



2023-2024 Phase One: Continuous Improvement Diagnostic for
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2023-2024 Phase One: Continuous Improvement Diagnostic for Districts

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

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2023-2024 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 2023-24 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Districts
- Executive Summary for Districts

Phase Two: October 1 - November 1

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

Phase Three: November 1 - January 1

- Comprehensive District Improvement Plan
- The Superintendent Gap Assurance

Phase Four: January 1 - December 31

- Non-Traditional Instruction Continuation of Learning Plan for Districts (Due May 1)
- English Learner Plan for Districts (Lau Plan) (Due May 1)
- Professional Development Plan for Districts (Due May 1)
- Progress Monitoring

As superintendent of the district, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive district improvement plan is developed by the district with input from parents, faculty, staff, and where applicable, representatives of school councils from each school in the district, and other appropriate groups pursuant to ESSA Section 1112(a)(1)(A).

Please enter your name and date below to certify.

Dr. Henry Webb, Superintendent 09/11/23



2023-2024 Phase One: Executive Summary for
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2023-2024 Phase One: Executive Summary for Districts

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

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2023-2024 Phase One: Executive Summary for Districts

Description of the District

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

The Kenton County School District (KCS D) is located in Northern Kentucky and are among the largest school districts in the Commonwealth serving over 14,000 students in state-of-the-art facilities, including 10 elementary schools serving grades P-5; 1 P-8 school, 3 middle schools serving grades 6-8; 3 high schools serving grades 9-12, and 1 career institute serving grades 9-12. Located at the Northern portion of the state, the district encompasses a geographic area of approximately 164 square miles. As the 6th largest school district in Kentucky, Kenton County School District is among one of the largest employers annually in Northern Kentucky. The Kenton County School District (KCS D) employs 2362 employees; 966 of which are certified faculty and 715 classified staff along with our valued coaches, club sponsors, and substitutes. Of the District's core academic teachers, 100% are highly qualified under the guidelines of No Child Left Behind, 31 teachers are National Board certified and the average years of experience among our certified staff members is currently 13.3. Kenton County has nearly 169,000 residents making up roughly 3.8% of the state's total population. The population of the county earns a median income of \$77,099 with 10.4% of the residents living below the poverty level and 91.5% of residents having attained a high school diploma or higher. The countywide employment rate is 67.1% with 3,160 total employers, which are primarily health/human services, manufacturing and retail trade. The community population is primarily white (non-Hispanic) at 85.17% with the next largest minority group identified as multi-racial making up 6% of the total population. The median age of residents is 38.0 years old with 23.9% of the population at school age or younger. The district is home to students with 46 different home languages. Of those 46 varying languages, the EL population is made up of the following demographics: 57.5% are Hispanic, 16% are African American, 15.5% are Asian, 8% are white, 1.5% are two or more races, 1.2% are Native Hawaiian or Other Pacific Islander, and .21% are American Indian or Alaskan Native. The free and reduced lunch population is 45.05% (2022-2023 school year). Seventeen (17) schools have a free and reduced population over 20%. Food Services has expanded the community eligibility provision (CEP) to nine district schools serving no cost breakfast and no cost lunch to students at half of the district schools. Approximately 10,690 meals are served each school day to students. 100% of classrooms provide internet connection and WiFi access. This is our first full year of 1:1 implementation with all students. The Kenton County Transportation Department operates over 90 routes on a daily basis, with our buses traveling over 1.95 million miles each year to service the students within our district. The addition of new air-conditioned buses highlights a commitment to upgrading and maintaining a high quality fleet. We focus on continued growth and excellence, as in the Kenton County School District, Team Kenton is about ALL kids. We provide high quality instruction and equity for all

through our MTSS model. Our expectation is that all students reach their maximum learning potential and 100% of our students are Transition Ready not only when transitioning to adulthood, but as each student transition from each grade level.

District Stakeholders

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

The Kenton County School District (KCS D) reaches out to a variety of stakeholders to ensure stakeholder involvement and engagement in the improvement planning process. Departments, such as our District Leadership Cabinet, Behavior Support, Special Education, Academic Support, Board Members, Community Stakeholders, and of course, our schools are involved with the improvement planning process.

Our District Leadership Cabinet is composed of our Superintendent, Chief Academic Officer, Chief Operations Officer, six Assistant Superintendents, and one Executive Directors. The KCS D District Leadership Cabinet regularly reviews data sets through the Community Based Accountability System (CBAS). This is our third year of implementation of CBAS. This system is composed of six Pillars, which are: Student Learning and Progress; Student Readiness; Student, Family, and Community Engagement; World Class Staff; Fiscal and Operational Systems; and Safety and Well- Being. The review of data sets around the Pillars takes place monthly. This is a forward facing approach that supports the current work taking place in our district action plan. We signal with stakeholders quarterly to determine the following: to maintain, to maintain but consider a change, minor change(s) needed, and major change(s) needed. Each pillar action team has stakeholder members composed of the following: District Leadership team members such as Board of Education members, Chief Academic and Chief Operations Officers, Assistant Superintendents, School Level Administration, and Teachers. In addition parents and community partners are members of CBAS action teams.

The KCS D Academic Support Team has a significant role in planning for district and school improvement. The Academic Support Team meets twice per month to regularly review a variety of data sets in relation to each of our seventeen schools. This takes place with district level administrators and academic program consultants, comprising the Academic Support Team. With analyzing data and planning for improvement the cultural practices of schools are taken into consideration as well as data sets from state summative data, diagnostic data, common summative and formative data, and SEB (Social, Emotional and Behavior) data. Each school has an action plan with defined areas of focus, goals that are specific in nature to that school and have been developed based upon data trends the school has demonstrated over time, action steps, and identification of those responsible for action steps and how progress is monitored over time. Academic Support Team members are assigned to school support teams, which have been created and developed utilizing the strengths and specific skillsets of the academic program consultants from various departments. School support teams meet to discuss each school once per month and review triangulated data sets. The academic support team primarily focuses on tier I data; however, MTSS data from Tier II and Tier III likewise is up for review, depending on the needs of the school.

School support teams work to review data and progress towards each individual school's goals. Strategic action steps leading towards school improvement are enacted upon at the school level based upon the data and with the help of school support teams.

Teachers are valuable members and stakeholders in the involvement and engagement in the improvement planning process. Teachers are included and provided opportunities to engage in LETRS training, provide input in the selection process of district wide resources of Amplify CKLA for Elementary ELA; Houghton Mifflin Harcourt (HMH) for Middle School ELA, and StudySync for High School ELA. In addition a district wide resource was adopted with teacher input for math grades 6 up to Algebra I, which is DESMOS. Teachers have not only been involved in the adoption, but providing input through district training and through district program implementation fidelity walks. Teachers continue to be involved with the development and revision of districtwide common assessments and ensuring our students are provided with assessments that align to the rigor of standards.

KCSD also has a Superintendent Student Advisory Council. This council is made up of approximately 25 juniors and seniors. The council meets approximately five times per school year, with a culminating presentation at the end of the school year to the Board of Education Members. Our Superintendent spends time at each meeting with the students obtaining valuable stakeholder feedback from students. The council chooses a project each year that lends itself to making our district a better place for all students. The focus has been and continues to be on district goal of 100% of our students being Transition Ready.

District's Purpose

Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the district embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

The KCSD mission, vision, values and/or beliefs are reviewed annually. The most recent revisions took place, specific to the Community Based Accountability Model (CBAS), for the upcoming 23-24 school year. Stakeholders were involved in this process, which started at the District Cabinet Level. Feedback was then gathered from various other stakeholders including teachers, staff, and Board of Education members. Final Board of Education approval to changes was obtained at our August 2023 meeting.

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are transition ready and prepared for the 21st Century Economy.

Core Beliefs: It's About ALL Kids; It is our responsibility to ensure every child reaches his or her maximum learning potential; All students deserve a safe, positive and supportive environment; Every student should have an adult advocate in the school setting; Students learn best when actively engaged in the learning process;

Maintaining high expectations leads to higher levels of student achievement; All students are inspired to learn when provided rigorous, relevant, innovative and creative learning opportunities in a positive environment; Recognition and appreciation of cultural, social, physical and economic differences creates a healthy learning community; Sharing and using results to inform our decisions about instruction, resources and curriculum leads to higher levels of student achievement; Students, educators, staff, families, businesses and the community share in the responsibility for creating an environment in which all students can learn and succeed at high levels; High quality public education is essential to our democracy and economic growth.

District-Wide Goals include: Transition Readiness Rate 100% and Attendance Rate 96.25%.

Our district has started the third year of implementation of the CBAS, which outlines six Pillars, which encompass the district's annual Action Plan. The district Action Plan outlines the district's purpose. All initiatives and growth areas, outlined as Action Steps in the Action Plan, define the "work" taking place in our district everyday. The pillars are referenced below. The KCSD Pillars are all equally important. The Pillars are not prioritized as listed.

- * Student Learning and Progress which ensures academic success for all students so that every student reaches his/her maximum learning potential.
- * Student Readiness which ensures all students are prepared with the knowledge, skills and dispositions to be transition ready.
- * Student, Family and Community Engagement which ensures engagement of students, families, and the community in ways that contribute to the overall growth and success of all stakeholders.
- * World Class Staff which ensures recruitment, retention and support of high quality staff.
- * Fiscal/Operational Systems which ensures the district is financially responsible and utilizes its resources to further the district mission.
- * Safety/Well-Being, which ensures students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social/emotional needs of each student.

Our district is implementing the CBAS Model to ensure that our stakeholders are educated on all aspects of our work and the goals, success, and areas of need that truly define our school system. This model ensures that members of TEAM KENTON and our extended family partners participate in the development and analysis of the True Accountability Model. This is a forward facing model that is a systemic, holistic review of the work taking place within our district action plan.

Program offerings and expectations that support the mission, vision, values and beliefs can be found in our Multi-Tiered System of Supports (MTSS) through various tiered approaches to learning (Tier I, II, and III). The KCSD offers Advanced

Placement (AP) and Dual credit course work, as well as Career and Technical . For our students identified with a disability, a wide range of programs and services are offered to support each area of eligibility. Students who speak English as a second language can qualify to receive EL (English Learner) services. The KCS D identifies students for Gifted and Talented curriculum to provide high level rigorous instruction and tasks for those that qualify. We offer over 197 differing clubs and activities students can join and approximately 575 related arts and elective courses. All students receive Tier I Social and Emotional Learning (SEL) instruction. Regular instruction at a Tier I level takes place for Positive Behavior Interventions and Supports (PBIS) in all schools for all students. The KCS D provides many opportunities for community and family engagement, especially through our CBAS model. Stakeholder participants in the CBAS model are able to provide feedback on programs and services through our CBAS Signaling meetings.

Notable Achievements and Areas of Improvement

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.

Notable Achievements: State and National Highlights since 2021 are captured below by listing student, staff, and overall district achievements.

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

- Elementary All Students Math from 49.6 to 59.0 (+9.4); Elementary All Students Reading from 50.6 to 58.0 (+7.4); and Elementary Science All Students from 38.1 to 47 (+8.9).
- Elementary Students with Disabilities (SWD) Math from 19.3 to 20.0 (+.7)
- Elementary Free/Reduced (F/R) Math from 35.9 to 42 (+6.1); Elementary F/R Reading from 38.7 to 47.0 (+8.3); and Elementary F/R Science from 27.0 to 34.0 (+7.0)
- Elementary English Learners (EL) Math from 21.0 to 43.0 (+22.0); Elementary EL Reading from 20.0 to 36.0 (+16); and Elementary EL Science from 20.5 to 31.0 (+10.5)
- Middle School All Students Math from 36.2 to 42.0 (+5.8); Middle School All Students Reading from 48.6 to 52 (+3.4); and Middle School All Students Science from 27.7 to 28.0 (+.3)
- Middle School Students with Disabilities Science from 4.0 to 7.0 (+3.0)

- Middle School Free/Reduced Lunch (F/R) Math from 22.8 to 30.0 (+7.2); Middle School F/R Reading from 35.6 to 40.0 (+4.4); and Middle School F/R Science from 14.8 to 16.0 (+1.2)
- Middle School English Learners (EL) Math from 4.8 to 12.0 (+7.2) and Middle School EL Reading from 16.7 to 27.0 (10.3).
- High School All Students Reading from 41.0 to 44.0 (+3.0)
- High School English Learners Reading from 27.8 to 31.0 (+3.2)

In looking at our KSA data in comparison to the Measures of Academic Progress (MAP) and district Common Assessment, a close alignment between the three measures exists at the middle school level. High School students do not take the MAP assessment, but a close correlation exists between the KSA data and the high school common assessments.

- Middle School Math KSA data is at 42% P/D, as compared to 36.36% MAP projected proficiency, as compared to 40.37% Common Assessment Running Average.
- Middle School Reading KSA data is at 52% P/D, as compared to 54.8% MAP projected proficiency, as compared to 45.3% Common Assessment Running Average.
- High School Math KSA data is at 38% P/D, as compared to 37.78% Common Assessment Running Average.
- High School Reading KSA data is at 44% P/D, as compared to 34.93% Common Assessment Running Average.

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

Our Students 2022 Notable Achievements: Percentages of students scoring proficient and distinguished in the Kentucky Summative Assessment (KSA) were well above the state in all content areas and at all grade levels with the exception of high school science (-1.0); Students scored above state average in ACT; Approximately 4,000 students from elementary, middle, and high who are participating in accelerated/advanced coursework; 32 students named to Governor's Scholar Program; Over \$17.5 million in scholarships earned by the class of 2022; Two Northern Kentucky Education Council Academic All-Stars; One Northern Kentucky Education Council Career and Technical All-Star; One Northern Kentucky Education Council Against All Odds winner; KHSAA girls wrestling champion (Simon Kenton); KHSAA state runner up in boys archery (Simon Kenton); KHSAA state runner up in

boys diving (Dixie Heights); KHSAA class 2A girls cross country runners up (Scott High School); Two students selected to serve on KHSAA Student Advisory Panel; Four students selected to NKY Youth Leadership Class; NCWIT Aspirations in Computing Award (Dixie Heights/Ignite); One winner and two finalists in the Jim Claypool Art & Conservation Writing Contest from the Kenton County Conservation District; Dixie Heights speech team competed in national competition in Washington, D.C.; First place winner in Microsoft Office Specialist PowerPoint Competition (Dixie Heights); Four Martin Luther King Jr. student award winners from the Kentucky Martin Luther King Jr. State Commission.

Our Students 2021 Notable Achievements: All Kentucky Summative Assessment (KSA) scores for all students at all levels (elementary, middle, and high) were above the state average for Proficient and Distinguished percentages. The 2021 ACT composite score ranked 22nd in the state and 8th in the region. 3 National Merit Semifinalists - 2 NKY Chamber Youth Leadership Members - 4 Presidential Scholar Candidates - 2 Presidential Scholar Semifinalists - 25 Governor's Scholars - 12 Governor's School for the Arts Participants - 1 Governor's School for Entrepreneurs Participant - 1,300 students completed one or more advanced course - 1 Member of KHSAA Student Advisory Group - Donna LJ Murphy Award winner (Scott High School) - KHSAA State Wrestling Champion (Simon Kenton High School) - 9th in Region Girls Basketball Champions (Dixie Heights High School) - 8th in Region Girls Soccer Champions (Simon Kenton High School) - KHSAA Girls Archer State Runner-Up (Simon Kenton High School) - \$28.2 Million in Scholarships earned by the Class of 2021 - 74 Participants in the Young Scholars Academy at Northern Kentucky University.

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

Our Staff Notable Achievements 2022: Director of Health Services Paula Rust won the 2022 Kentucky Education Support Staff Professional (KESSP) Award; Early College Supervisor Amanda Dempsey won the Emerging Leader Award at the NKY Chamber's Outstanding Women of NKY Ceremony. She was also named to Leadership KY's ELEVATE Class of 2022; One Kentucky Association of School Resource Officers (KYASRO) 2022 Educator of the Year; One Northern Kentucky Education Council AD Albright Administrator of the Year; One Northern Kentucky Education Council Golden Apple winner; One Clements Award winner; Two Outstanding School Media Librarians winners; One Carolyn Quire Service Award from the KY Association for College Admission Counseling; 24 teachers completed the KC-NET program.

Our Staff Notable Achievements 2021: 1 AD Albright Teacher of the Year - 2 NKY Education Council Golden Apple Winners - 1 NKY Education Council Student Services Award Winner - 1 KEA Teacher of the Year - 1 New National Board Certified Teacher (Total of 57) - 1 GoTeachKY Ambassador - 1 Earle C. Clements Award Winner - 1 Kentucky Association of School Resource Officers Officer of the Year - 1 Kentucky Association of School Resource Officers Outstanding Administrator - 19 Teachers completed Kenton County New Educator Training (KCNET) Program. Our Staff Notable Achievements 2020: GoTeachKY Ambassador - 8 Cincy Magazine Outstanding Educators - 1 Presidential Award for Excellence in Mathematics and Science Teaching - 5 new National Board Certified Teachers - 1 Kentucky Association of School Resource Officers Kentucky School Resource officer of the Year - 1 NKYEC Lifetime Achievement Award - 4 NKYEC Golden Apple Winners.

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

Our District Notable Achievements 2022: Over 30 career pathways are offered to students; Over 350 related arts and elective opportunities available for students in grades K-12; The average monthly percentage of high-quality staff retained is 98.5%; 2022 Energy Partner of the Year for the 9th time; School Resource Officers in every school.

Our District Notable Achievements 2021: ENERGYSTAR Partner of the Year - Sustained Excellence - 2021 Marks 100 Years of Transportation Service - Spring 2021 PEAK Award (Ignite Institute) . The district has been striving to improve in the area of overall Tier I instruction for all students.

Based upon the data from the 2021 to the 2023 school year, our KSA results indicate the following are areas for improvement:

- Elementary All Students Writing from 63.2 to 59.0 (-4.2)
- Elementary Students with Disabilities Reading from 23.4 to 23.0 (-.3)
- Elementary Free/Reduced Lunch Writing from 49.1 to 44.0 (-5.1)
- Elementary English Learners Writing from 32.3 to 10.0 (-22.3)
- Middle School All Students Writing from 67.0 to 54.0 (-13.0)
- Middle School Students with Disabilities (SWD) Math from 10.6 to 7.0 (-3.6); Middle School SWD Reading from 16.8 to 12.0 (-4.8); and Middle School SWD Writing from 21.0 to 7.0 (-14.0)
- Middle School English Learners Writing from 51.7 to 41.0 (-10.7)
- High School All Students Science from 32.3 to 9.0 (-23.3); and High School All Students Writing from 67.8 to 49.0 (-18.8)

- High School Students with Disabilities (SWD) Math from 17.1 to 9.0 (-8.1) and High School SWD Reading from 14.7 to 9.0 (-5.7)
- High School Free/Reduced Lunch Math from 24.9 to 23.0 (-1.9)
- High School English Learners (EL) Math from 9.1 to 8.0 (-1.1) and High School EL Reading from 16.7 to 8.0 (-8.7)

In looking at the alignment/triangulation between our district common assessment data, Measures of Academic Progress (MAP) data and KSA data, our MAP percent of predicted proficiency aligned more closely to KSA for all students with MAP data, than our district common assessment data in the elementary setting.

- Elementary Math KSA P/D was at 59%, as compared to 47.5% MAP projected proficiency, as compared to 74% Common Assessment Running Average.
- Elementary Reading KSA P/D was at 58%, as compared to 58.6% MAP projected proficiency, as compared to 71% Common Assessment Running Average.

Data from the 2021-2022 school year from KSA did indicate that the Kenton County School District had eight schools with TSI ratings. The following were rated TSI for English Language Plus Monitored: Turkey Foot Middle School and Dixie Heights High School. The following were rated TSI for Students with Disabilities; Beechgrove Elementary, Caywood Elementary, Turkeyfoot Middle School, Summit View Middle School, Twenhofel Middle School, Scott High School and Simon Kenton High School.

To best meet the needs of our students, there are two areas for improvement the district is striving to improve upon which are our instructional priorities:

- Effective instruction at all tiers
 - Rigorous standards based instruction that generates regular checks for learning from
 - Fidelity of instruction/program that closes gaps for students with specific skill deficit
- Effective Professional Learning Communities (PLC's). PLC meetings should allow for the
 - Regular student name and claim; adjustments to instruction as a result of regular rev

To determine if we are making progress with our instructional priorities we have the following measures to utilize: the use of our Balanced Assessment Plan, and the use of our Learning Management System (LMS) to capture data by student and by standard, this is allowing the district and schools to drill down to determine learning deficits per standard, per child. In addition, each school has an individualized Action Plan with two very targeted goals for the school year. The two goals are determined from review of previous data. Action steps must be defined with progress monitoring towards the goals outlined. Progress towards the goals are monitored monthly by a support team for each school. Data is used to celebrate progress and make adjustments in action steps. Each school's action plan is targeted to the school's specific needs. School level teams are also working through MTSS to capture data and make determinations around tiered instruction, we believe will

help our students make improvements towards overall achievement. Our district employs the use of a fidelity MTSS rubric, that gets scores twice per year. Teachers receive regular training by content areas on standards deconstruction, question item analysis, and how to provide needs based instruction, whereby, teachers are able to determine remediation work needed by standard for individual and small groupings of students. We continue to provide trainings for staff to best offer student supports to the specific populations of Special Education Services; English Learners Development; Gifted and Talented Services; Social, Emotional, and Behavioral Learning; and PBIS also will support our district making improvements in the next three years. Training and ongoing embedded professional learning takes place during PLC meetings. This work, blended with the use of data trends identified, will result in identifying areas where gaps exist. This work is ongoing throughout the year and is helping to identify areas of improvement by content in our district.

Additional Information

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

The Kenton County School District (KCS D) believes in continually working to provide safe and secure facilities. Upgraded building systems have been installed throughout the entire school district in order to provide optimum security for students, staff, and guests. The KCS D seeks continuous improvement by utilizing these new systems to the fullest extent to maximize their potential. Ongoing training occurs throughout the district to ensure all equipment, building systems, and safety protocols are being implemented with fidelity. The KCS D has added classrooms and much needed square footage to numerous elementary schools and made significant improvements to middle and high school buildings. KCS D has successfully implemented a 1:1 district initiative that includes a Technology Integration Handbook that incorporates the positions of Instructional Technology Coach, Asset Coordinator, and STLP coach into each school. All KCS D facilities operate with Wi-Fi access. We are continually working to add access in gyms, cafeterias, and other large gathering locations. We are currently in the first year of a full 1:1 implementation with staff and students. Preschool currently offers a full day program welcoming over 400 students. The Kenton County Preschool Program is a Five Star Rated Program serving children who meet eligibility criteria as defined by the Kentucky Department of Education. The preschool program is available to families with four-year-old children who are income eligible, as well as families with three and four-year-old children with delays in their development, regardless of income. The KCS D Young Scholars Academy (YSA) is in its fourth year with 65 juniors participating and 72 returning seniors from Kenton County participating in a collaborative model with Northern Kentucky University. The YSA offers small group advising, intervention plans and community building. KCS D offers students the opportunity to attend The Ignite Institute. Each Ignite College uses an inquiry-based/performance-based method. Much of the class work is project-based and incorporates real world applications in the areas of Biomedical Sciences,

Engineering, Design, Computer Science, Logistics, Allied Health, and Education. Each student receives a clear pathway to an associate's degree before they graduate high school. The Kenton County School District has 490 students enrolled in the Ignite Institute. PTP-Primary Talent Pool services are offered for high potential learners at the primary level and Gifted and Talented services are offered for formally identified gifted students in grades four through twelve. Our schools offer multiple service delivery options such as acceleration, honors and Advanced Placement courses, dual credit courses, enrichment services, independent study, mentorships, resource services, and individualized or cluster grouping differentiated instructional strategies to students in the PTP- Primary Talent Pool (Grades K-3) and to formally identified gifted and talented students (Grades 4-12). In 2022-23 over 2,163 students received Gifted and Talented services. In grades K-5, there were over 550 students in advanced course work. In grades 6-8, there were over 2,000 students in advanced course work, and in grades 9-12, there were over 1,300 students in advanced course work. The Kenton County ELD (English Learners Development) Program is designed to assist students with limited English proficiency to speak, read, write and comprehend the English language, and to meet challenging state content goals to close the gap between ELD students and non-ELD students. A high-quality English language instructional program with qualified personnel is implemented to prepare ELD students to successfully attain English and participate in all-English classrooms. There are 46 different languages represented, with Spanish as the most prevalent language. Currently there are approximately 515 ELD students in the district. In 2022- 2023 school year 4,207 students participated in advanced placement or dual credit courses. Students at all district high schools are eligible to earn dual credits through select courses in partnership with Northern Kentucky University, Thomas More University, Murray State University, Kentucky State University, Eastern Kentucky University, Morehead State University, Gateway Community and Technical College, and Cincinnati State. In The Kenton County School District, we believe that ALL children can learn at high levels regardless of their ethnicity, ability, gender, socioeconomic status, native language, or whether they have a disability. A wide variety of programs and services are available to students with exceptionalities within the Kenton County School District to ensure all students have access to a Free Appropriate Public Education (FAPE). Programs for students with disabilities are accessible in every school and program. The number of students identified with an educational disability is approximately 2,010, approximately 15% of the total student enrollment. The Title I program, one of the largest federal aid programs, sends money to the school districts based on census counts of children from low-income families and children in several smaller categories, such as foster children, homeless children and those living in correctional institutions. Those schools with 40% or more of their population low income are served with a "Schoolwide" Title I program. Kenton County has ten schools that receive schoolwide funding: Beechgrove Elementary, J. A. Caywood Elementary, Ft. Wright Elementary, Kenton Elementary, Piner Elementary, River Ridge Elementary, Ryland Elementary, Taylor Mill Elementary, Summit View Academy, and White's Tower Elementary.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Two: District Safety Report_10072023_09:01

2023-2024 Phase Two: District Safety Report

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District Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

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, the Board Policy is 05.4.

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) and Senate Bill 8 (2020) 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, shall be reported for the 2022-2023 school year and each year thereafter.

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

7. Are practices in place to control access to each school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an

intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

Yes

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

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

Yes, each school's emergency plan was reviewed following the end of the prior school year. The most recent data of review for each school is listed as:

Dixie Heights High School - 08/07/23

Scott High School - 08/09/23

Simon Kenton High School - 07/24/23

Summit View Academy - 07/05/23

Turkeyfoot Middle School - 07/06/23

Twenhofel Middle School - 07/06/23

Woodland Middle School - 07/05/23

Beechgrove Elementary - 08/03/23

Caywood Elementary - 07/21/23

Fort Wright Elementary - 08/08/23

R.C. Hinsdale Elementary - 07/06/23

Kenton Elementary - 07/27/23

Piner Elementary - 07/20/23

River Ridge Elementary - 07/17/23

Ryland Elementary - 07/19/23

Taylor Mill Elementary - 07/24/23

White's Tower Elementary - 07/18/23

9. 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, all schools in the district completed the review of the emergency plan with all staff on 08/15/23.

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

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

Yes

11. During the month of January during the prior school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the appropriate drill log and maintained on file?

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

Yes

12. 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)?

10/31/2023

Kenton County

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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2023-2024 Phase Two: The Needs Assessment for
Districts_10072023_09:02

2023-2024 Phase Two: The Needs Assessment for Districts

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

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2023-24 Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment for Districts

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around district goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive district improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all 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 to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities of this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

The Kenton County School District (KCS D) reaches out to a variety of stakeholders to involve in the processes for reviewing, analyzing and applying data results. Departments, such as our District Leadership Cabinet, Behavior Support, Special Education, Academic Support, Board Members, Community Stakeholders, and of course, our schools are involved with the process.

Our District Leadership Cabinet is composed of our Superintendent, Chief Academic Officer, Chief Operations Officer, six Assistant Superintendents, and one Executive Director. The KCSO District Leadership Cabinet regularly reviews data sets through the six Pillars in our Community Based Accountability System (CBAS). The six pillars shape our District Action Plan and our Comprehensive District Improvement Plan.

This system is composed of six Pillars, which are: Safety and Well-being; Student Learning and Progress; Student Readiness; Student, Family, and Community Engagement; World Class Staff; and Fiscal and Operational Systems. The review of data sets around the six Pillars takes place monthly and is documented through dashboards for each pillar. A meeting agenda is composed and information with regular updates on each pillar can be found on our district website. This is a forward facing approach that supports the current work taking place in our district action plan. We signal with stakeholders quarterly to determine the following: to maintain, to maintain but consider a change, minor change(s) needed, and major change(s) needed.

In addition, the KCSO Academic Support Team meets two times per month to regularly review a variety of data sets in relation to each of our seventeen schools. This takes place with district level administrators and academic program consultants, comprising the Academic Support Team. With analyzing data, the cultural practices of schools are taken into consideration as well as data sets from state summative data, diagnostic data, common summative and formative data, and SEB (Social, Emotional and Behavior) data. We embrace a balanced assessment approach when working with data. We begin with a broad approach to looking at the data by department, and then narrow our focus for each school by reviewing data aligned to the goals set in each school's action plan. Each school has an action plan with defined areas of focus, types of supports identified, goals that are specific in nature to that school and have been developed based upon data trends the school has demonstrated over time, action steps, and identification of those responsible for action steps and how progress is monitored over time. Academic Support Team members are assigned to school support teams, which have been created and developed utilizing the strengths and specific skillsets of the academic program consultants from various departments. School support teams work to review data and progress towards each individual school's goals, which primarily focuses on tier I data; however, MTSS data from Tier II and Tier III likewise is up for review, as well as subgroup populations, such as English Learners (EL) and Students with Disabilities (SWD) depending on the needs of the school. Strategic action steps are enacted upon at the school level based upon the data. Documentation of the work can be found through meeting agendas and the regular recursive review of school actions plans, with documentation of progress being made towards action steps.

Data specific to KSA is shared with various stakeholders, including the Superintendent Cabinet, District Leadership, and District Stakeholders as it becomes available. Building Assessment Coordinators have the first review of data during the first Quality Control that takes place in August. From the point, our central office team begins to take individual student data and create preliminary data for all students and various subpopulations, such as Free/Reduced Lunch, Special Education, English Learners, to determine the number of Novice, Apprentice, Proficient, and Distinguished students. We then work to make

comparisons with the data from our Universal Screener, Measures of Academic Progress (MAP), by looking specifically at predicted proficiency. Next, we also make comparisons with our district created Common Summative Assessments for a triangulated approach to looking at the data. Triangulated data from this perspective is shared with teachers. Schools are encouraged to work with teachers to review how previous students performed the prior year, but to then ask teachers to look at current year student data. Building principals are strongly encouraged to work with teams of teachers and the data to make instructional decisions for each individual student. Our central office staff models this work for principals in a format that is easy for principals to take back to schools to replicate and provides tools and resources that allow for data to be easily disaggregated and to look for trends over the past four years of data collection. Individual Student Reports are sent home in October and once the final Quality Control takes place, and state data has been released, as well as the individual school and district data made public, a press release is provided to the public on the data.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive District Improvement Plan (CDIP). What was successful? How does it inform this year's plan?

The Kenton County School District (KCS D) CDIP is based upon the work from the six Pillars within the Community Based Accountability System (CBAS). The CBAS model does not replace the state assessments and we value the data provided by the state assessments; however, we believe that no school system should be measured by an annual standardized assessment alone. The CBAS model is grounded in forward facing progress versus annual summative reviews with regards to educating the whole child and ensuring a world-class education for all of our students. Our CDIP goals are grounded in this work and aligned to each of the Pillars. The goals, objectives, and strategies for the CDIP are defined by primarily the Student Learning and Progress pillar, as well as the Student Readiness Pillar. The other Pillars are embedded in the CDIP as district initiatives, but not required components of the CDIP. At KCS D we believe all six of our Pillars are important for educating the whole child and providing a world-class education for ALL students. Below is a synopsis of the CDIP goals, objectives and strategies. Our progress towards CBAS action steps is reviewed monthly with adjustments made as needed. Once per year, our Superintendent Cabinet meets to review and revise our district action plan, which serves as our CDIP. Our work for the past three years has been centered on the CBAS Model. We continue to refine our goals, objectives and strategies; which is the basis of this year's plan.

The Student Learning and Progress Pillar aligns to the CDIP Reading and Math Goal; Science, Social Studies, and Writing Goal; Achievement Gap Objective, and English Learner Progress Goal. KCS D is continuing to grow the culture and understanding of the importance and responsibility responding to the data/trends within Pillar 1.

With the recent addition of KSA data, MAP data, and CERT data there is certainly a lot of positive data in all of the data sets. Overall there were not any surprises in the recent data sets and our team continues to use assessment for learning in real time as well as this assessment of learning to make adjustments for students and

staff. Our district has two instructional priorities to help narrow and focus our work, which are: Effective Academics and Social Emotional Behavioral (SEB) instruction at all tiers and Effective Professional Learning Communities (PLC's). We believe the following:

- Rigorous standards based academic instruction and evidence-based Social Emotional Learning (SEL) that generates regular checks for learning from all students (Tier 1)
- Fidelity of instruction/program that closes gaps for students with specific skill deficits (Tier II/III/Special Education)
- Regular student name and claim; adjustments to instruction as a result of regular review of data
- PLC meetings should allow for the use of academic and SEB data in real time to make intentional adjustments to instruction. This is a data driven approach that allows for all students to reach maximum learning potential and to close gaps.

One of the biggest trends and areas of growth we continue to discuss/support is the importance of teachers understanding the standards and planning student tasks that are aligned to the rigor level of the standard. The other elements of our Cycle of Quality Instruction will not generate the intended outcome if element 1 within our Cycle of Quality Instruction (alignment of the task to the standard) isn't in place. While we know our district created common summative assessments are not an exact match to the design of KSA, we utilize the results of our district common summative assessments to measure student understanding of the standards after a unit on the curriculum map. Tighter implementation and consistency of the district common assessment protocols (before, during, and after) is an area that needs to be improved systematically. This approach is outlined in our KCSD Balanced Assessment Summary and Expectations document.

In response to the data and informing this year's plan, our central office support team offers numerous professional learning opportunities for all teachers in all areas. These are strategically planned to allow teachers to collaborate with other teachers across the district using student data to share strategies, strengths, areas of need, adjustments, etc. During the 22-23 school year, teachers were involved in the process of selecting district wide resources for K-12 ELA and grade 6 through Algebra I for math. In conjunction with our stakeholders, KCSD selected the use of CKLA Amplify for ELA instruction in grades K-5, HMH Intro to Literature for grades 6 to 8, and StudySync for grade 9 to 12. For math, KCSD chose Desmos. These are comprehensive resources and teachers were provided with extensive training before implementation began at the beginning of the school year, with ongoing training embedded throughout the 23-24 school year. We began the year with fidelity walks in classrooms to ensure teachers had the supports needed for a strong start and to ensure misconceptions were addressed immediately. This data is being obtained from assessments utilized at the district level. All students in grades K-8 begin the year by taking the Universal Screener of the Measures of Academic Progress (MAP). All students in grades K-3 then proceed with taking the Diagnostic Assessment of the Reading Inventory (RI). Those students in grade 4 to 8

that score below the 60th percentile (aligned to proficiency on the Kentucky Summative Assessment/KSA) on MAP, proceed with taking the RI, as well.

The next CBAS Pillar that aligns to the required CDIP components is the Student Readiness Pillar. This Pillar aligns to the CDIP goals of Transition Readiness and Graduation Rate. KCSD has a district wide goal of 100% of our students Transition Ready. Transition Readiness has a focus of capturing data at logical transition points with data represented for exiting elementary, exiting middle school, and exiting high school. Within the CBAS model for Transition Readiness our cohort 2023 students exited at a rate of 93.8% Transition Ready. Our 2023 cohort students also had a composite ACT super score of 19.4. The elementary and middle schools models are aligned to the high school model with capturing data around reading/math proficiency, GPA, advanced course work, attendance, and extra/co-curricular activities. In moving forward, we are continuing with this work in next year's plan by stressing the importance in continuing to build the culture in each school around Transition Readiness by ensuring communication with all stakeholders, ensuring students at all grade levels are Transition Ready, and celebrations of Transition Readiness regularly taking place. On going training with schools around Transition Ready action steps takes place regularly at the school level and district level specific to graduation rate, adult mentoring, and peer mentoring.

Other district initiatives in our CDIP with goals, objectives, and strategies outlined:

Safety and Well-being Pillar - Goals centered on training taking place at monthly principal leadership meetings to include topics around safety and security. "Stop the Bleed" kids were deployed to each school and training provided. Each police department responsible for or located within the Kenton County School District has a keyed access available for at least one officer in the department. Most departments have a key for every officer working on the force. All schools continue to have the presence of an SRO in each building. Next steps center on Counselors developing a tier I SEL pacing guide to address the needs of their individual schools and to provide school security camera access for all responding police agencies.

Student, Family, and Community Engagement Pillar - (This pillar is now a combination of the two previous pillars of Engaged, Well-Rounded Students and Community Engagement and Partnerships.) Overall students in grades 3-11 reported they have positive school experiences. All schools were above 90% for positive school experiences. The percentage of students participating in clubs, activities, and/or extra co-curricular activities increased over 10% for all grade levels as compared to the prior school year. KCSD offers over 500 related arts and elective opportunities for students in grades K-12. Through the course of the 22-23 school year, volunteer opportunities, family learning opportunities, school and community partnerships, and job embedded or career exposure opportunities all over doubled. Next steps are for schools to have specific steps outlined to have students involved by naming and claiming those students. Also, providing opportunities for ALL families to build an understanding of how to better support Social, Emotional, and Behavioral (SEB), academic, and extra/co-curricular involvement.

World Class Staff Pillar - (This Pillar was previously called Professional Learning/ Quality Staff) For the 22-23 school year, the average monthly percentage of high quality staff retained was at 97.94%, as in comparison to the Commonwealth of Kentucky at 95.5%. Percentages of positions filled within 60 days increased by a monthly average of 5% with a monthly average of over 90% filled within 60 days of posting a position. The first KCSD Employee Stay Survey was created and administered showing 87% of our employees agree that they can make a positive difference and 88% have built positive professional connections. The 2nd annual KCSD Teacher Job Fair had 130 applicants in attendance. Next steps are to continue to look at to which degree are we retaining highly qualified staff, able to fill positions, and provide necessary supports to continue professional growth and be high quality educators/employees.

Fiscal and Operational Systems Pillar - In the 22-23 school year, the district had 7 schools under major renovations. The 7 projects had a total budget cost of \$79,983,583.00. An 8th project was undertaken for the construction of the Transportation and Support Operations Facility. \$1.3 million was allocated out of the Capital Outlay Fund for targeted large maintenance and improvement projects, with 98% of these funds having been encumbered or expended district wide covering 57 different requests. The number of bus routes decreased from 98 to 91 due to efficient routing combined with larger size buses. The bus fleet went from 5.51 years old in 2022 to 4.89 years old in 2023. The KCSD Food Services Team provided over 534,543 breakfasts and over 1,064,901 lunches districtwide in the 2022-2023 school year. Next steps are to plan for current and future facilities and capital assets, and to continue to assess and address transportations needs, creating a healthy learning community through the Food Service Department, and maintain energy efficient buildings.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the district saw an 11% increase in novice scores in reading among students with achievement gaps.

Data trends for the Kenton County School District (KCSD) show both trends of strength where our data is growing strong, but also areas where our data is not as strong over the past two academic years. Those areas that are not as strong, based upon trends, will be outlined below.

With KSA data, as compared to the 2020- 2021 school year, for elementary all students our data has increased for Proficient/Distinguished (P/D) percentages with the exception of elementary writing going from 63% in 2021 to 60% in 2023 (-3). Social Studies was not assessed in the 2021 school year.

With KSA data, as compared to the 2021 school year, for elementary English Learners (EL) our data has increased for Proficient/Distinguished (P/D) percentages with the exception of elementary writing which went from 32% in 2021 to 15% in 2023 (-17):

With KSA data, as compared to the 2021 school year, for middle school all students our data has increased for Proficient/Distinguished (P/D) percentages with the exception of middle school writing which went from 67% in 2021 to 53% in 2023 (-14), and our middle school science scores remained consistent: science from 28% to 28% (+/- 0)

With KSA data, as compared to the 2021 school year, for middle school SWD our data has decreased for Proficient/Distinguished (P/D) percentages with the exception of middle school science which went from 4% in 2021 to 8% in 2023 (+4).

- Math SWD from 11% to 8% (-3)
- Reading SWD from 17% to 13% (-4)
- Writing SWD from 21% to 5% (-16)

With KSA data, as compared to the 2021 school year, for middle school EL our data has increased for Proficient/Distinguished (P/D) percentages with the exception of middle school science which went from 8% in 2021 to 0% in 2023 (-8).

With KSA data, as compared to the 2021 school year, for high school all students our data has decreased for Proficient/Distinguished (P/D) percentages with the exception of high school reading which went from 41% in 2021 to 44% in 2023 (+3), and high school math which remained consistent:

- Math from 38% to 38% (+/-0)
- Science from 32% to 9% (-23)
- Writing from 68% to 49% (-19)

With KSA data, as compared to the 2021 school year, for high school SWD our data has decreased for Proficient/Distinguished (P/D) percentages in all areas:

- Math SWD from 17% to 10% (-7)
- Reading SWD from 15% to 11% (-4)
- Science SWD from 5% to 4% (-1)
- Writing SWD from 20% to 10% (-10)

With KSA data, as compared to the 2021 school year, for high school EL our data has decreased for Proficient/Distinguished (P/D) percentages in all areas; however, there is not a big enough population to report trend data for science and writing. Data was not reported for science and writing in 2021.

- Math EL from 9% to 7% (-2)
- Reading EL from 17% to 7% (-10)

Our district is rich with data and in triangulating data sets to show trends over time, the data referenced below does support that our overall tier I instruction does remain a priority area for improvement, as well as our subpopulations of SWD and EL.

Our ACCESS data for EL students shows the percentage of students making growth on the ACCESS assessment at the rate of 78% in 2021, 82% in 2022, and 79% in 2023. Our data for exiting students over the past three years is generally consistent at 12% in 2021, 13% in 2022, and 13% in 2023. With the data being consistent, and not showing significant increases, this is another data point to show how the EL population is performing.

Another data point to reference is our universal screener data for our high school students from Fall of 2021 to Fall of 2023 on the CERT assessment, which shows the percentage of students at or above benchmark for each grade level. Even though our ACT data does show an increase in trend data, currently, our Fall data shows the following decline for our 11th graders: 11th Grade from 14.8% to 15.3% (-.5). Stronger implementation of tier I instruction at this level is indicated.

Another data set to reference is our Universal Screener for our middle school and elementary school students. Starting in the middle of the 2020-2021 school year KCSD began monitoring the median percentile for achievement within the district assessment of MAP (Measures of Academic Progress) for middle school and elementary school students. The purpose was to be able to make comparisons at the state level with our MAP data. Data sets do not represent the median percentile ranges when comparing Fall of 2021 to Fall of 2023, as the data is not available. However, when comparing the Fall 2022 to Fall 2023, the data indicates when looking at the median percentile range for achievement and comparing instruction (not the same grouping of students) the following priority needs were identified:

- Elementary Reading All Students was consistent at all grades with the exception of 3rd (+3) and 4th (-2).
- Elementary Math All students was consistent at all grades with the exception of K (-3), 2nd (-3), and 5th (-5).
- Elementary Achievement Gaps continue to exist; however, they are narrowing for both the SWD and EL populations in grades K, 2, and 4 for both reading and math.
- Middle School Reading All Students was consistent at all grades with the exception of 7th grade (-2).

- Middle School Achievement Gaps continue to exist for all grades in both reading and math.

KCSD does implement Common Formative Assessments across the district at all levels. We tabulate a running common assessment average monthly to determine how students are progressing with making progress towards mastery of standards. The following is trend data from the end of the 2021 school year, as compared to the end of the 2022 school year. Common assessments were not provided in the 2020-2021 school year at all grade levels. Areas where our data decreased are outlined below.

Middle School Math All Students - from 63.82% to 40.37% (-23.45)

High School Math All Students - from 55.70% to 37.78% (-17.92)

Elementary Math All SWD - from 69.00% to 53.76% (-15.24)

Middle School Math SWD - from 47.42% to 10.77% (- 36.65)

High School Math SWD - from 45.72% to 16.52% (- 29.20)

Elementary Math EL - from 70.83% to 62.21% (- 8.62)

Middle School Math EL from 49.09% to 19.38% (-29.71)

High School Math EL from 38.46% to 16.52% (- 21.94)

Elementary Reading All Students from 78.49% to 77.66% (- .83)

Middle School Reading All Students from 63.98% to 45.30% (- 18.68)

High School Reading All Students from 57.66% to 34.53% (- 23.13)

Elementary Reading SWD from 68.67% to 49.60% (- 19.07)

Middle School Reading SWD from 46.73% to 7.74% (- 38.99)

High School Reading SWD from 45.62% to 7.94% (- 37.68)

Elementary Reading EL from 69.10% to 54.34% (- 14.76)

Middle School Reading EL from 48.68% to 11.17% (- 37.51)

High School Reading EL from 40.01% to 14.54% (- 25.47)

Current State

4. Plainly state the current condition of the district using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- 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 rate was 84% for the 2022-23 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Current Academic State:

Our State Testing Data for the 2022-2023 school year shows the following overall ratings per school and score:

Fort Wright- 87.8 (Blue)

Ryland - 86.4 (Blue)

Hinsdale 84.8 (Blue)

Kenton 82.7 (Green)

Taylor Mill 80.6 (Green)

River Ridge 79.2 (Green)

Summit View Elementary - 78.8 (Green)

White's Tower - 78.5 (Green)

Twenhofel - 75.0 (Green)

Piner - 71.6 (Green)

Caywood - 70.4 (Green)

Simon Kenton - 68.2 (Yellow)

Woodland - 65.9 (Green)

Scott - 62.4 (Yellow)

Turkeyfoot - 58.3 (Yellow)

Summit View Middle - 52.0 (Yellow)

Dixie Heights -58.4 (Orange)

Beechgrove - 54.3 (Orange)

Our district overall ratings by level are the following: elementary at 77.5 (Green), middle school at 61.0 (Yellow), and high school 62.0 (Yellow).

The data does indicate KCS D does have three Targeted Support and Improvement Schools (TSI) identified in the following areas: Summit View Middle School for SWD, Turkeyfoot Middle School for SWD and EL Plus Monitored, and Beechgrove for SWD.

For Elementary Schools the following are percentages of students at the P/D level: Math All Students - 59%, Math Students with Disabilities (SWD) - 22%, Math English Learners (EL) Students - 41%, Reading All Students - 59%, Reading SWD - 25%, Reading EL - 33%, Science All Students - 48%, Science SWD - 23%, Science EL - 30%, Combined Writing All Students - 60%, Combined Writing SWD - 15%, Combined Writing EL - 15%, and Social Studies All Students - 52%, Social Studies SWD - 14%, and Social Studies EL - 15%.

For Middle Schools the following are percentages of students at the P/D level: Math All Students - 43%, Math SWD - 8%, Math EL Students - 5%, Reading All Students -52%, Reading SWD - 13%, Reading EL Students - 14%, Science All Students - 23%, Science SWD - 8%, Science EL - 0%, Combined Writing All Students - 53%, Combined Writing SWD - 5%, Combined Writing EL - 5%, and Social Studies All Students - 30%, Social Studies SWD - 4%, and Social Studies EL - 0%.

For High Schools the following are percentages of students at the P/D level: Math All Students - 38%, Math SWD - 10%, Math EL Students - 7%, Reading All Students - 44%, Reading SWD - 11%, and Reading EL Students - 7%, Science All Students - 9%, Science SWD - 4%, Science EL - 0%, Combined Writing All Students - 49%, Combined Writing SWD - 10%, Combined Writing EL - 8%, and Social Studies All Students - 40%, Social Studies SWD - 4%, and Social Studies EL - 0%.

Currently, the high school juniors from 22-23 have an ACT composite score of 19.3 overall, with the following in each area: English - 18.9, Math - 18.8, Reading - 19.7, and Science - 19.3. Our composite score and each content area score is above the state:

- State composite at 18.7 as compared to KCSD at 19.3 (+.6)
- State English at 18.1 as compared to KCSD at 18.9 (+.8)
- State Math at 18.1 as compared to KCSD at 18.8 (+.7)
- State Reading at 19.3 as compared to KCSD at 19.7 (+.4)
- State Science at 18.8 as compared to KCAD at 19.3 (+.5)

Our 4 year adjusted graduation rate is at 95.6%. Our district CBAS adopted model of Transition Ready yielded a Transition Ready Rate of 93.89%. Our state Transition Ready rate is 85.4%.

Our tenth graders took the ACT in 22-23 and had an overall composite score of 17.4 with the following for each content area: English - 16.6, Math - 17.2, Reading - 17.8, Science - 17.7. Our ninth graders ended the school year with the following scores on the CERT Assessment: English - 18, Math - 17, Reading - 19, and Science - 19.

Grades K-8 take the MAP assessment and yielded Fall 2023 scores with a median percentile for math of: Grade K - 65, Grade 1 - 69, Grade 2 - 66, Grade 3 - 67, Grade 4 - 63, Grade 5 - 63, Grade 6 - 59, Grade 7 - 52, Grade 8 - 53.

Grades K-8 take the MAP assessment and yielded Fall 2023 scores with a median percentile for reading of: Grade K - 59, Grade 1 - 66, Grade 2 - 60, Grade 3 - 70, Grade 4 - 65, Grade 5 - 68, Grade 6 - 64. Grade 7 - 60, Grade 8 - 60.

Common Formative Assessments are also implemented with our students. We calculate a running common assessment average that gives a year end percentage of mastery towards standards. For the area of Math each level ended the 22-23 year with the following percentage of students mastering standards at the level of 70% or higher: Elementary - 81.05%, Middle - 49.09%, and High - 38.46%. For the area of reading each level ended the year with the following percentage of students mastering standards at the level of 70% or higher: Elementary - 77.66%, Middle - 45.30%, and High - 34.93%. We recognize our district common assessment running average in reading/math for our elementary students was at a much higher percentage than the KSA percentages of students scoring Proficient or Distinguished. While we know the common assessments are not an exact match to the design of KSA, we utilize the results of our district common assessments to measure student understanding of the standards after a unit on the curriculum map. Tighter implementation and consistency of the district common assessment protocols (before, during, and after) is an area that needs to be improved upon systematically.

Non-Academic Current State:

Kenton County School District (KCSD) is composed of eighteen schools serving preschool to 12th graders. Approximately 13,895 students attending KCSD. We serve a population of 45.9% of economically disadvantaged students, with the population being composed of 82.1% of students White, 6.7% of students Hispanic or Latino, 6.1% of students two or more races, and 5.1% of the population registered as "other." Our faculty is composed of 79.9% females and 20.1% males. Over 4,200 students enrolled in advanced course work (AP courses and dual credit) during the 22-23 school year and 7.9% of the population participated in CTE programs. Over 15% of our population is identified as Gifted and Talented. Over 88% percent of our population did NOT have any behavior events last school year and only approximately 5% of the population had either in school or out of school suspensions.

Priorities/Concerns

5. Clearly and concisely identify the greatest 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

When analyzing our KSA data, priority areas are evident when comparing Proficient/Distinguished percentages to the previous year, 2022 as compared to 2023. The data does indicate that three of our schools have been placed in the federal classification category of Targeted Support and Improvement due to data for SWD and EL Plus Monitored. Those schools are: Beechgrove and Summit View Middle for SWD and Turkeyfoot Middle for SWD and EL Plus Monitored. The data below does show as a district we have deficits within areas for our subpopulations of SWD and EL, but we also recognize we have priority areas of concerns for all students with tier I instruction.

All areas within math and reading for all levels, declined, with the exception of elementary math (+3) and elementary (59%) and middle school reading (52%), which stayed consistent. Middle school math went from 45% to 43% (-2), high school math went from 44% to 38% (-6), and high school reading went from 50% to 44% (-11).

When looking at the same data sets of reading and math for students with disabilities, those too are lower as compared to 2022, with the exception of elementary reading (+1), high school reading (+4) and high school math (+3). Elementary math went from 22% to 22% (-/+0), which remained consistent. Middle School math went from 11% to 8% (-3). Middle School reading went from 15% to 13% (-2).

When looking at the data for science, social studies, and writing for all students, there has been an increase in all areas when comparing the 2023 data to 2022, with the exception of high school science which was at 13% P/D as compared to 9% in 2023 (-4) and middle school social studies which was at 46% and went to 38% (-8).

Our district diagnostic data from CERT and MAP does have priority areas evident, when comparing the Fall 2022 data to the Fall 2023 data. With the CERT data for our high school students, from Fall to Fall of 2022 to 2023, our 9th graders overall composite score went from 14 to 13 (-1) in math. Our 10th graders also had a small decrease in reading from 16 to 15 (-1). Our 11th graders had a decrease from Fall to Fall in reading going from 16 to 15 (-1), and in science going from 13 to 12 (-1). Also, in comparison to all students with the percent of students at or above benchmark for Fall of 2023, at all grades and in all content areas our students with disabilities and EL population are performing significantly below all students, with the exception of the EL population in 10th grade math, who outperformed all students (+2.74%) and the SWD population (+4.84%).

With the MAP data sets for our middle school and elementary students, from Fall of 2022 to Fall of 2023, for all students there are priority areas exemplified in the data. This data represents grade level instruction from year to year, but not the same groupings of students. For elementary reading all students only grade 4 showed a decrease (-2), while grades K, 1, 2, and 5 remained consistent. Grade three however, showed an increase (+2). For elementary math all students the following grades have decreased with the median percentile for achievement: kindergarten (-3), grade two (-3), and grade five (-5). SWD and the EL populations in the elementary schools for both reading and math have a decreases for the median percentile below all students. Again, this is comparing grade level instruction and not the same groupings of students. For middle school reading all students the following grade has decreased with the median percentile for achievement: grade 7 (-2). Grade 6 and 8 for reading remain consistent with the median achievement percentile with no increase or decrease. For middle school math all students in all grades showed a slight increase for the median achievement percentile. Likewise, the SWD and EL populations for the median percentile are below all students for the Fall 2023 data, exemplifying an achievement gap continues to exist.

KCSD collects a year long running average of common formative assessments scores to demonstrate mastery of standards within our district. The common assessments across the district serve as a common formative that all students in our district participate in at regular intervals marking the end of a unit or bundle of standards, as indicated on the common district curriculum timelines. From the 2021-2022 school year to the 2022-2023 school year KCSD showed only improvement in one area for Common Formative Assessment scores (elementary math from 79.96% to 81.05%). All other areas decreased from 2021-2022 to the 2022-2023 school year. The following decreased took place:

Middle School Math All Students - from 63.82% to 40.37% (-23.45)

High School Math All Students - from 55.70% to 37.78% (-17.92)

Elementary Math All SWD - from 69.00% to 53.76% (-15.24)

Middle School Math SWD - from 47.42% to 10.77% (- 36.65)

High School Math SWD - from 45.72% to 16.52% (- 29.20)

Elementary Math EL - from 70.83% to 62.21% (- 8.62)

Middle School Math EL from 49.09% to 19.38% (-29.71)

High School Math EL from 38.46% to 16.52% (- 21.94)

Elementary Reading All Students from 78.49% to 77.66% (- .83)

Middle School Reading All Students from 63.98% to 45.30% (- 18.68)

High School Reading All Students from 57.66% to 34.53% (- 23.13)

Elementary Reading SWD from 68.67% to 49.60% (- 19.07)

Middle School Reading SWD from 46.73% to 7.74% (- 38.99)

High School Reading SWD from 45.62% to 7.94% (- 37.68)

Elementary Reading EL from 69.10% to 54.34% (- 14.76)

Middle School Reading EL from 48.68% to 11.17% (- 37.51)

High School Reading EL from 40.01% to 14.54% (- 25.47)

Although this data may appear as a deficit, as compared to 2021-2022 school year, we do believe our 2022-2023 school year data with common assessments is more in alignment with other triangulated data sets, such as projected proficiency on MAP and KSA, especially in the areas of middle school and high school. Some of our elementary school common assessment data is not in alignment with other data sets. KCSD does realize our common assessments are not an exact match to the design of KSA; however, we utilize the results of our district common assessments to measure student understanding of the standards after a unit on the curriculum map. Tighter implementation and consistency of the district common assessment protocols (before, during, and after) is an area that needs to be improved systematically.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of

58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Compared to the 2022 KSA data, several areas increased with P/D percentages in 2023. For math elementary all students P/D, there is an increase going from 56% to 59% (+3). KSA Reading for all students stayed consistent with elementary reading (59%) and middle school reading (52%). When looking at the KSA data for all students in science, social studies, and combined writing, all areas and all grade levels increased, with the exception of high school science (-4) and middle school social studies (-8). Elementary science went from 44% to 48% (+4), elementary combined writing went from 58% to 60% (+2), elementary social studies went from 51% to 52% (+1), middle school science went from 23% to 28% (+5), middle school combined writing went from 50% to 53% (+3), high school social studies went from 36% to 40% (+4), and high school combined writing went from 44% to 49% (+5).

Currently, the high school juniors from 22-23 have an ACT composite score of 19.3 overall, with the following in each area: English - 18.9, Math - 18.8, Reading - 19.7, and Science - 19.3. Our composite score and each content area score is above the state:

- State composite at 18.7 as compared to KCSD at 19.3 (+.6)
- State English at 18.1 as compared to KCSD at 18.9 (+.8)
- State Math at 18.1 as compared to KCSD at 18.8 (+.7)
- State Reading at 19.3 as compared to KCSD at 19.7 (+.4)
- State Science at 18.8 as compared to KCAD at 19.3 (+.5)

For the ACT in 2023, KCSD improved in every area as compared to 2022. In English an increase from 18.2 to 18.9 (+.7), in math an increase from 18.3 to 18.8 (+.5), in reading an increase from 19.4 to 19.7 (+.3), in science from 18.0 to 19.3 (+1.3), and with the overall composite from 18.8 to 19.3 (+.5).

Our composite score and each content area score is above the state:

- State composite at 18.7 as compared to KCSD at 19.3 (+.6)
- State English at 18.1 as compared to KCSD at 18.9 (+.8)
- State Math at 18.1 as compared to KCSD at 18.8 (+.7)
- State Reading at 19.3 as compared to KCSD at 19.7 (+.4)
- State Science at 18.8 as compared to KCAD at 19.3 (+.5)

KCSD has adopted the AASA (School Superintendent Association) version of Transition Readiness. The model allows for students to have many more opportunities to allow students to be Transition Ready, which are related to experiences they are partaking in on a regular basis. Within the AASA model, for the 2022-2023 school year, KCSD had 93.89% of cohort 2023 seniors exit Transition Ready. That is an increase as compared to the 2021-2022 school year of (+3.77).

Our state Transition Ready rate increased from 80.6% to 85.4% (+4.8). Our 4 year

graduation rate increased as compared to the 2022 school year, going from 93.6% to 95.6% (+2.0).

District level data also demonstrate strengths from one year to the next. With the Universal data sets from MAP and CERT, growth has been demonstrated in the area of achievement from the Fall of the 2022 school year to the Fall of the 2023 school year.

With the CERT assessment, when looking at the data from Fall of 2022 to Fall of 2023, students are performing consistently with overall composite scores in all areas for the 9th grade, with the exception of math (-1); in all areas for the 10th grade, with the exception of reading (-1); and in 11th grade English and Math. Our 10th grade EL population in math outscored all students and SWD.

When looking at the median percentile range for achievement for the same grade levels of instruction (not the same student groupings), our elementary third grade grew in the area of reading by +2% for all students. Our elementary first, third, and fourth grades remained consistent with the median achievement percentile. Our middle school sixth and eighth graders remained consistent from Fall to Fall and seventh grade slightly dropped (-2). Our middle school sixth (+5), seventh (+2), and eighth (+2) graders grew in the area of math. The gap for elementary students in Kindergarten reading is narrowing with only a (-10) difference between all students, SWD, and EL subpopulations. Likewise for elementary reading in the 2nd grade with only a difference of (-15) between all students, SWD, and EL subpopulations.

EL fourth grade students are at only an (-18) difference between the EL subpopulation and all students in reading. Math gaps are also narrowing between all students and SWD (-9) for kindergarteners. Again for both SWD and EL students with a (-18) difference between both subpopulations and all students in grade 2.

The EL subpopulation is only at a difference (-14) in grade four for math, between EL students and all students.

As one can see, we have many strengths and overall successes with the data and work that is taking place within the KCSD. We continue to make gains in many areas. We can use these strengths and leverages to help make improvements.

Regularly monitoring the data, allows for the district leaders and school leaders to adjust learning necessary in real time for our students. Adjustments center on the data presented in the CDIP through our district action plan, which is reviewed monthly with our district cabinet members.

As we learn from the successes we are having, we know this comes from our continued effort around supporting tier I instruction. Our support of tier I instruction can best be found outlined in our KCSD Action Plan steps, specifically through the work taking place in the Student Learning and Progress Pillar and our Student Readiness Pillar. Key questions which are reviewed are listed below. Data is presented for each key question in a dashboard format and presented on our district website for stakeholders to view. Objectives, goals and strategies are updated as needed in real time for our district action plan, based upon whether the data sets indicate there is a need for an adjustment.

- To what degree are all students reaching instructional benchmarks on assessments for and of learning in math and reading?
- To what degree are all schools demonstrating growth on instructional benchmarks on assessments for learning and of learning in math and reading?
- To what degree are all KCSD students proficiently reading at grade level in K-8?
- To what degree are we closing achievement gaps for students with disabilities and English Learners?
- To what degree are we increasing English proficiency for English Learner Students?
- To what degree do all KCSD schools implement the Multi-Tiered System of Supports (MTSS) with fidelity for ALL students?

Student Readiness key questions:

- To what degree are students Transition Ready (college and/or career) exiting High School?
- To what degree are students Transition Ready exiting middle school?
- To what degree are students Transition Ready exiting elementary school?

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the Key Elements Template.

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

ATTACHMENTS

Attachment Name

 KCSD Key Elements 2023


8. After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the district 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.

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

KCSD does recognize all six of the Key Core Work Processes, as outlined in the attachment, as a focus areas. However, with our district priorities of Effective Academics and Social Emotional Behavioral (SEB) and Effective Professional Learning Communities (PLC's), we believe this will produce a desired change. Our two priority areas align with KCWP 2: Design and Deliver Instruction and KCWP 4: Review, Analyze and Apply Data. As a new resource this year, our work with standards alignment and rigor, as well as data drive PLC meetings will center on the new Comprehensive Resources purchased for the 23-24 school year. With the 23-24 school year the focus has been on K-12 ELA and grades 6 to Algebra I math. Our K-5 grades are embarking upon using the CKLA Amplify resource, grades 6 to 8 HMH Intro to Literature, and grades 9 to 12 StudySync. For math, in grades 6th to Algebra I, we are using Desmos. KCSD has a plan to adopt comprehensive resources in all areas for all grades within the next five years. The next adoption of a comprehensive resource will focus on K-5 math, with science, social studies, and electives following. Ongoing training will be implemented and monitored through fidelity walks as comprehensive resources are adopted. KCSD believes the use of comprehensive and aligned resources across the district, in conjunction with our two priority focus areas, we will achieve the desired changes and results bringing forth student achievement for all students, which will allow for our district goal of 100% of our students Transition Ready to be met.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 KCSD Key Elements 2023	The six key core work process are addressed in the attachment.	• 7

Key Elements of the Teaching and Learning Environment – District

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the district will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive District Improvement Plan (CDIP).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
<p>KCWP 1: Design and Deploy Standards Does our district continually assess, review, and revise curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?</p>	<p>Yes</p>	<p>The Kenton County School District (KCSD) continually assesses, reviews, and revises curricula on a regular basis. Teachers are engaged with the work of deconstructing standards, creating curriculum maps, creating common summative assessments, creating common formative assessments, and providing feedback on these tools. Professional learning sessions take place year-round to support this work. This work supports the attainment of knowledge, skills and dispositions outlined in the Kentucky Academic Standards. A priority focus for KCSD this year Effective Academics and Social Emotional Behavioral (SEB) instruction at all tiers:</p> <ul style="list-style-type: none"> ● Rigorous standards based academic instruction and evidence-based Social Emotional Learning (SEL) that generates regular checks for learning from all students (Tier 1) ● Fidelity of instruction/program that closes gaps for students with specific skill deficits (Tier II/III/Special Education) <p>A second priority focus for this school is Effective Professional Learning Communities (PLC's). PLC meetings should allow for the use of academic and SEB data in real time to make intentional adjustments to instruction. This is a data driven approach that allows for all students to reach maximum learning potential and to close gaps.</p> <ul style="list-style-type: none"> ● Regular student name and claim; adjustments to instruction as a result of regular review of data

Key Elements of the Teaching and Learning Environment – District

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
<p>KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?</p>	<p>Yes</p>	<p>Evidence in the KCSD for highly effective, culturally responsive, and evidence-based instruction is through tier I instructional practices as a foundation. We provide systematic supports through a variety of formats, including our District Leadership Team Meetings; Curriculum, Instruction, and Assessment Meeting (CIA); Professional Learning; and Academic Support meetings, to name a few. During our District Leadership Team Meetings our time is spent modeling processes leaders can take back to schools to replicate for their staff. Professional Learning focuses on supporting quality tier I instruction. Evidence that instruction is highly effective can be seen through our KCSD Cycle of Quality Instruction and the four elements: 1. Teacher providing appropriate task/text/problem; 2. All students substantively interact with the task and teacher elicits a response/product from all students; 3. Students collaborate to process thinking/ideas, and 4. Teacher uses responses from all students to adapt instruction. New teachers brand new to the profession are inducted with the use of this model, which is introduced and reinforced through the KCSD Cohorts for Building Capacity in the Kenton County New Teacher Training (KC-NET). This is a two-year process whereby teachers new to the profession spend the first year focusing on designing and delivering instruction through the KCSD Cycle of Quality Instruction. We also have a district landing page that where principals can obtain professional learning to implement to support tier I instruction. These professional learning opportunities allow for a principal to differentiate professional learning based upon the needs of the school/staff. For example, if the whole staff, or a portion of the staff need to focus on tier I instructional practices from within any one of the four elements of the KCSD Cycle of Quality Instruction, the principal has a professional development resources readily available to utilize and tailor to needs of the school. On our professional learning landing page there are not only a variety of professional learning experiences related the KCSD Cycle of Quality Instruction but also to support solid tier I instruction in EL, Special Education, Instructional</p>

Key Elements of the Teaching and Learning Environment – District

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
		<p>Technology and SEB supports. We also offer differentiated sessions for school leadership teams to attend month through our CIA meetings. School leadership teams that need additional support attend the CIA meetings, as needed, whereby the school team has devoted time to work on putting structures and systems in place to support tier I instruction. Academic Program Consultants are readily available to help schools during this time. We have an Academic Support Team that meets three times monthly to provides ongoing supports. School Teams work with school level data to best determine the level of support and strategies necessary to help school with the overall delivery of tier I instruction. Our academic program consultants bring a variety of background experiences from high school, middle school, elementary school, special education, behavior, mental health, preschool, and EL.</p>
<p>KCWP 3: Design and Deliver Assessment Literacy Does our district have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?</p>	<p>Yes</p>	<p>The KCSD has a Balanced Assessment Summary and Expectations protocol. This protocol outlines before, during, and after practices that take place in schools to create the best possible testing environment and culture for students, including recognizing students for success through regular celebrations. The KCSD Balance Assessment Summary and Expectations includes statewide summative assessments focused on ACT, Kentucky Summative Assessment (KSA), ACCESS, Brigance, and KYOTE. A Norm Referenced Universal Screener, for which we utilize Measures of Academic Progress (MAP) and College Equipped Readiness Tool (CERT). Our students in grades K-3 proceed to take a reading diagnostic assessment with the Reading Inventory (RI). This is to determine the reading proficiency level of our students and to better meet the needs of students by looking at specific skill deficits. In addition anyone in grades 4 to 8 scoring below the 60th percentile on the Universal Screener, likewise, participates in taking the diagnostic RI assessment in reading. Progress monitoring taking place for those students where it has been determined a tier II or III intervention is needed. Progress Monitoring supports the Multi-Tiered System of</p>

Key Elements of the Teaching and Learning Environment – District

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
		<p>Supports (MTSS) structure in our schools. MTSS teams meet regularly, every eight weeks, to review Progress Monitoring data. The progress monitoring data collection helps the MTSS teams make a determination around the interventions taking place, looking specifically at the instruction, the duration, the frequency of the intervention. Then, based upon the data making a decision around whether the student is making good progress, questionable progress, or insufficient progress. Common Summative Assessments in grades K-12 are implemented to determine the overall mastery of state standards. Common Formative assessments are implemented to measure progress throughout a unit of study, and informal formative assessments utilized daily throughout instruction to better adjust to meet student needs.</p>
<p>KCWP 4: Review, Analyze and Apply Data Does our district communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?</p>	<p>Yes</p>	<p>There are several systematic reviews of data that take place within the KCSD. Our district level cabinet team composed of our Superintendent, Chief Academic Officer, Chief Operations Office, six Assistant Superintendents, and one Executive Director review monthly our district KCSD Action Plan, that is composed of the six Pillars that support our Community Based Accountability System (CBAS). Monthly data is presented in the form of dashboards that align to key questions within each of the Pillars. The six Pillars are: Safety and Well-being; Student Learning and Progress; Student Readiness; Student, Family, and Community Engagement; World Class Staff; and Fiscal and Operational Systems. Quarterly, we review the data with each of the CBAS Pillar teams. Also, at the District Level during Academic Support Meetings data is reviewed for each school. Our data is housed in Performance Matters, district created and school created dashboards. These dashboards show progress towards mastery of standards, progress monitoring for MTSS, state summative data, universal screener data, diagnostic data, common summative data, data for gap populations, including progress towards IEP goals and progress for EL students. The use of all data sets in a</p>

Key Elements of the Teaching and Learning Environment – District

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
		triangulated format, allows all stakeholders the ability to determine priorities for collective needs and to celebrate success.
<p>KCWP 5: Design, Align and Deliver Support Has our district established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?</p>	Yes	<p>The KCSD utilizes many systems to monitor student data regularly to promote positive, equitable, and inclusive learning experiences for all. Systems are in place to design, align and deliver support. Systems support district goal of 100% of our students to be Transition Ready. We are working very hard this year to identify, monitor, and collect data for Transition Ready at the elementary, middle and high school levels with exiting primary, exiting middle school, and exiting seniors. As mentioned, we review data monthly with our district cabinet. The data focus in our cabinet is on the six Pillars within CBAS. Also, as outlined, the Academic Support team that meets three times monthly to review school level data that is divided by school level support teams. Those teams work with the data to determine progress towards school goals. Embedded in this work is progress with the Multi-tiered System of Support, MTSS. A KCSD MTSS rubric has been designed to determine if schools are implementing MTSS with fidelity. With the school team review, GAP population data is included in our data reviews, including our EL populations and Students with Disabilities. Social, Emotional, and Behavior data is also reviewed regularly. Departments meet together to discuss data and determine next steps.</p>
<p>KCWP 6: Establishing Learning Culture and Environment Has our district intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?</p>	Yes	<p>The KCSD establishes a learning culture and environment where students have optimal opportunities for success. Through our MTSS pyramid we believe we are educating the whole child while fostering continual growth and a culture of learning. One side of the pyramid focuses on tier I, II, and III academic instruction. The other side of the pyramid focuses on social, emotional, and behavior with offering tier I, II, and III supports. A MTSS rubric is utilized to help support schools with the MTSS structure being implemented at the school level. In addition, each school has a PBIS plan and safety and security plan. These plans are reviewed at the beginning of</p>

Key Elements of the Teaching and Learning Environment – District

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
		<p>the school year with all staff. Our schools have been instrumental in working to ensure Social, Emotional, and Behavioral Learning is taking place by gathering resources and attending trainings in this area. As mentioned we have two focus priority areas for the 23-24 school year, which are:</p> <p>Effective Academics and Social Emotional Behavioral (SEB) instruction at all tiers:</p> <ul style="list-style-type: none"> ● Rigorous standards based academic instruction and evidence-based Social Emotional Learning (SEL) that generates regular checks for learning from all students (Tier 1) ● Fidelity of instruction/program that closes gaps for students with specific skill deficits (Tier II/III/Special Education) <p>Effective Professional Learning Communities (PLC's). PLC meetings should allow for the use of academic and SEB data in real time to make intentional adjustments to instruction. This is a data driven approach that allows for all students to reach maximum learning potential and to close gaps.</p> <ul style="list-style-type: none"> ● Regular student name and claim; adjustments to instruction as a result of regular review of data <p>For classroom instruction and student learning, using trend data from both instructional observations and academic and SEB student learning data to respond accordingly through recursive structures is how we support the narrowed and focused approach to our two priorities.</p>



2023-2024 Phase Two: District Assurances_10072023_09:00

2023-2024 Phase Two: District Assurances

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

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2023-24 Phase Two: District Assurances Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225) and must contain a signed declaration by the superintendent that all schools in the district are in compliance with the necessary federal and state requirements for school improvement, including:

- KRS 158.649 (achievement gaps),
- 158.6455 (school accountability system),
- 158.782 (monitoring and review of turnaround plan),
- 160.346 (targeted and comprehensive improvement)
- 703 KAR 5:280 (school improvement procedures).
- Elementary and Secondary Education Act (ESSA)
- 20 U.S.C. 6301 et seq. (fair, equitable, and high-quality education, and close educational achievement gaps),
- 2 C.F.R. Part 200 (uniform administrative requirements) and
- 34 C.F.R. Part 200 (Title I).

Please read the assurance and indicate whether your district complies by selecting the appropriate response (Yes, No 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_UAT

The district hereby ensures that the FY 2023-2024 District General and Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

- Yes
- No

o N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Three: The Superintendent Gap
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2023-2024 Phase Three: The Superintendent Gap Assurance

Kenton County
Henry Webb
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2023-2024 Phase Three: The Superintendent Gap Assurance

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

The school-based decision making council, or the principal if no council exists, is required to set the school's yearly targets for eliminating any achievement gap. These targets can be found on the Comprehensive School Improvement Plan template for each school. When determining which schools did and did not meet their targets, the superintendent should review the achievement gap objectives (short-term targets) from the previous two years found on the planning template.

Gap Target Assurance

As superintendent of the district, I hereby certify either:

- No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years.
- Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.**



2023-2024 Phase Three: Comprehensive District Improvement
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2023-2024 Phase Three: Comprehensive District Improvement Plan

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

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2023-24 Phase Three: Comprehensive District Improvement Plan

Rationale

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.

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

Goal: Long-term three- to five-year targets based on the seven (7) required district goals: state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. 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. 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 (6) 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.

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. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

Requirements for Building an Improvement Plan

There are seven (7) required district goals:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness
- Graduation Rate
- Achievement Gap

Using the Comprehensive District Improvement Plan Template

The template is a complement to the Needs Assessment for Districts. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the Comprehensive District Improvement Plan (CDIP)

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

ATTACHMENTS

Attachment Name



CDIP KCSO Template for Comprehensive District Improvement

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

All objectives changed based upon the 2023 data. Each objective has been aligned to make progress towards meeting the 5-year goal, with the exception of the Achievement Gap, which does not have a required goal. Considering our CDIP is based upon the district action plan, which is aligned to our Community Based Accountability (CBAS) model, many of our strategies remain consistent; however,

some have been modified or streamlined for the 2023-2024 school year such as the following:


- Student, Family, & Community Engagement: Ensure engagement of students, families, and the community in ways that contribute to the overall growth and success of all stakeholders
- World Class Staff: Ensure Recruitment, Retention, and Support of High Quality Staff

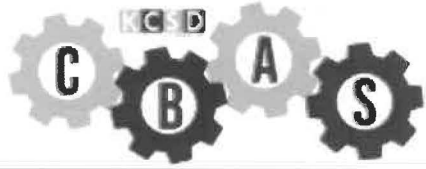
Key Questions that support our strategies are often modified from year to year reflecting the current needs based upon the forward facing approach our CBAS model. Key Questions which are differing from the previous year are listed below:

- To What Degree Are All KCS D Students Proficiently Reading at Grade Level in K-8?
- To What Degree Are We Closing Achievement Gaps for Students with Disabilities and English Learners?
- To what degree do schools implementation of the SEB Tier One Action Plans impact the social, emotional, and behavior needs of the students?
- To what degree do schools implement the Behavior Threat Assessment and Management (BTAM) Team process?
- To what degree are students provided with safe learning spaces/facilities?
- To what degree does the district and schools provide opportunities for ALL families to build an understanding of how to support their children's Social Emotional Behavior (SEB), academic, and extra-curricular involvement?
- To what degree does our district/schools collaborate with community partners?

All other strategies remain consistent and will be maintained as we are committed to the work outlined with our model and believe in building capacity with our structures and processes in place, as well as our human resources.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CDIP KCSD Template for Comprehensive District Improvement	KCSD Action Plan/CDIP for Phase III diagnostic of Comprehensive District Improvement	•



Kenton County School District Community Based Accountability System (CBAS) Action Plan 23-24

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive district improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Districts

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Districts that will be thoroughly addressed in the strategies and activities outlined in this template.

When analyzing our KSA data, priority areas are evident when comparing Proficient/ Distinguished percentages to the previous year, 2022 as compared to 2023. The data does indicate that three of our schools have been placed in the federal classification category of Targeted Support and Improvement due to data for SWD and EL Plus Monitored. Those schools are: Beechgrove and Summit View Middle for SWD and Turkeyfoot Middle for SWD and EL Plus Monitored. In addition, the data below does show as a district we have deficits within areas for our subpopulations of SWD and EL, but we also recognize we have priority areas of concerns for all students with tier I instruction. The data below supports the areas of concern, which focus on tier I instruction for all students and our gap populations, which led to schools receiving the federal classification of TSI.

All areas within math and reading for all levels and all students declined, with the exception of elementary math (+3) and elementary reading (59%) and middle school reading (52%), which stayed consistent. Middle school math went from 45% to 43% (-2), high school math went from 44% to 38% (-6), and high school reading went from 50% to 44% (-11).

When looking at the same data sets of reading and math for students with disabilities, those too are lower as compared to 2022, with the exception of elementary reading (+1), high school reading (+4) and high school math (+3). Elementary math went from 22% to 22% (-/+0), which remained consistent. Middle School math went from 11% to 8% (-3). Middle School reading went from 15% to 13% (-2).

Our district Universal Screener data from CERT and MAP demonstrates the same priority areas as evident, when comparing the Fall 2022 data to the Fall 2023 data. With the CERT data for our high school students, from Fall to Fall of 2022 to 2023, our 9th graders overall composite score went from 14 to 13 (-1) in math. Our 10th graders also had a small decrease in reading from 16 to 15 (-1). Our 11th graders had a decrease from Fall to Fall in reading going from 16 to 15 (-1), and in science going from 13 to 12 (-1). Also, in comparison to all students with the percent of students at or above benchmark for Fall of 2023, at all grades and in all content areas our students with disabilities and EL population are performing significantly below all students, with the exception of the EL population in 10th grade math, who outperformed all students (+2.74%) and the SWD population (+4.84%).

With the MAP data sets for our middle school and elementary students, from Fall of 2022 to Fall of 2023, for all students there are priority areas exemplified in the data. This data represents grade level instruction from year to year, but not the same groupings of students. For elementary reading all students only grade 4 showed a decrease (-2), while grades K, 1, 2, and 5 remained consistent. Grade three however, showed an increase (+2). For elementary math all students the following grades have decreased with the median percentile for achievement: kindergarten (-3), grade two (-3), and grade five (-5). SWD and the EL populations in the elementary schools for both reading and math have decreases for the median percentile below all students. Again, this is comparing grade level instruction and not the same groupings of students. For middle school reading all students the following grade has decreased with the median percentile for achievement: grade 7 (-2). Grade 6 and 8 for reading remain consistent with the median achievement percentile with no increase or decrease. For middle school math all students in all grades showed a slight increase for the median achievement percentile. Likewise, the SWD and EL populations for the median percentile are below all students for the Fall 2023 data, exemplifying an achievement gap continues to exist.

KCSD collects a year long running average of common formative assessments scores to demonstrate mastery of standards within our district. The common assessments across the district serve as a common formative that all students in our district participate in at regular intervals marking the end of a unit or bundle of standards, as indicated on the common district curriculum timelines. From the 2021-2022 school year to the 2022-2023 school year KCSD showed only improvement in one area for Common Formative Assessment scores (elementary math from 79.96% to 81.05%). All other areas decreased from 2021-2022 to the 2022-2023 school year. The following decreases took place:

- Middle School Math All Students - from 63.82% to 40.37% (-23.45)
- High School Math All Students - from 55.70% to 37.78% (-17.92)
- Elementary Math SWD - from 69.00% to 53.76% (-15.24)
- Middle School Math SWD - from 47.42% to 10.77% (- 36.65)
- High School Math SWD - from 45.72% to 16.52% (- 29.20)
- Elementary Math EL - from 70.83% to 62.21% (- 8.62)
- Middle School Math EL from 49.09% to 19.38% (-29.71)

High School Math EL from 38.46% to 16.52% (- 21.94)
Elementary Reading All Students from 78.49% to 77.66% (- .83)
Middle School Reading All Students from 63.98% to 45.30% (- 18.68)
High School Reading All Students from 57.66% to 34.53% (- 23.13)
Elementary Reading SWD from 68.67% to 49.60% (- 19.07)
Middle School Reading SWD from 46.73% to 7.74% (- 38.99)
High School Reading SWD from 45.62% to 7.94% (- 37.68)
Elementary Reading EL from 69.10% to 54.34% (- 14.76)
Middle School Reading EL from 48.68% to 11.17% (- 37.51)
High School Reading EL from 40.01% to 14.54% (- 25.47)

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the District Key Elements Template that the district will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

Listed below you will find our two district priorities where KCSD will focus its resources and efforts thoroughly to address strategies and activities aligned in this template.

- ❖ Effective Academics and Social Emotional Behavioral (SEB) instruction at all tiers
 - Rigorous standards based academic instruction and evidence-based Social Emotional Learning (SEL) that generates regular checks for learning from all students (Tier 1)
 - Fidelity of instruction/program that closes gaps for students with specific skill deficits (Tier II/III/Special Education)
- ❖ Effective Professional Learning Communities (PLC's). PLC meetings should allow for the use of academic and SEB data in real time to make intentional adjustments to instruction. This is a data driven approach that allows for all students to reach maximum learning potential and to close gaps.
 - Regular student name and claim; adjustments to instruction as a result of regular review of data

Our two priority areas align with KCWP 2: Design and Deliver Instruction and KCWP 4: Review, Analyze and Apply Data. Resources and efforts will be focused on the following:

- ❖ Classroom Instruction/Student Learning-Using trend data from both instructional observations and academic and SEB student learning data to respond accordingly through recursive structures.
- ❖ A priority we value in KCSD is getting into each teacher's classroom each month to observe instruction and provide meaningful feedback. Using the school dashboard to review and reflect on the data/trends and next steps throughout the school year.
- ❖ Ensure the administration team is calibrated and consistent on quality instruction and the feedback provided to teachers.
- ❖ Identifying what academic and/ or SEB data/information say about the collective and individual needs of your staff.
- ❖ Reflecting on processes for when informal or formal support is needed for staff.
- ❖ Having structures in place to provide ongoing, job embedded Tier I professional learning to all staff.
- ❖ The importance of school leadership/teachers understanding the standards and planning for student tasks that are aligned to the rigor level of the standard. Additionally, it is imperative that principals are reviewing lesson plans and the standards/curriculum maps when in classrooms providing feedback. KCSD now has high quality comprehensive instructional resources in ELA P-12 and in Math 6th- Algebra 1 with a 5 year recursive plan to address resources. Fidelity of these resources must be planned for and implemented.
- ❖ Structures for effective collaboration/co-teaching
- ❖ Tighter implementation and consistency of the district common assessment protocols (before, during, and after).
- ❖ An area of growth is for schools to have a structure for all teachers to systemically spiral review with the standards that have already been taught and monitor this data in real time to determine next steps/needs.
- ❖ Identifying what student data (Performance Matters, District Dashboard, etc.) say about the collective and individual needs of your staff.
- ❖ Vertically aligned Literacy Plan with instructional shifts in how reading is taught, High Quality Comprehensive Instructional Resource for ALL students K-12 in the area of Literacy. KCSD Literacy Guide
 - To what degree are all KCSD students proficiently reading at grade level? (K-8)
 - Literacy added into the Transition Readiness model for elementary
- ❖ Guidelines/Process to evaluate the effectiveness of school interventions, special education programming, and English Learner programming.
- ❖ Identifying structures to have in place to support Tier I instruction for the rapidly increasing EL population.
- ❖ By describing the components of *Leadership, Data-Driven Decision Making, Targeted Instruction, and Supporting Student Success*, the **MTSS Rubric for ALL Students** serves as a district-wide informational roadmap, measures the fidelity of MTSS implementation across all tiers of instruction, and assists with school

plans toward MTSS improvement.

Indicator

List the overall scores of status and change for each indicator and select which indicator(s) will be of priority focus through the strategies and activities outlined in this template.

Indicator	Status	Change
<i>State Assessment Results in reading and mathematics</i>	<i>Elementary 77.8 Middle School 65.6 High School 59.2</i>	<i>Elementary 1.9 Middle School -0.4 High School -4.8</i>
<i>State Assessment Results in science, social studies and writing</i>	<i>Elementary 74.1 Middle School 60.0 High School 52.5</i>	<i>Elementary 0.8 Middle School 0.3 High School 0.7</i>
<i>English Learner Progress</i>	<i>Elementary 66.5 Middle School 25.7 High School 37.4</i>	<i>Elementary 7.9 Middle School -3.9 High School -9.9</i>
<i>Quality of School Climate and Safety</i>	<i>Elementary 79.6</i>	<i>Elementary 0.6</i>

	<i>Middle School 69.5</i> <i>High School 65.6</i>	<i>Middle School -0.9</i> <i>High School -0.4</i>
<i>Postsecondary Readiness</i>	83.0	2.4
<i>Graduation Rate</i>	95.2	1.2

Reading and Mathematics Goal #1: By 2028, the district will increase math and reading proficiency for all students from:
59% in 2023 to 80% for elementary math;
59% in 2023 to 80% for elementary reading;
43% in 2023 to 72% for middle school math;
52% in 2023 to 76% for middle school reading;
38% in 2023 to 69% for high school math;
44% in 2023 to 72% for high school reading
as measured by the school report card proficiency data.

Reading and Mathematics Objective 1: By 2024, the district will increase math and reading proficiency for all students from:
59% in 2023 to 63% for elementary math;
59% in 2023 to 63% for elementary reading;
43% in 2023 to 49% for middle school math;
52% in 2023 to 57% for middle school reading;
38% in 2023 to 44% for high school math;
44% in 2023 to 50% for high school reading;
as measured by the school report card proficiency data.

Strategy	Key Question/Measures of Success	Evidence (Measures and Indicators)/Progress Monitoring	Action Steps/Activities	Funding
Student Learning and Progress: Ensure academic success and growth for all students so that	<i>To what degree are all students reaching instructional benchmarks on</i>	<ul style="list-style-type: none"> Performance Matters-Tier I, II, III Data <input type="checkbox"/> 70% Accuracy on 	<ul style="list-style-type: none"> Ongoing Tier I job embedded professional learning and support 	\$144,770.73 - LMS

<p>every student reaches their maximum learning potential.</p> <p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze, and Apply Data</p> <p>KCWP 5: Design, Align, Deliver Support Classroom Activities</p>	<p><i>assessments for and of learning in math and reading?</i></p>	<p>District Common Assessments Elementary, Middle, and High</p> <ul style="list-style-type: none"> <input type="checkbox"/> MAP- Elementary/Middle <input type="checkbox"/> CERT Grade Level Benchmarks - High <ul style="list-style-type: none"> ● Classroom Instructional Data ● Grade Analysis ● Anecdotal Data 	<ul style="list-style-type: none"> ● Differentiated professional learning and support through school support team structure and CIA ● <u>KCSD Monthly Instructional Observations/Feedback</u> ● Ongoing training and implementation of the <u>Best Practices During Shared Walks</u>. Share Monthly Trends/Action Steps ● Calibration on quality instruction and the feedback provided to teachers with a systemic process to review the data and feedback that leads to necessary collective and differentiated professional learning. ● Structures for effective co-teaching and collaboration ● Vertically aligned Literacy Plan with instructional shifts in how reading is taught, High Quality Comprehensive Instructional Resource for ALL students K-12 in the area of Literacy. <u>KCSD Literacy Guide/ Literacy Support/Read to Succeed Q&A</u> ● High Quality Comprehensive Instructional Resource for ALL students in the area of Math for grades 6- Algebra 1. ● Ongoing training and implementation of the <u>KCSD</u> 	<p>\$68,528.78 ARP Funds for Certified Staff Hourly Stipend/Sub. Pay</p>
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To What Degree Are All Students Demonstrating

- Performance Matters-Tier I, II, III Data
- Data Dashboard

Balanced Assessment System

- Utilizing Performance Matters, schools will utilize PLC's/ILT's to analyze common weekly and/or district assessment data to adjust instruction in response to level of mastery demonstrated.
- Clear school structure around common formative assessments and a process for spiral review of standards.
- Implementation of the K-12 Common Assessment Protocols with fidelity in all schools.
- Implementation of the KCSD Instructional Leadership Wheel with fidelity in all schools
- Full Implementation of the Learning Management System
- Implementation of the KCSD Curriculum and Assessment Plan
- School Action Plans
- District/School Support Team Meetings
- Closing the Gap Meetings
- The same structures and action steps as outlined above
- Vertically aligned Literacy Plan

	<p><i>Growth on Instructional Benchmarks on Assessments for Learning and of Learning in math and reading?</i></p>	<ul style="list-style-type: none"> ○ Growth in a trendline over time of administering common assessments. While we know the assessments cover a different bundle of standards, we are measuring if the trendline is maintaining or growing. ○ Growth from fall to spring and spring to spring on MAP/CERT ● Classroom Instructional Data ● Grade Analysis ● Anecdotal Data 	<p>with instructional shifts in how reading is taught, High Quality Comprehensive Instructional Resource for ALL students K-12 in the area of Literacy.</p> <p><u>KCSD Literacy Guide</u></p> <ul style="list-style-type: none"> ● <u>Literacy Support</u> ● <u>Read to Succeed Q&A</u> ● Closing the Gap Meetings ● District/School Support Team Meetings 	
	<p><i>To What Degree Are All KCSD Students Proficiently Reading at Grade Level in K-8?</i></p>	<ul style="list-style-type: none"> ● Performance Matters-Tier I, II, III Data ● Universal screener data- MAP ● Universal diagnostic- Phonics Inventory and Reading Inventory ● Classroom Instructional Data/Fidelity of Comprehensive Resource ● Grade Analysis ● Anecdotal Data 	<ul style="list-style-type: none"> ● The same structures and action steps as outlined above ● Structures for effective co-teaching and collaboration ● Leading the implementation of the <u>KCSD English Learner Handbook</u> ● District/School Support Team Meetings ● Closing the Gap Meetings 	

<p><i>To What Degree Do All KCS D Schools Implement the Multi-Tiered System of Support (MTSS) with fidelity for ALL students?</i></p>	<ul style="list-style-type: none"> ● Performance Matters- Tier I, II, III Data ● Data Dashboard ● <u>MTSS Rubric for ALL Students</u> ● MTSS School Plans ● Classroom Instructional Data ● Observations/Feedback ● School Action Plans ● Anecdotal Data- school implementation in determining the effectiveness of programming/interventions 	<ul style="list-style-type: none"> ● The same structures and action steps as outlined above ● School Action Plans ● District/School Support Team Meetings ● Closing the Gap Meetings
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Science, Social Studies and Writing Goal #2: By 2028, the district will increase science, social studies, and writing proficiency for all students from:

- 48% in 2023 to 74% for elementary science;
 - 52% in 2023 to 76% for elementary social studies;
 - 60% in 2023 to 80% for elementary writing;
 - 28% in 2023 to 64% for middle school science;
 - 38% in 2023 to 69% for middle school social studies;
 - 53% in 2023 to 77% for middle school writing;
 - 9% in 2023 to 55% for high school science;
 - 40% in 2023 to 70% for high school social studies;
 - 49% in 2023 to 75% for high school writing
- as measured by the school report card proficiency data.

Science, Social Studies and Writing Objective 1: By 2024, the district will increase science, social studies, and writing proficiency for all students from:

- 48% in 2023 to 53% for elementary science;
- 52% in 2023 to 57% for elementary social studies;

60% in 2023 to 64% for elementary writing;
 28% in 2023 to 35% for middle school science;
 38% in 2023 to 44% for middle school social studies;
 53% in 2023 to 58% for middle school writing;
 9% in 2023 to 18% for high school science;
 40% in 2023 to 46% for high school social studies;
 49% in 2023 to 54% for high school writing
 as measured by the school report card proficiency data.

Strategy	Key Question/Measures of Success	Evidence (Measures and Indicators)/Progress Monitoring	Action Steps/Activities	Funding
<p>Student Learning and Progress: Ensure academic success and growth for all students so that every student reaches their maximum learning potential.</p> <p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze, and Apply Data</p> <p>KCWP 5: Design, Align, Deliver Support Classroom Activities</p>	<p><i>To what degree are all students reaching instructional benchmarks on assessments for and of learning?</i></p>	<ul style="list-style-type: none"> ● Performance Matters-Tier I, II, III Data <ul style="list-style-type: none"> <input type="checkbox"/> 70% Accuracy on District Common Assessments ● Classroom Instructional Data ● Grade Analysis ● Anecdotal Data 	<ul style="list-style-type: none"> ● Ongoing Tier I job embedded professional learning and support ● Differentiated professional learning and support through school support team structure and CIA ● <u>KCSD Monthly Instructional Observations/Feedback</u> ● Ongoing training and implementation of the <u>Best Practices During Shared Walks</u>. Share Monthly Trends/Action Steps ● Calibration on quality instruction and the feedback provided to teachers with a systemic process to review the data and feedback that leads to necessary collective and differentiated professional learning. ● Structures for effective co-teaching and collaboration ● Ongoing training and 	<p>\$144,770.73 - LMS</p> <p>\$68,528.78 ARP Funds for Certified Staff Hourly Stipend/Sub. Pay</p>

	<p><i>To What Degree Are All Students Demonstrating Growth on Instructional</i></p>	<ul style="list-style-type: none"> ● Performance Matters-Tier I, II, III Data ● Data Dashboard <ul style="list-style-type: none"> ○ Growth in a trendline over 	<p>implementation of the <u>KCSD Balanced Assessment System</u></p> <ul style="list-style-type: none"> ● Utilizing Performance Matters, schools will utilize PLC's/ILT's to analyze common weekly and/or district assessment data to adjust instruction in response to level of mastery demonstrated. ● Clear school structure around common formative assessments and a process for spiral review of standards. ● Implementation of the <u>K-12 Common Assessment Protocols</u> with fidelity in all schools. ● Implementation of the <u>KCSD Instructional Leadership Wheel</u> with fidelity in all schools ● Full Implementation of the <u>Learning Management System</u> ● Implementation of the <u>KCSD Curriculum and Assessment Plan</u> ● School Action Plans ● District/School Support Team Meetings ● Closing the Gap Meetings <ul style="list-style-type: none"> ● The same structures and action steps as outlined above ● Closing the Gap Meetings ● District/School Support Team Meetings 	
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	<p><i>Benchmarks on Assessments for Learning and of Learning?</i></p>	<p>time of administering common assessments. While we know the assessments cover a different bundle of standards, we are measuring if the trendline is maintaining or growing.</p> <ul style="list-style-type: none"> ● Classroom Instructional Data ● Grade Analysis ● Anecdotal Data 		
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Achievement Gap Objective 1: By 2024, the district will increase math and reading proficiency for students with disabilities from:
22% in 2023 to 30% for elementary math;
25% in 2023 to 32% for elementary reading;
8% in 2023 to 17% for middle school math;
13% in 2023 to 22% for middle school reading;
10% in 2023 to 19% for high school math;
11% in 2023 to 20% for high school reading;
as measured by the school report card proficiency data.

Strategy	Key Question/Measures of Success	Evidence (Measures and Indicators)/Progress Monitoring	Action Steps/Activities	Funding
<p>Student Learning and Progress: Ensure academic success and growth for all students so that every student reaches their maximum learning potential.</p> <p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze, and Apply Data</p> <p>KCWP 5: Design, Align, Deliver Support Classroom Activities</p>	<p><i>To What Degree Are We Closing Achievement Gaps for Students with Disabilities and English Learners?</i></p>	<ul style="list-style-type: none"> ● Performance Matters-Tier I, II, III Data <ul style="list-style-type: none"> <input type="checkbox"/> 70% Accuracy on District Common Assessments Elementary, Middle, and High <input type="checkbox"/> MAP-Elementary/Middle <input type="checkbox"/> CERT Grade Level Benchmarks - High ● Classroom Instructional Data ● Grade Analysis ● Anecdotal Data 	<ul style="list-style-type: none"> ● Ongoing Tier I job embedded professional learning and support ● Differentiated professional learning and support through school support team structure and CIA ● <u>KCSD Monthly Instructional Observations/Feedback</u> ● Ongoing training and implementation of the <u>Best Practices During Shared Walks</u>. Share Monthly Trends/Action Steps ● Calibration on quality instruction and the feedback provided to teachers with a systemic process to review the data and feedback that leads to necessary collective and differentiated professional learning. ● Structures for effective co-teaching and collaboration ● Vertically aligned Literacy Plan with instructional shifts in how reading is taught, High Quality Comprehensive Instructional Resource for ALL students K-12 in the area of Literacy. <u>KCSD Literacy Guide/ Literacy Support/Read to Succeed Q&A</u> ● High Quality Comprehensive Instructional Resource for ALL 	<p>\$144,770.73 - LMS</p> <p>\$68,528.78 ARP Funds for Certified Staff Hourly Stipend/Sub. Pay</p>

			<p>students in the area of Math for grades 6- Algebra 1.</p> <ul style="list-style-type: none"> ● Ongoing training and implementation of the <u>KCSD Balanced Assessment System</u> <ul style="list-style-type: none"> ● Utilizing Performance Matters, schools will utilize PLC's/ILT's to analyze common weekly and/or district assessment data to adjust instruction in response to level of mastery demonstrated. ● Clear school structure around common formative assessments and a process for spiral review of standards. ● Implementation of the <u>K-12 Common Assessment Protocols</u> with fidelity in all schools. ● Implementation of the <u>KCSD Instructional Leadership Wheel</u> with fidelity in all schools ● Full Implementation of the <u>Learning Management System</u> ● Implementation of the <u>KCSD Curriculum and Assessment Plan</u> ● School Action Plans ● District/School Support Team Meetings ● Closing the Gap Meetings 	
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English Learner Progress Goal #4: By 2028, the district will increase the English Learners Progress overall indicator rating from: 74.4 in 2023 to 87.2 for elementary schools; 21.8 in 2023 to 60.9 for middle schools; 27.5 in 2023 to 63.8 for high schools as measured by the school report card proficiency data.

English Learner Progress Objective 1: By 2024, the district will increase the English Learners Progress overall indicator rating from: 74.4 in 2023 to 76.9 for elementary schools; 21.8 in 2023 to 29.6 for middle schools; 27.5 in 2023 to 34.8 for high schools as measured by the school report card proficiency data.

<p>Student Learning and Progress: Ensure academic success and growth for all students so that every student reaches their maximum learning potential.</p> <p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze, and Apply Data</p> <p>KCWP 5: Design, Align, Deliver Support Classroom Activities</p>	<p><i>To What Degree Are We Closing Achievement Gaps for Students with Disabilities and English Learners?</i></p>	<ul style="list-style-type: none"> ● Performance Matters-Tier I, II, III Data <ul style="list-style-type: none"> <input type="checkbox"/> 70% Accuracy on District Common Assessments Elementary, Middle, and High <input type="checkbox"/> MAP-Elementary/Middle <input type="checkbox"/> CERT Grade Level Benchmarks - High ● Classroom Instructional Data ● Grade Analysis ● Anecdotal Data 	<ul style="list-style-type: none"> ● Ongoing Tier I job embedded professional learning and support ● Differentiated professional learning and support through school support team structure and CIA ● <u>KCSD Monthly Instructional Observations/Feedback</u> ● Ongoing training and implementation of the <u>Best Practices During Shared Walks</u>. Share Monthly Trends/Action Steps ● Calibration on quality instruction and the feedback provided to teachers with a systemic process to review the data and feedback that leads to necessary collective and differentiated professional learning. 	<p>\$144,770.73 -LMS</p>
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			<ul style="list-style-type: none"> ● Structures for effective co-teaching and collaboration ● Vertically aligned Literacy Plan with instructional shifts in how reading is taught, High Quality Comprehensive Instructional Resource for ALL students K-12 in the area of Literacy. <u>KCSD Literacy Guide/ Literacy Support/Read to Succeed Q&A</u> ● High Quality Comprehensive Instructional Resource for ALL students in the area of Math for grades 6- Algebra 1. ● Ongoing training and implementation of the <u>KCSD Balanced Assessment System</u> <ul style="list-style-type: none"> ● Utilizing Performance Matters, schools will utilize PLC's/ILT's to analyze common weekly and/or district assessment data to adjust instruction in response to level of mastery demonstrated. ● Clear school structure around common formative assessments and a process for spiral review of standards. ● Implementation of the <u>K-12 Common Assessment Protocols</u> with fidelity in all schools. 	
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To What Degree Are We Increasing English Proficiency for English Learner Students?

- Performance Matters- Tier I, II, III Data
 - Data for students meeting proficiency towards standards
- Data Dashboard
 - Percentages of students with disabilities making progress on IEP goals
 - Compliance Data
 - Monthly Data Review
 - Schedule/IEP alignment
 - Data Entry/Progress of IEP Goals
 - Progress

- Implementation of the KCSD Instructional Leadership Wheel with fidelity in all schools
- Full Implementation of the Learning Management System
- Implementation of the KCSD Curriculum and Assessment Plan
- School Action Plans
- District/School Support Team Meetings
- Closing the Gap Meetings

- The same structures and action steps as outlined above
- Structures for effective co-teaching and collaboration
- Leading the implementation of the KCSD English Learner Handbook
- District/School Support Team Meetings
- Closing the Gap Meetings

		<p style="text-align: center;">Reports</p> <ul style="list-style-type: none"> ● EL Progress Monitoring Data/ACCESS Data ● Classroom Instructional Data ● Grade Analysis ● Referral Data ● Anecdotal Data- school implementation in determining the effectiveness of programming around Special Education and EL 		
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Quality of School Climate and Safety Goal #5: By 2028, the district will increase the Quality of School Climate and Safety overall indicator rating for all students from:
80.2 in 2023 to 90.1 for elementary schools;
68.6 in 2023 to 84.3 for middle schools;
65.2 in 2023 to 82.6 for high schools
as measured by the school report card proficiency data.

Quality of School Climate and Safety Objective 1: By 2024, the district will increase the Quality of School Climate and Safety overall indicator rating for all students from:
80.2 in 2023 to 82.1 for elementary schools;
68.6 in 2023 to 71.7 for middle schools;
65.2 in 2023 to 68.7 for high schools
as measured by the school report card proficiency data.

Strategy	Key Question/Measure of Success	Evidence (Measures and Indicators)/Progress Monitoring	Action Steps/Activities	Funding
Safety & Well-Being: Ensure students are educated in an optimal environment that is	<i>To what degree do schools implementation of the SEB Tier One Action Plans **</i>	<ul style="list-style-type: none"> ● SEB Dashboard <ul style="list-style-type: none"> ○ % Out of School Suspension by 	<ul style="list-style-type: none"> ● Monthly SEB data analysis ● Review school's SEB Tier One Action Plans ** and 	\$26,000.00 Navigate 360

<p><i>To what degree are students provided with safe learning spaces/facilities?</i></p>	<ul style="list-style-type: none"> ● % of schools compliant with each element of <u>State Security Marshal assessment</u> requirements ● % of schools completing monthly safety drills ● % of schools with SRO representation ● Anecdotal data review 	<ul style="list-style-type: none"> ● Conduct District and School safety team meetings ● Monitor and analyze data and address areas of need ● Ongoing training for efficient use of security tools and systems <ul style="list-style-type: none"> ○ Navigate Prepared, Cameras, Access Control ● Conduct District and School safety team meetings 	
<p><i>To what degree are we prepared to both mitigate and effectively respond to crisis situations?</i></p>	<ul style="list-style-type: none"> ● % of district/schools completing quarterly safety team meetings ● % of district/schools completing annual training for crisis mitigation and response training and reunification process ● Anecdotal data review 	<ul style="list-style-type: none"> ● Conduct annual training program for crisis mitigation and response training ● Annual training for reunification process ● Monthly safety topic at Leadership meetings ● Navigate Prepared <ul style="list-style-type: none"> ○ District and School Safety Plans ○ Threat Assessment ● SRO Program 	

Postsecondary Readiness Goal #6: By 2028, the district will increase the overall indicator score of students transition ready in grade 12 from 85.4 in 2023 to 92.7, as measured by College/Career Readiness calculations.

****KCSD has adopted the School Superintendent Association of Transition Ready (AASA): Under this model, the district goal is 100% of students will be Transition Ready.**

Postsecondary Readiness Objective 1: By 2024, the district will increase the overall indicator score of students transition ready in grade 12 from 85.4 in 2023 to 86.8, as measured by College/Career Readiness calculations.

<i>Strategy</i>	<i>Key Question/Measure of Success</i>	<i>Evidence (Measures and Indicators)/Progress Monitoring</i>	<i>Action Steps/Activities</i>	<i>Funding</i>
<p>Student Readiness: Ensure all students are prepared with the knowledge, skills and dispositions to be Transition Ready.</p> <p>KCWP 4: Review, Analyze, and Apply Data</p> <p>KCWP 5: Design, Align, Deliver Support Classroom Activities</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p><i>To what degree are students Transition Ready (college and/or career) exiting High School?</i></p>	<p><u>Exiting High School Transition Readiness</u></p> <ul style="list-style-type: none"> ● Data Dashboard ● Performance Matters-Tier I, II, III Data ● Classroom Instructional Data ● Grade Analysis ● Anecdotal Data 	<ul style="list-style-type: none"> ● Effective and recursive structures, with teaching and student learning, as outlined in the Student Learning and Progress Pillar will determine the readiness for our students to transition through each grade and level. ● Implementing support for ALL aspects of graduating Transition Ready through the alignment of the High School MTSS model. <ul style="list-style-type: none"> ○ Correct identification of students into appropriate tiers ○ Structured, effective student led conversations around individual awareness of transition readiness ● Leadership review of grade analysis data to ensure there are equitable practices for all kids. ● Build capacity with schools 	<p>\$144,770.73 - LMS</p>

			<p>to support and promote implementation of ACT instruction to support college readiness.</p> <ul style="list-style-type: none"> ● Expand upon Career Readiness MTSS Interventions providing lessons for students that may need additional support in the area of career readiness. ● Expand Career Pathways and Internship opportunities for students at all high schools. ● Provide training and support to school staff on pathways, including CIP codes and measurements for CTE-EOP Exams. ● Build capacity with schools on ensuring students apply for and obtain the Essential Skills Certifications before graduating. ● Facilitate annual Work Based Learning Fair for juniors and seniors to promote community outreach and support students with career readiness. ● Intentionally complete lessons through the ILP process that align to student interest and allow for career exploration. (ILP 	
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	<p><i>To what degree are students Transition Ready exiting Middle School?</i></p>	<p><u>Exiting Middle School Transition Readiness</u></p> <ul style="list-style-type: none"> ● Data Dashboard ● Performance Matters-Tier I, II, III Data ● Classroom Instructional Data ● Grade Analysis ● Anecdotal Data 	<p><u>Expectations)</u></p> <ul style="list-style-type: none"> ● Effective and recursive structures, with teaching and student learning, as outlined in the Student Learning and Progress Pillar will determine the readiness for our students to transition through each grade and level. ● Build an understanding with students of the impact passing grades and GPA have on overall Transition Readiness. ● Leadership review of grade analysis data to ensure there are equitable practices for all kids. ● Build upon and implement the discussions Adult Advocate and students have regularly around Transition Ready (3 times per year). Through conversations, students will monitor their own progress towards Transition Readiness. ● Peer Mentoring will take place through the Superintendent Student Advisory Council on Transition Readiness. ● Build school culture 	
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	<p><i>To what degree are students Transition Ready exiting elementary school?</i></p>	<p><u>Exiting Elementary School Transition Readiness</u></p> <ul style="list-style-type: none"> ● Data Dashboard ● Data Dashboard ● Performance Matters-Tier I, II, III Data ● Classroom Instructional Data ● Grade Analysis ● Anecdotal Data 	<p>ensuring intentional communication and conversations between school administration, teachers, counselors, families and students are taking place around Transition Ready.</p> <ul style="list-style-type: none"> ● Through the use of the ILP process work with middle schools to have students identify career interests and possible career cluster/pathway. ● Intentionally complete lessons through the ILP process that align to student interest and allow for career exploration. (<u>ILP Expectations</u>) <ul style="list-style-type: none"> ● Effective and recursive structures, with teaching and student learning, as outlined in the Student Learning and Progress Pillar will determine the readiness for our students to transition through each grade and level. ● Begin discussions and planning with Elementary School Leaders on how an Adult Advocate can be a part of the Transition Ready 	
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			<p>process, which will begin to allow for students to be aware of individual progress towards achieving Transition Readiness.</p> <ul style="list-style-type: none"> ● Leadership review of grade analysis data to ensure there are equitable practices for all kids. ● Build an understanding with students of the impact passing grades and GPA has on overall Transition Readiness. ● Peer Mentoring will take place through the Superintendent Student Advisory Council on Transition Readiness. ● Build school culture ensuring intentional communication and conversations between school administration, teachers, counselors, families and students are taking place around Transition Ready. 	
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Graduation Rate Goal #7: By 2028, the district will increase the 4-year graduation rate from 95.6% in 2023 to 97.8%, as measured by the school report card 4-year adjusted cohort graduation rate.

Graduation Rate Objective 1: By 2024, the district will increase the 4-year graduation rate from 95.6% in 2023 to 96.0%, as measured by the school report card 4-year adjusted cohort graduation rate.

<i>Strategy</i>	<i>Key Question/Measure of Success</i>	<i>Evidence (Measures and Indicators)/Progress Monitoring</i>	<i>Action Steps/Activities</i>	<i>Funding</i>
<p>Student Readiness: Ensure all students are prepared with the knowledge, skills and dispositions to be Transition Ready.</p> <p>KCWP 4: Review, Analyze, and Apply Data</p> <p>KCWP 5: Design, Align, Deliver Support Classroom Activities</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p><i>To what degree are students Transition Ready (college and/or career) exiting High School?</i></p>	<p><u>Exiting High School Transition Readiness</u></p> <ul style="list-style-type: none"> ● Data Dashboard ● Performance Matters-Tier I, II, III Data ● Classroom Instructional Data ● Grade Analysis ● Anecdotal Data 	<ul style="list-style-type: none"> ● Effective and recursive structures, with teaching and student learning, as outlined in the Student Learning and Progress Pillar will determine the readiness for our students to transition through each grade and level. ● Implementing support for ALL aspects of graduating Transition Ready through the alignment of the High School MTSS model. <ul style="list-style-type: none"> ○ Correct identification of students into appropriate tiers ○ Structured, effective student led conversations around individual awareness of transition readiness ● Leadership review of grade analysis data to ensure there are equitable practices for all kids. ● Build capacity with schools to support and promote implementation of ACT 	<p>\$144,770.73 - LMS</p>

			<p>instruction to support college readiness.</p> <ul style="list-style-type: none"> ● Expand upon Career Readiness MTSS Interventions providing lessons for students that may need additional support in the area of career readiness. ● Expand Career Pathways and Internship opportunities for students at all high schools. ● Provide training and support to school staff on pathways, including CIP codes and measurements for CTE-EOP Exams. ● Build capacity with schools on ensuring students apply for and obtain the Essential Skills Certifications before graduating. ● Facilitate annual Work Based Learning Fair for juniors and seniors to promote community outreach and support students with career readiness. ● Intentionally complete lessons through the ILP process that align to student interest and allow for career exploration. (<u>ILP Expectations</u>) 	
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	<p><i>To what degree are students Transition Ready exiting Middle School?</i></p>	<p><u>Exiting Middle School Transition Readiness</u></p> <ul style="list-style-type: none"> ● Data Dashboard ● Performance Matters-Tier I, II, III Data ● Classroom Instructional Data ● Grade Analysis ● Anecdotal Data 	<ul style="list-style-type: none"> ● Effective and recursive structures, with teaching and student learning, as outlined in the Student Learning and Progress Pillar will determine the readiness for our students to transition through each grade and level. ● Build an understanding with students of the impact passing grades and GPA have on overall Transition Readiness. ● Leadership review of grade analysis data to ensure there are equitable practices for all kids. ● Build upon and implement the discussions Adult Advocate and students have regularly around Transition Ready (3 times per year). Through conversations, students will monitor their own progress towards Transition Readiness. ● Peer Mentoring will take place through the Superintendent Student Advisory Council on Transition Readiness. ● Build school culture ensuring intentional communication and 	
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	<p><i>To what degree are students Transition Ready exiting elementary school?</i></p>	<p><u>Exiting Elementary School Transition Readiness</u></p> <ul style="list-style-type: none"> ● Data Dashboard ● Data Dashboard ● Performance Matters-Tier I, II, III Data ● Classroom Instructional Data ● Grade Analysis ● Anecdotal Data 	<p>conversations between school administration, teachers, counselors, families and students are taking place around Transition Ready.</p> <ul style="list-style-type: none"> ● Through the use of the ILP process work with middle schools to have students identify career interests and possible career cluster/pathway. ● Intentionally complete lessons through the ILP process that align to student interest and allow for career exploration. (<u>ILP Expectations</u>) 	<ul style="list-style-type: none"> ● Effective and recursive structures, with teaching and student learning, as outlined in the Student Learning and Progress Pillar will determine the readiness for our students to transition through each grade and level. ● Begin discussions and planning with Elementary School Leaders on how an Adult Advocate can be a part of the Transition Ready process, which will begin to
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			<p>allow for students to be aware of individual progress towards achieving Transition Readiness.</p> <ul style="list-style-type: none"> ● Leadership review of grade analysis data to ensure there are equitable practices for all kids. ● Build an understanding with students of the impact passing grades and GPA has on overall Transition Readiness. ● Peer Mentoring will take place through the Superintendent Student Advisory Council on Transition Readiness. ● Build school culture ensuring intentional communication and conversations between school administration, teachers, counselors, families and students are taking place around Transition Ready. 	
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Optional Goal #8 - Impact Survey: By 2028, the district will increase the topic of resources within the Impact Survey from 40% favorable to 70%.

Impact Survey Objective 1: By 2024, the district will increase the topic of resources within the Impact Survey from 40% favorable to 46%.

Strategy	Key Question/Measures of Success	Evidence (Measures and Indicators)/Progress Monitoring	Action Steps/Activities	Funding
<p>Student Learning and Progress: Ensure academic success and growth for all students so that every student reaches their maximum learning potential.</p> <p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze, and Apply Data</p> <p>KCWP 5: Design, Align, Deliver Support Classroom Activities</p>	<p><i>To what degree are all students reaching instructional benchmarks on assessments for and of learning in math and reading?</i></p>	<ul style="list-style-type: none"> ● Performance Matters-Tier I, II, III Data <ul style="list-style-type: none"> <input type="checkbox"/> 70% Accuracy on District Common Assessments Elementary, Middle, and High <input type="checkbox"/> MAP- Elementary/Middle <input type="checkbox"/> CERT Grade Level Benchmarks - High ● Classroom Instructional Data ● Grade Analysis ● Anecdotal Data 	<ul style="list-style-type: none"> ● Ongoing Tier I job embedded professional learning and support ● Differentiated professional learning and support through school support team structure and CIA ● <u>KCSD Monthly Instructional Observations/Feedback</u> ● Ongoing training and implementation of the <u>Best Practices During Shared Walks</u>. Share Monthly Trends/Action Steps ● Calibration on quality instruction and the feedback provided to teachers with a systemic process to review the data and feedback that leads to necessary collective and differentiated professional learning. ● Structures for effective co-teaching and collaboration ● Vertically aligned Literacy Plan with instructional shifts in how reading is taught, High Quality Comprehensive Instructional Resource for ALL students K-12 in the area of Literacy. <u>KCSD Literacy Guide/ Literacy Support/Read to Succeed Q&A</u> ● High Quality Comprehensive 	<p>\$144,770.73 - LMS</p> <p>\$68,528.78 ARP Funds for Certified Staff Hourly Stipend/Sub. Pay</p>

			<p>Instructional Resource for ALL students in the area of Math for grades 6- Algebra 1.</p> <ul style="list-style-type: none"> ● Ongoing training and implementation of the <u>KCSD Balanced Assessment System</u> <ul style="list-style-type: none"> ● Utilizing Performance Matters, schools will utilize PLC's/ILT's to analyze common weekly and/or district assessment data to adjust instruction in response to level of mastery demonstrated. ● Clear school structure around common formative assessments and a process for spiral review of standards. ● Implementation of the <u>K-12 Common Assessment Protocols</u> with fidelity in all schools. ● Implementation of the <u>KCSD Instructional Leadership Wheel</u> with fidelity in all schools ● Full Implementation of the <u>Learning Management System</u> ● Implementation of the <u>KCSD Curriculum and Assessment Plan</u> ● School Action Plans ● District/School Support Team Meetings ● Closing the Gap Meeting 	
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ADDITIONAL DISTRICT INITIATIVES NOT REQUIRED THROUGH KDE CDIP GUIDELINES:

Strategy	Key Question/Measures of Success	Evidence (Measures and Indicators)/Progress Monitoring	Action Steps/Activities	Funding
<p>Student, Family, & Community Engagement: Ensure engagement of students, families, and the community in ways that contribute to the overall growth and success of all stakeholders.</p>	<p><i>To what degree are KCSD students provided with opportunities and participating in clubs, extra, and/or co-curricular activities?</i></p>	<ul style="list-style-type: none"> ● Identify clubs, extra, and/or co-curricular opportunities provided across the district. <ul style="list-style-type: none"> ○ Data Dashboard- Total number of extra/co-curricular opportunities being offered in grades K-12: <ul style="list-style-type: none"> ○ K-5 ○ 6-8 ○ 9-12 ○ District ● Identify participation in clubs, extra and/or co-curricular activities. <ul style="list-style-type: none"> ○ Data Dashboard- Total number of students participating in at least one extra/co-curricular activity <ul style="list-style-type: none"> ■ K-5 ■ 6-8 ■ 9-12 ■ District 	<ul style="list-style-type: none"> ● Monitor school systemic processes to track the number of students participating in clubs, extra and/or co-curricular opportunities across the district by elementary, middle, and high school levels. ● Expectations will be reviewed at the beginning of the school year to include supporting schools in identifying students not involved in activities and provide necessary next steps. <u>Student Engagement Expectations & On-Going Support</u> ● The district will utilize the data and information to support schools in growing opportunities and participation for students. ● Highlight specific students and/or schools in the district for their outstanding work through district/school newsletters, district/school memos, twitter, etc. 	<p>\$2,276,595.00 Stipends for Athletics, Extra/Co Curricular</p>

To what degree does the district and schools provide opportunities for ALL families to build an understanding of how to support their children's Social Emotional Behavior (SEB), academic, and extra-curricular involvement?

- Identify and report the performance level for Relationship Building and Communication (Kentucky Family and School Partnership Self-Assessment)
 - Data Dashboard- % of schools identifying their performance level for Relationship Building and Communication for all schools.
 - Each school will record evidence for each level three times a year in the areas of Relationship Building and Communication.
- Anecdotal data and observations
- Identify attendance and chronic absenteeism percentages for all schools.
 - Data Dashboard-attendance percentage
 - K-5
 - 6-8
 - 9-12
 - District
- Each school will review the Kentucky Family and School Partnership Self-Assessment for Relationship Building and Communication. Schools will rate their self-assessment level.
- Evidence should also include opportunities for at-risk families and students. Areas with limited evidence should be a focus for improvement.
- Informational guides will be shared and referenced when necessary with KCSD families:
 - KCSD Importance of Extra-Curricular Involvement
 - KCSD K-12 Literacy Guide
 - KCSD P-3 Supporting Literacy at Home
 - KCSD Multi-System of Supports: Parent Guide to MTSS
- On-going training with FRYSCs and counselors around attendance, student, family, and community engagement
- The *KY Digital Family Engagement Playbook* will be incorporated into the ongoing trainings for FRYSCs and counselors.
- Schools will review

	<p><i>To what degree does our district/schools collaborate with community partners?</i></p>	<p>Identify the school and community partnerships.</p> <ul style="list-style-type: none"> ○ Data Dashboard - List and total number of community partnerships in grades P-12. ○ The district will share this information three times a year. 	<p>attendance data in an on-going manner and work collaboratively with RBTL teams to identify students and support needed for them to be successful.</p> <ul style="list-style-type: none"> ● Develop a systemic process to track the school and community partnerships that enhance student, family, and community engagement. ● Effective school/community partnerships will be highlighted and shared throughout the year. 	
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Strategy	Key Question/Measures of Success	Evidence (Measures and Indicators)/Progress Monitoring	Action Steps/Activities	Funding
<p>World Class Staff: Ensure Recruitment, Retention, and Support of High Quality Staff</p>	<p><i>To what degree are we retaining high quality staff?</i></p>	<ul style="list-style-type: none"> ● % retained high quality staff Nov/Feb/May <ul style="list-style-type: none"> ○ HR Dashboards ○ Exit Surveys ○ Stay Surveys 	<ul style="list-style-type: none"> ● Continued-implementation of- HR dashboards <ul style="list-style-type: none"> ○ By Location (% retention) ○ By Job-Type (% retention) ● Continued implementation of exit surveys for all staff leaving the district <ul style="list-style-type: none"> ○ Monitoring for retention in 	<p>N/A</p>

	<i>educators/employees?</i>	<p>documented targeted supports</p> <ul style="list-style-type: none"> ○ Survey Data 	<p>action step planning</p> <ul style="list-style-type: none"> ● Supervisor training in evaluations for professional growth ● Effective and recursive structures to support ongoing professional learning congruent with Student Learning and Progress Pillar ● Continued KC-NET progress monitoring ● Data from surveys with staff monitored for action step planning 	
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Strategy	Key Question/Measures of Success	Evidence (Measures and Indicators)/Progress Monitoring	Action Steps/Activities	Funding
Fiscal & Operational Systems: Ensure the district is financially responsible and utilizes its resources to further the district mission.	<p><i>To what degree does the KCSD financially support the district missions and remain fiscally solvent?</i></p> <p><i>To what degree does the district plan for current and future facilities and capital assets?</i></p>	<ul style="list-style-type: none"> ● Annual expenditure budget dedicated to the various district functions ● General Fund data to indicate the contingency meets or exceeds 10% available for annual budget ● Items/projects in the District Facility Plan and KFICS tracked for status ● Number of Needs Assessment projects identified as priority for 	<ul style="list-style-type: none"> ● Ensuring district budget is aligned with district functions ● Monitoring of district budget/revenue base/expenses to ensure solvency throughout the year ● Implement priority projects as defined by the DFP and KFICS ● Analyze and prioritize annual needs assessment ● Needs Assessment process 	N/A

	<p><i>To what degree is the district able to assess and address transportation needs regarding fleet size, condition and associated repair costs?</i></p> <p><i>To what degree is the KCSD Student Nutrition Department creating a healthy learning community?</i></p> <p><i>To what degree does KCSD design and maintain energy efficient buildings?</i></p>	<p>completion</p> <ul style="list-style-type: none"> • Average number of days to complete assigned Needs Assessment projects • Transportation Fleet Dashboard • Enrollment trends and demographic study • Number of schools posting Required nutrition guidelines and number of methods utilized • Analyze success of menu options based upon student purchases • Student collected utility data by school • Utility bill data • Construction and Capital Outlay Decisions and Purchases 	<p>implemented for collection and review of requested items</p> <ul style="list-style-type: none"> • Analyze and update overall condition and size of fleet • Analyze data trends for decisions on routing • Publish nutrition guidelines for all meals <u>Nutrislice Menus</u> • Analyze student participation rates for-breakfast and lunch to guide change initiatives • Utilize the student E-WISE program to implement energy saving practices • Review weather normalized utility cost and usage data • Review of intentional design decisions and purchases to lower utility costs 	
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Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support

Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.

Response: Three KCSD schools were identified with the federal classification of Targeted Support and Improvement (TSI). All three schools received the TSI identification for students with disabilities. Those schools are: Beechgrove Elementary School, Summit View Middle School, and Turkeyfoot Middle School. In addition, Turkeyfoot Middle School was identified as a TSI school for EL Plus Monitored Students. The KCSD plan for monitoring and supporting school improvement for schools identified as TSI focuses on the goals represented in each school's individual School Action Plan in conjunction with the school CSIP. The School Action Plan focuses on identified causes and each school has an action team composed of Central Office support staff that meet monthly to review school data. Support staff are scheduled regularly in the schools identified as TSI to carry out actionable steps based upon the needs determined through data analysis.

It is important that each school has an understanding of their own data, which led to the classification as a TSI school. In addition, to support schools that have been identified as TSI for students with disabilities, the special education department has embedded training sessions for lead teachers to work towards identifying essential standards students are not mastering. Those standards will be analyzed by teachers to better understand the rigor that needs to be implemented in the classroom to ensure students reach the intended level and outcomes of the standard, and are demonstrating mastery. Teachers will be able to work with their own student's data to plan for Specially Designed Instruction for standards identified to allow for student success in reaching the level of

proficiency. Teachers will also look at exemplar models of student work to allow them to have a better understanding of all components needed to master essential standards.

To help support schools identified as TSI for EL Plus Monitored students, a [KCSD English Learner Handbook](#) has been developed and implemented. Best practices are being highlighted and training needs are being determined as a result of monthly data reviews. Students that fall into the category of EL Plus Monitored are being identified at the school that has the TSI classification for EL Plus Monitored. The district EL Coordinator, along with the School Team is developing an individual school plans for structures and systems to be put into place to ensure the EL Plus Monitored population is able to demonstrate mastery of standards for not only state assessments, but all assessments.

Data review is a regular part of the process to help monitor and support schools. Schools have strengthened systems ensuring that compliance areas (schedules/services, data collection, etc.) are consistently in place for all students, as this is the foundation necessary for quality services/instruction. The special education department and the district EL Coordinator regularly reviews (monthly) data sets specific to the two populations of students. Through our [KCSD Balanced Assessment Approach](#), data that represents state assessment data, diagnostic data, and common formative data is analyzed regularly for students with disabilities and our EL Plus Monitored students. In addition, the special education department analyzes the compliance of due process folders, special education student schedules, the percentage of students meeting IEP goals, progress monitoring data, and that progress is reported to families at regular reporting intervals.

KCSD is taking a proactive approach to not only support our identified TSI schools, but the district is working with all schools through regular school level meetings. This is individual support for schools with an emphasis on ensuring all students are aligned with the appropriate interventions and monitoring the effectiveness of the intervention instruction through implementation of programs to fidelity.

Review of all three phases of the CDIP will take place on December 6, 2023, with Board Members, parent representative and KCEA representative. This process is a comprehensive review of all components of the CDIP with an explanation provided around each diagnostic completed and input provided by those present. This will include highlighting the support provided by the district to those schools with the TSI federal classification. Board members will approve phases I to III of the CDIP at the January Board of Education meeting on January 8th, 2024.

If schools identified for TSI do not make adequate performance progress, as defined by the department, the local school district shall take additional action to assist and support the school in reaching performance goals (KRS 160.346 (4)(c)). Also, when a school is identified for ATSI, the district shall take more rigorous district-determined action to assist the school in reaching performance goals (KRS 160.346 (5)).

Additional/More Rigorous Actions

Consider: List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions?

Response: Schools that failed to exit TSI status this year are the same as identified above: Beechgrove Elementary School, Summit View Middle School and Turkeyfoot Middle School. All three schools are identified for students with disabilities, with the addition of Turkeyfoot Middle School also identified for EL Plus Monitored Students.

In response to the TSI identification, additional actions and supports provided will center on the following:

- Each school was asked to create a TSI plan that addresses the root causes, outlines actions and supports, as well as those responsible for carrying out actions, with a timeline. The plans need to be addressed, implemented, and monitored with fidelity.
- Targeted Naming and Claiming of students in each subgrouping identified. Principals will be asked to ensure a correct listing of student names is presented to teachers, work with teachers on how to identify standards that need remediation, use of our Learning Management system, Performance Matters will be utilized, along with plans for instruction that centers on ensuring mastery of standards through spiral review, targeted RTI, and needs based instruction within the core.
- The evidence based strategy of co-teaching will be addressed through ongoing professional learning and planning for co-teaching models that ensure students are getting instruction from both the general education teacher and special education teacher.
- Middle Schools (Turkeyfoot and Summit View) will also be employing the evidence based strategy of IXL, which can provide personalized learning aligned to the Kentucky Academic Standards.
- Beechgrove, our elementary school, will be using the evidence based practice of Boost Reading as a part of the Amplify Comprehensive Reading Series. Boost Reading immerses students in an engaging game world while delivering the skills

practice and supports they need to become proficient readers. While students are making progress in the game world and receiving personalized feedback, teachers receive meaningful data to track their growth.

- All three schools now have a comprehensive Reading Series, which they did not have last school year. Beechgrove is using Amplify and the Middle Schools are using HMH (Into Literature) across all grade levels.
- Targeted Learning Walks with central office staff to ensure fidelity with new program implementation, as well as target learning walks to support and provide feedback with co-teaching, and the populations identified as TSI.

In addition a listing of instructional priorities around clear expectations for TSI of actionable steps have been provided to each school and schools will be expected to attend regular meetings with CO support staff to give an update on the progress and work around the non-negotiables. Non-negotiable topics are the following:

1. Planning - emphasis on School Action Plan, TSI Plan, Data PLC Process/Planning, and Lesson Plans.
2. Naming and Claiming Students - emphasis on identifying the correct students within the subgroups identified for TSI and regular review of mastery of standards for the students identified, as well as intentional instruction for remediation taking place.
3. Extended Learning Opportunities - all schools that are TSI will be offering Extended Learning Opportunities during the school year to the targeted subgroup.
4. Required Meetings - attendance at regular and recursive meetings to give a status on the updates of the progress being made within the TSI plan.
5. Instructional Walks/Observations of PLC/ILTs: - focused instructional walks to provide feedback on tier I instruction with determining if rigorous instruction meeting the level of the standard is taking place, if students are given practice opportunities to demonstrate mastery of standards through products and through tasks that can be formatively assessed, in addition accommodations for students, Specially Designed Instruction (SDI), Supplementary Aids and Services (SAS), and collaborative learning models are in place (if applicable). It is important all members of the school administration team are calibrated when providing feedback.

The actions listed above are more intentional and will be monitored and addressed regularly, more so than what is taking place in other schools within the district. Primarily administration teams at the school level will be responsible for the implementation; however, each school has a team of central office support staff that will take part in the implementation outlined. The Central Office support staff is composed of our Chief Academic Officer, Assistant Superintendents, Directors of Departments, Coordinators, and Academic Program Consultants.