Kentucky Department of Education that all schools are in compliance by November 1 each year. This diagnostic is the means by which this reporting requirement is fulfilled.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the local board adopted a policy requiring the school council or, if none exists, the principal in each school to adopt and implement an emergency plan as required by KRS 158.162?

Please reference the appropriate board policy number(s) and/or title(s) in the comment box.

Yes

2. Has each school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

3. Has each school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

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

Yes

4. Has each school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

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

Yes

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

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

Yes

6. Was each 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)?

Please provide the most recent date of review/revision of the emergency plan for each school in the district in the comment box. If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box. .

Yes

7. Did each 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 date each school in the district completed this discussion in the comment box. If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

8. During the first 30 instructional days of the current school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

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

Yes

9. During the month of January during the prior school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake

drill, and one lockdown drill as required by KRS 158.162(5)?

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

Yes

10. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

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

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-2021 Phase Three: Comprehensive District Improvement Plan FTIS

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Table of Contents

2020-21 Phase Three: Comprehensive District Improvement Plan	3
Attachment Summary	5

2020-21 Phase Three: Comprehensive District Improvement Plan

District improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

Goal: Long-term three to five-year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

Objective: Short-term target to be attained by the end of the current academic year. 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 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 (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

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](#)

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

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

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate

of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

. a. Develop your Strategic Goals using the [Comprehensive District Improvement Plan Template](#).

b. **Upload** your completed Comprehensive District Improvement Plan in the attachment area below.

You may enter an optional narrative about your Comprehensive District Improvement Plan below. If you do not have an optional narrative, enter N/A.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CDIP FTIS 2020-2021	Comprehensive District Improvement Plan for Fort Thomas Independent Schools (2020-2021)	•



2020-21 Phase Three: Executive Summary for Districts FTIS

2020-21 Phase Three: Executive Summary for Districts

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Table of Contents

<u>2020-21 Phase Three: Executive Summary for Districts</u>	3
---	---

2020-21 Phase Three: Executive Summary for Districts

. Describe the district's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the district serves?

The Fort Thomas Independent Public Schools is located in the Northern Kentucky metropolitan area. The city of Fort Thomas is the largest in Campbell County and our school district enrolls nearly 3,350 students in preschool through twelfth grade. The district includes our marquee school, Highlands High School, as well as Highlands Middle School, Johnson Elementary School, Moyer Elementary School, and Woodfill Elementary School. Four of the five schools in the district have been named a National Blue Ribbon School of Excellence. The Fort Thomas Independent Schools value rigorous curriculum standards, exceptional parent involvement, community support, and excellence in extracurricular activities. An abundance of accolades have been given to the Fort Thomas Independent Schools. Most notably, Forbes.com named our district as one of the top 25 public schools in the country. Highlands High School was named one of "America's Best High Schools" by the U.S. News & World Report "America's Best High Schools" report, receiving a Gold Medal designation. In addition, Cincy Magazine named Highlands High School the #1 school in Northern Kentucky, based on state rankings, ACT scores, and extracurricular accolades. Recently, Niche.com rated the Fort Thomas Independent Schools as the #1 "Best School District in Kentucky". We are dedicated to the mindset of, "Yes, and..." meaning that we strive to maintain this high level of accomplishment, all while challenging ourselves to further new efforts that will provide our students with even more rich and relevant learning experiences.

. Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the district embodies its purpose through its program offerings and expectations for students.

After a commitment to comprehensive research and development, the Fort Thomas Independent Schools instituted a Portrait of a Graduate, which includes five (5) core competencies: Courageous Leader, Creative Problem Solver, Curious and Critical Thinker, Empathetic Collaborator, and Global Communicator. These competencies are our goals for what we want for students to know, do, and be like as they transition throughout our system, as well as in moving towards college, career, and life. The Fort Thomas Independent Schools is complimenting this work with other structures, some of which include the Resiliency Poll, book studies and leadership academies for administrators, district-wide professional learning, a crowd-sourcing

initiative to garner input and support on improvement efforts, and the implementation of instructional blueprints. Furthermore, we have opened Launch, our professional studies learning center, where high school students explore career pathways, work on advanced academic coursework, engage in real problem based learning projects, and collaborate with industry mentors. This new space in Fort Thomas also offers a district-wide Makerspace, a student pop-up shop, and serves as a convening center for teacher and administrator trainings. The mission of the Fort Thomas Independent Schools is as follows: Rich in tradition and focused on the future, the Fort Thomas Independent School District provides engaging and challenging learning experiences which foster creativity, curiosity and innovation, while inspiring all students to pursue lifelong learning and become productive members of the global community. The vision of the Fort Thomas Independent Schools is as follows: Our students engage in a variety of experiences that foster creativity and curiosity, demonstrating the skills and dispositions needed to solve real-world problems and to become caring and productive members of the global community. Our teachers exhibit a student-centered passion for teaching and a deep understanding of content, utilizing research-based strategies to challenge and meet the needs of all learners. Our support staff plays a crucial role in student achievement, contributing to all aspects of the educational process. Our leadership maintains high expectations, works collaboratively with all stakeholders, focuses on a shared mission and demonstrates a commitment to individual student growth and achievement. Our parents are an important resource in their child's education, serving as essential participants in a partnership of mutual respect. Our community, as a valued partner, reciprocates our desire to develop a highly-skilled workforce that demonstrates civic pride, global citizenship and service to others. Our instruction focuses on individual student growth toward mastery of college and career readiness standards and instills a passion for lifelong learning. Our technology is utilized by teachers and students in transformative ways to enhance student achievement and to make real-world global connections. Our District's culture welcomes all stakeholders and allows students to feel safe, encouraged, nurtured and challenged to achieve at high levels.

. Describe the district's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the district is striving to achieve in the next three years.

The Fort Thomas Independent Schools have demonstrated significant increases in academic proficiency in the areas of reading and math. Furthermore, across all levels of schools, academic achievement levels in science and social studies continue to be notable achievements. An identified area of improvement is in writing achievement. In particular, we are striving to increase the combined rate of

proficient and distinguished students in this area, as well as reducing the total percentage of students performing at the novice level. Additionally, the Fort Thomas Independent Schools is committed to closing the achievement gap that persists between student demographic groups and, specifically, between all students and those with disabilities (IEP). Our district aims to close achievement gaps between all groups of students. Also, we are striving to achieve higher levels of academic proficiency in writing. In addition, the Fort Thomas Independent Schools is focusing on increasing the 4-year cohort graduation rate and increasing the rate of students who are transition ready, as measured by the state accountability system.

. **Districts Supporting CSI/TSI (including ATSI) Schools Only:** Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

N/A

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

The Fort Thomas Independent Schools is committed to addressing workplace conditions so that we continue to be a destination for the finest faculty to work and for all students to learn at the highest levels. In addition, we have instituted a 3-year Inclusive Excellence Strategic Plan to address comprehensive improvement priorities related to diversity, equity, and inclusion.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 The Superintendent Gap Assurance FTIS

2020-21 Phase Three: The Superintendent Gap Assurance

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Table of Contents

<u>2020-21 Phase Three: The Superintendent Gap Assurance</u>	3
--	---

2020-21 Phase Three: The Superintendent Gap Assurance

This district-level report fulfills KRS 158.649(9), which requires superintendents to report to the Commissioner of Education any school within the district that fails to meet its targets to reduce the gap in student achievement for any student group for two consecutive years.

. As superintendent of the district, I hereby certify either:

- **No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years; or.**

- Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.



2020-21 Phase Three: Professional Development Plan for Districts FTIS

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Table of Contents

<u>2020-21 Phase Three: Professional Development Plan for Districts</u>	3
---	---

2020-21 Phase Three: Professional Development Plan for Districts

The purpose of this diagnostic is to support the district in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the district's mission?

The mission of the Fort Thomas Independent Schools is as follows: Rich in tradition and focused on the future, the Fort Thomas Independent School District provides engaging and challenging learning experiences which foster creativity, curiosity and innovation, while inspiring all students to pursue lifelong learning and become productive members of the global community.

2. The needs assessment provides the framework for **all** districts to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies, and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the district's **top two priorities** for professional development that support continuous improvement?

Diversity, Equity, and Inclusion Blended Learning Models

3. How do the identified **top two priorities** for professional development relate to district goals?

Diversity, equity, and inclusion will support the district's achievement gap and growth goals, in particular. Blended learning models will support the district's proficiency, achievement gap, growth, and workplace conditions goals.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Specific objectives for the professional development aligned to diversity, equity, and inclusion are to provide additional teacher and staff training in inclusive excellence, trauma-informed care, and youth mental health.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The Fort Thomas Independent Schools intends to promote equity and inclusion in all schools and within the community, as well as prepare culturally competent and multi-ethnically aware students, faculty, and staff.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Student, parent, and community validation; increased student achievement in marginalized subgroups.

4d. Who is the targeted audience for the professional development?

Teachers, staff, administrators, counselors

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students, teachers, principals, district leaders, counselors, parents, community members, staff.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

professional consultation, professional development funding, stakeholder involvement

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

professional consultation, Inclusive Excellence Guiding Coalition, training and follow-up

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Leadership review, participant feedback surveys

5a. For the second priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Specific objectives for the professional development related to blended learning models are to increase teacher effectiveness in promoting student achievement and increasing personalized learning opportunities through differentiation.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Increased student achievement levels and academic engagement.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Increased student academic performance on formative and summative assessment measures; student engagement.

5d. Who is the targeted audience for the professional development?

Teachers, administrators.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Teachers, principals, district leaders, digital learning coaches.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Professional Development Plan allocation of minimum hours for learning opportunities.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Digital learning coaches, Assistant Principals in coaching roles, and increased opportunities for professional development.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

CDIP goal for workplace conditions will assist in monitoring implementation; also, classroom walk-through data to evaluate student engagement. In addition, regular data analysis of student academic performance.

6. Optional Extension: If your district has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Attachment Summary

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