Covington Independent Public Schools- 2024-2025

Comprehensive District Improvement Plan (CDIP)

Rationale

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

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicators, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).*

Activity: Actionable steps used 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. Should include timelines and responsible individuals.

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

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. *(found at Kentucky Department of Education Website)*

Requirements for Building an Improvement Plan
There are six (7) required district goals: proficiency, separate academic indicator, achievement gap, ELL progress, Quality of School Climate and Safety, graduation rate, and post-secondary readiness.
The required school goals include the following:
For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1: Proficiency Goal

Goal 1 (State your proficiency goal.):

By 2028, 100% of primary students in grades K-2 will read at or above grade level.

By 2028, the district will increase the reading percentage of proficient/distinguished students from 44% to 70% (elementary); from 28% to 70% (middle), and from 21% to 70% (high).
By 2028, the district will increase our Reading ACT composite score to 18.0.
By 2028, the district will increase our English ACT composite score to 18.0.

By 2028, the district will increase the math percentage of proficient/distinguished students from 29% to 70% (elementary); from 18% to 70% (middle), and from 14% to 70% (high).
By 2028, the district will increase our Math ACT composite score to 18.0.

By 2028, the district will increase our overall ACT composite score to 18.0.

***The following strategies, activities, measures of success, progress monitoring, and funding applies to **all students on-site and those teachers and students of our virtual academy.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

Objective 1: By 2025, 90% of students in primary grades K-2 will read at or above grade level. By 2025, the district will increase the percentage of proficient and distinguished students in reading from 44% to 59% (elementary); from 27% to 47% (middle); and from 21% to 42% (high). By 2025, the district will increase the percentage of proficient and distinguished students in math from 29% to 50% (elementary); from 18% to 37% (middle); and from 14% to 28% (high). **KCWP 1: Design and Deploy Standards** What evidence is there that your district continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards? **KCWP 2: Design and Deliver Instruction** What evidence is there that instruction is highly	**KCWP 1:** Collaboratively **quality control, implement, and monitor our district-wide curriculum preK-12** (units and assessments) that ensures ALL students have equitable access to a common curriculum and instruction which is aligned to the Kentucky Academic Standards, is culturally relevant, accessible to all students, and inclusive of cultural diversity. **KCWP 2:** Provide training for schools in high-effect size, **evidence based instructional strategies** to ensure aligned, highly effective instruction in all classrooms. **KCWP 2:** Provide for staff and administrators in grades K-5, the learning and increased understanding of how students learn how to read. We will complete **Language Essentials for Teachers of Reading and Spelling (LETRS),** a comprehensive professional learning designed to provide a better understanding for teachers of the Science of Reading.	**KCWP 1:** Select district level administrators, principals, instructional coaches, and teacher leaders will **quality control our current curriculum** to ensure its alignment to the Kentucky Academic Standards. This team will use teacher survey data from each unit and assessment data to assist in the revision of curriculum to ensure alignment to the Kentucky Academic Standards. These quality control sessions will occur once per month. **KCWP 2:** Staff and administration will complete the LETRS science of reading training over a course of 2 years. Participants will complete on-line modules and virtual trainings**.** **KCWP 2:** Provide unit by unit district collaborative planning sessions for all content areas 3-5. Sessions will be led by lead teachers and administrators. **KCWP 3:** Provide monthly training for our school's leadership teams around **developing classroom**	**DIBELS** reading assessment for K-2 primary students **District-wide common end of unit assessments** - end of each unit K-12. **District Benchmarks-** Pearson- 3 times per year 3-11 accountability areas. **Kentucky Summative Assessment** (KSA)- Spring each year **ACT-** high school students- Winter each year Monitor **virtual students' progress** and grades with our online curriculum program- Edgenuity. **ACCESS** state testing for English Language Learners (ELL) students- Winter once per year IMPACT survey data	*CIPS Longitudinal District Data Reporting Protocol specifies timelines and responsible individuals (attached in Eprove)* **Plan-Do-Study-Act (PDSA)** will be developed in collaboration with schools each year. Focus areas in each PDSA and monitoring visits will vary from school to school. A **flashback system** to monitor mastery of standards will be developed and analyzed by teachers daily, with coaches and school leaders. District-wide **common end of unit assessment** results will be monitored during the year by teacher PLCs, coaches, school leaders, and district level leaders after each assessment. Staff surveys after all professional learning sessions. Data will be used to determine future professional needs of teachers. **District benchmark assessments** will be monitored in December, February, and April/May each year. Results will be analyzed by teachers, coaches, school leaders, and district level leaders. Next steps will be developed by school teams. **Kentucky Summative Assessment** data will be analyzed by teachers, school leaders, coaches, and district level leaders on an annual basis. **ACT practice will be implemented and** data will be analyzed by high school	**Title I, II Funds-** Curriculum quality control team stipends- 30,000 Mastery Connect Assessment Platform- 40,000 District Benchmark Assessments- 50,000 Edgenuity- 18,000 DIBELS reading assessment- 30,000 **HHS School Improvement Funds-**Mastery Prep for ACT Program and Bootcamp: 15,000 Edulastic Assessment Platform - HHS- 8,000

effective, culturally responsive, evidence-based, and provided to all students in the district? **KCWP 3: Design and Deliver Assessment Literacy** What evidence is there that you have a balanced assessment system, including classroom assessment for student learning? **KCWP 4: Review, Analyze and Apply Data** What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	**KCWP 2:** District Curriculum Director will provide collaborative district planning time for grades 3-5- all content areas. **KCWP 3:** Align all schools with a **balanced assessment system** in our district, and all schools, which aligns the Kentucky Academic Standards with classroom assessment for learning, district common end-of-unit assessments, district benchmark assessments, and the Kentucky State Assessment. **KCMP 4:** Develop a **data-driven decision-making environmen**t in our district. Provide **training around formative assessment to** monitor student progress and provide feedback that students and teachers can use to improve teaching and learning. **(CIPS) virtual students** and families with the support and resources they need to be successful and progress through their KAS aligned online program.	**assessment for learning, and other formative assessments** that align with our common district end-of-unit assessments, district benchmarks, and the Kentucky State Assessment. The goal will be to develop a **balanced assessment system** district-wide. **On-site support will also be provided** to schools in building systems for assessment for learning development. **KCWP 4:** District leadership will provide assistance, modeling and guidance to principals, instructional coaches, and lead teachers with developing systems for **analyzing and interpreting all data that is in schools (e.g., formative, summative, benchmark, state assessment data**) to adjust instruction for students. We will provide this guidance per our District Longitudinal Data Reporting Schedule at District Leadership Meetings and on-site as needed with leadership teams. Provide students support to **prepare them to take the ACT** at our high school. Students will use Mastery Prep throughout the year to prepare		teachers, school leaders, coaches, and district level leaders on an annual basis. District **disaggregated data** will be analyzed for all sub-groups for all the above assessments when administered. Results will be analyzed by teachers, coaches, school leaders, and district level leaders. **Edgenuity data** will be monitored and analyzed each day by virtual teachers for all virtual academy students. **District Focus Visit Data**- district team will complete Eleot and CLT walkthroughs with the school team collaboratively. Team will discuss scoring and next steps for school. Data from walkthroughs will be analyzed by district leadership, school leadership, and teachers. Walkthroughs will take place 2-4 times per year, more in more intensive schools. **Curriculum surveys** will be offered to teachers after every 1-2 units of instruction. IMPACT survey data will be will be analyzed by district leadership, school leadership, and teachers.	

		for the ACT in the Spring of each year. **KCWP 2:** **District Focus Visits :** will be <u>provided 2-4 times per year </u>for each school with each schools' leadership team. Collaboration with **on-site walkthroughs with a focus on improving instructional strategies** which are highly effective and culturally responsive. We will score walkthroughs collaboratively to develop their skills with observation and next steps for teachers. Provide **training and guidance for our virtual teacher**s in order to ensure online students receive equitable access to a rigorous curriculum.			

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.):

By 2028, increase proficiency in Social Studies from 35% percent proficient and distinguished to 68% percent for elementary, 16% to 54% for Middle School, and 12% to 32% for High School.
By 2028, increase proficiency in Science from 26% percent proficient and distinguished to 52% percent for elementary, 6% to 38% for Middle School and 2% to 42% for High School.
By 2028, increase proficiency in On-Demand Writing from 24% percent proficient and distinguished to 56% percent for elementary, 13% to 36% for Middle School and 6% to 58% for High School.
By 2028, the district will increase our ACT composite score in Science to 20.0.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2025, increase proficiency in Social Studies from 36% percent proficient and distinguished to 62% percent for elementary, 16% to 44% for Middle School, and 11% to 21% for High School. By 2025, increase proficiency in Science from 26% percent proficient and distinguished to 43% percent for elementary, 6% to 25% for Middle School and 2% to 30% for High School. By 2025, increase proficiency in On-Demand Writing from 29% percent proficient and distinguished to 47% percent for elementary, 13% to 24% for Middle School and 6% to 50% for High School.	**KCWP 1:** Collaboratively develop, implement, and monitor our **district-wide preK-12 curriculum in Social Studies, the Sciences and Writing** that ensures all students have equitable access to a common curriculum and instruction which is aligned to the KAS, is culturally relevant, accessible to all students (This includes our district's virtual students which may need additional supports) and inclusive of cultural diversity. **KCWP 2:** District Curriculum Director will provide collaborative district planning time for grades 3-5- all content areas. **Embed authentic literacy strategies** into Social Studies and Science instruction in	**KCWP 1:** To ensure our curriculum is being followed and to increase the effectiveness of instruction, district leadership will provide assistance, modeling and guidance to principals and instructional coaches around giving teachers **feedback on unit plans and formative assessment** development throughout the process at the school level on a <u>monthly basis, or as needed.</u> **KCWP 2:** <u>During unit plan feedback sessions</u> teams will ensure that opportunities to read and write regularly in SS and Science are provided with checks for comprehension and application of concepts in new situations. **KCWP 2:** Provide <u>unit by unit district collaborative planning sessions</u> for all content areas 3-5. Sessions will be	**District-wide common end of unit assessments** - end of each unit K-12. **District Benchmarks-** Pearson- 3 times per year 3-11 accountability areas. **Kentucky Summative Assessment** (KSA)- Spring each year **ACT-** high school students- Winter each year	A **flashback system** to monitor mastery of standards will be developed and analyzed by teachers daily, coaches and school leaders <u>on a daily basis.</u> District-wide **common end of unit assessment** results in SS and the Sciences will be monitored during the year by teacher PLCs, coaches, and school leaders, and district level leaders <u>after each assessment.</u> **District benchmark assessments** will be <u>monitored in November, February, and April each year</u>. Results will be analyzed by teachers, coaches, school leaders, and district level leaders. Next steps will be developed by school teams. **Kentucky Summative Assessment** data will be analyzed by teachers, school leaders, coaches, and district level leaders <u>on an annual basis.</u>	

Goal 2 (State your separate academic indicator goal.):

By 2028, increase proficiency in Social Studies from 35% percent proficient and distinguished to 68% percent for elementary, 16% to 54% for Middle School, and 12% to 32% for High School.
By 2028, increase proficiency in Science from 26% percent proficient and distinguished to 52% percent for elementary, 6% to 38% for Middle School and 2% to 42% for High School.
By 2028, increase proficiency in On-Demand Writing from 24% percent proficient and distinguished to 56% percent for elementary, 13% to 36% for Middle School and 6% to 58% for High School.
By 2028, the district will increase our ACT composite score in Science to 20.0.

| **KCWP 1: Design and Deploy Standards**
What evidence is there that your district continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?

KCWP 2: Design and Deliver Instruction
What evidence is there that instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the district? | order to help students develop the ability to think deeply about content material and communicate effectively about learned concepts. (Reading, writing, and discussion)

Ensure opportunities are scheduled daily for students to **write in Reading, English, Math, Sciences and Social Studies** classes for a variety of purposes and for a variety of audiences. | led by lead teachers and administrators.

KCWP 1:

Provide training and guidance for our virtual teachers in order to ensure online students receive equitable access to a rigorous curriculum in the areas of SS and the Sciences.

. | | **ACT practice** will be provided for students through Mastery Prep. Data will be monitored, analyzed, and next steps created for struggling students.

District **disaggregated data** will be analyzed for all sub-groups for all the above assessments when administered. Results will be analyzed by teachers, coaches, school leaders, and district level leaders.

Edgenuity data will be monitored and analyzed by virtual teachers for all virtual academy students.

Curriculum surveys will be given to teachers after every 1-2 units of instruction. Results will be analyzed by SS and the Sciences curriculum quality control team. | |

3: Achievement Gap

Goal 3 (State your achievement gap goal.): **Proficient/Distinguished Levels**

Reading	Elementary		Middle School		High School	
	23-24	24-25	23-24	24-25	23-24	24-25
African American	48	51	37	40	23	27
Hispanic	55	57	38	41	24	28
EL	67	70	16	21	*	*
Economically Disadvantaged	55	57	42	45	26	29
Special Education (IEP)	48	50	23	27	17	21
White	62	64	48	51	32	35
Two Or More Races	*	*	43	50	37	40

Math	Elementary		Middle School		High School	
	23-24	24-25	23-24	24-25	23-24	24-25
African American	42	45	29	33	15	20
Hispanic	42	45	28	31	19	23
EL	50	60	14	18	14	18
Economically Disadvantaged	46	48	31	34	21	25
Special Education (IEP)	39	42	17	21	14	18
White	54	56	37	40	33	35
Two Or More Races	*	*	40	45	14	20

* **If the number of students who took the test in each demographic group is below 30, the state does not provide a group score to the district**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

Objective 1: By 2025, 90% of students in primary grades K-2 will read at or above grade level. By 2025, the district will increase the percentage of proficient and distinguished students in reading to: *Goals set year to year in the above chart for all groups for proficiency gains* By 2025, the district will increase the percentage of proficient and distinguished students in math to: *Goals set year to year in above chart for all groups for proficiency gains* **KCWP 2: Design and Deliver Instruction** What evidence is there that instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the district? **KCWP 4: Review, Analyze and Apply Data** What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in	**KCWP 1:** Ensure ALL students have **equitable access to a common curriculum**, high quality instructional resources, and instruction which is aligned to the Kentucky Academic Standards, is culturally relevant, accessible to all students and inclusive of cultural diversity. **KCWP 2:** Provide **High-Quality Evidenced Based Instructional Resources to schools** in order to provide students with resources which are engaging, accessible and inclusive of cultural diversity and the perspectives of their communities. **KCWP 2:** Provide training for schools in high-effect size, **evidence based instructional strategies** to ensure aligned, highly effective instruction in all classrooms. **KCWP 2:** Provide for staff and administrators in grades K-5, the learning and increased understanding	**KCWP 2:** Staff and administration will complete the LETRS science of reading training <u>over a course of 2 years</u>. Participants will complete on-line modules and virtual trainings**.** **KCWP 2:** The district will provide all teachers with access to a **series of equity speakers/trainers throughout the year** which will support their understanding of equity in curriculum and instruction for our students of color, special education and economically disadvantaged students. Support our staff in learning about culturally responsive teaching. **KCWP 5:** Provide district new teacher training at the beginning of each year. Ensure each school has new teacher mentor systems in place for at least 1-2 years for new teachers. This includes initial and continued training for special ed teachers, as well as ELL teachers in our district. Increase recruitment efforts through our personnel department, in collaboration with our school principals, to	**DIBELS** reading assessment for K-2 primary students **District-wide common end of unit assessments** - end of each unit K-12. **District Benchmarks-** Pearson- 3 times per year 3-11 accountability areas. **Kentucky Summative Assessment** (KSA)- Spring each year **ACT-** high school students- Winter each year **ACCESS** state testing for English Language Learners (ELL) students- Winter once per year Yearly **teacher retention data** measured by years of experience in CIPS - <u>annual report</u> Increase the number of teachers of color closer to the percentage of students of color in our district	Progress monitoring with **DIBELS** reading assessment for K-2 primary students below grade level Novice reduction will be monitored by district team, school leadership team, and teachers on **common embedded unit assessment disaggregated results** – results will be <u>analyzed after each end of unit</u> common assessment (K-12) District **disaggregated data** will be analyzed for all sub-groups <u>after each end of unit assessment</u>. Results will be analyzed by teachers, coaches, school leaders, and district level leaders. **District Pearson Benchmark Assessments** disaggregated data results will be monitored by each school and also at the district level for progress- <u>3 times per year</u>. Monitor **virtual students' progress** and grades with our online curriculum program- Edgenuity. At the district level at District Leadership Meetings, analyze **district behavioral data** during the year to compare behavior incidents with black, Hispanic, White, students with disabilities (with IEP or Individual Education Plan), and Other.	**Title Funds**- Equity Speakers- 4,000 (during school year) <u>PD Academy</u> Equity Speakers- 20,000 ELL Trainer- 12,900 Special Ed Training- for special ed and regular ed teachers- 15,000

order to determine priorities for individual student success? **KCWP 5: Design, Align and Deliver Support** What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	of how students learn how to read. We will complete **Language Essentials for Teachers of Reading and Spelling (LETRS),** a comprehensive professional learning designed to provide a better understanding for teachers of the Science of Reading. Continue to provide **professional learning** for our leadership and staff in areas such as i.e. Cultural proficiency, implicit bias, trauma-informed care, social-emotional learning. Develop external stakeholder strategy to **engage students, families, and the community** at large in conversations to improve the culture and climate in schools and district offices; particularly for students and families of color	seek out teachers of color in our district.			

Objective 2:	KCWP 5:	KCWP 5:	DIBELS Mclass (Universal Screener) Benchmark Data- 3 times per year - disaggregate data by individual student-level characteristics	Flashback data- Schools will develop a system to monitor ongoing mastery of standards on a daily basis per student and per class- (3-12)	Title Funds-
MTSS Systems of Intervention	Collaboratively develop a **Multi-Tiered System of Supports (MTSS) Guidance Document** for CIPS to align all schools in our district with our current RTI and PBIS systems.	Provide training, time and resources needed for teams of teachers and leadership to develop **highly coordinated Response to Intervention (RTI) and Positive Behavior Intervention Programs (PBIS)** for students who are identified for support. Include training for implementation of formative assessment, screeners, and diagnostics. Leadership- once per month training, as well as on-site training.			DIBELS Mclass- 32,000
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?			Analyze **district behavioral data annually** especially in the area of in and out-of-school suspensions - disaggregate data by individual student-level characteristics	**DIBELS Mclass progress monitoring** will be completed by teachers, intervention teachers, and coaches on students identified as at risk. Progress monitoring for intensive students will be given on a weekly basis. On-Watch students twice per month, and benchmark students once per-month or determined by teacher. (K-6)	STAR Phonics Diagnostic Assessment- 6,400
	KCWP 4 and 5: Develop a district-wide **Multi-Tiered System of Supports (MTSS)** where students will be monitored on a timely basis in three tiers of instruction and behavioral supports. This monitoring will determine if the current level of support is not sufficient and if he or she needs to be moved to another level of support. This includes our district's virtual students which may need additional supports.		**Quality of School Climate and Safety Indicator Survey**- completed with Kentucky Summative Assessments (KSA)		Direct Instruction Reading Mastery Consultant (Elementary Schools, Middle School)- 30,000
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?		**KCWP 5:** Provide coaching for principals, coaches and teachers from a consultant for Research-Based Reading Interventions Reading Mastery and Corrective Reading interventions. (ES, MS) Consultant will be on site an average of once per month.	**Safe and Civil Schools Survey** Results	Response to Intervention (RTI) teams will analyze **district screening and diagnostic reading data** every 6 weeks during the year to monitor each student's progress in reading. RTI teams will develop next steps for students as needed according to this data.	School Direct Instruction Reading Mastery Training (Elementary School and Middle School)- 4500
	KCWP 4 and 5: Develop a district-wide **system of assessments and protocols** which will identify a student's need for remediation both academically and behaviorally. Assessments will include **formative assessment, screeners,**	**Provide training** for principals, behavior coaches, school psychologists, school counselors and teachers from a behavior specialist in the areas of Positive Behavior Intervention Supports (PBIS). Training will be on-site and at Leadership once per month.		Student support teams will analyzed **district behavioral data** monthly during the year to monitor behavior incidents by individual student characteristics – monitor for decreases with in and out of school suspensions for White, Black and Special Education Students. **Quality of School Climate and Safety** Indicator Survey- completed by students with Kentucky Summative Assessments (KSA)- annually - disaggregate data by	

| | and diagnostic tools. Progress monitoring of all data will be used to indicate if a student is progressing or needs further assistance.

Provide all schools with **highly effective research and evidence based** reading and math programs and interventions. | **KCWP 4:**

Each school will conduct **Response to Intervention and Student Support team meetings** every 6-8 weeks to monitor each student's progress and make changes according to their progress. Meetings may be scheduled more often as needed. | | individual student-level characteristics

Safe and Civil Schools Survey Results - completed annually by teachers | |

4: English Learner Progress

Goal 4 (State your English learner goal.):
By 2028, the district will increase the attainment rate of our English *Language Learner (ELL)* students from 3.1% to 30%
By 2028, the district will increase our EL students English *Language Proficiency from 19.7% to 40%.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2025, the district will increase the attainment rate of *English Language Learner (ELL)* students from 3.1% to 20% districtwide. Students receiving an Overall Composite score of 4.5 or higher on the ACCESS assessment (Assessing Comprehension and Communication State to State) for ELLs assessment have reached the English language attainment goal. The Attainment Rate shows the percentage of students reaching attainment out of the total number of students tested in that grade or level. **KCWP 2: Design and Deliver Instruction** What evidence is there that instruction is highly effective, culturally responsive,	**KCWP 6:** **Training for all non-EL certified teachers** who currently are teaching ELs in the regular classroom. **KCWP 1:** District monitoring to ensure WIDA ELD standards and framework are taught with fidelity. **KCWP 2:** Setting up **systems and processes** for effective planning, delivering and monitoring of the EL program of services. **KCWP 4:** **Effective monitoring** of ELs as well as those who have exited the program.	**SIOP Training for all non-EL certified teachers** who currently are teaching ELs. **SIOP Training for regular ed teachers** as requested by teachers and administrators from each school The District will begin using the **ELLevation Platform** giving EL teachers and administrators greater access to information and effective measurement, creating a higher level of accountability. The district will provide all teachers with access to **a series of equity speakers** throughout the year which will support their understanding of equity in curriculum and instruction for our students of color, as well as understanding of these students' cultures. **On-site support and coaching** from outside consultants for our schools to address needs of EL students and	**DIBELS Mclass (Universal Screener) Benchmark Data**- 3 times per year - disaggregate data by individual student-level characteristics **District-wide common end of unit assessments** - end of each unit K-12. **District Benchmarks-** Pearson- 3 times per year 3-11 accountability areas. **ACCESS** state testing for English Language Learners (ELL) students- Winter once per year **Kentucky Summative Assessment** (KSA)- Spring each year	**DIBELS Mclass progress monitoring** will be completed by teachers, intervention teachers, and coaches on students identified as at risk. Progress monitoring for intensive students will be given on a weekly basis. On-Watch students twice per month, and benchmark students once per-month or determined by teacher. (K-6) Novice reduction will be monitored by district team, school leadership team, and teachers on **common embedded unit assessment disaggregated results** – results will be analyzed after each end of unit common assessment (K-12) Progress on English language proficiency will be monitored by each school and at the district level for each of the **four language proficiency domains** (K-12). **Kentucky Summative Assessment** data will be analyzed by teachers, school leaders, coaches, and district level leaders on an annual basis.	**Title Funds-** CIPS PD Academy Equity Speakers- 20,000 ELL Trainer- 15,000 Special Ed Training- for special ed and regular ed teachers- 11,000 SIOP Training- 18,000

Goal 4 (State your English learner goal.):

By 2028, the district will increase the attainment rate of our English *Language Learner (ELL)* students from 3.1% to 30%

By 2028, the district will increase our EL students English *Language Proficiency from 19.7% to 40%.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
evidence-based, and provided to all students in the district? **KCWP 4: Review, Analyze and Apply Data** What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success? **KCWP 5: Design, Align and Deliver Support** What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?		teachers who work with our students.			

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):
To improve the overall climate and safety conditions in all schools in our district.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

Objective 1: Continue development of a robust MTSS framework including academic, social emotional, and behavioral success.	Develop a **MTSS Guidance Document** for CIPS	Assess each school's implementation of Safe & Civil Schools' *Foundations* (**School Wide Positive Behavior Supports**) processes and practices. Provide targeted professional development and coaching to schools needing **support on *Foundations* implementation**	Improvement in Safe & Civil Schools *Implementation Checklist*	Mid-year and end of year in Safe & Civil Schools *Implementation Checklist*	**School-based general funds -** High School MTSS School Coach - 60,000
Objective 2: Reduce the number of exclusionary discipline incidents with a focus on disproportionality among student groups such as racial, gender, and exceptionality.	**Alignment of MTSS systems** in all schools according to CIPS MTSS Guidance Document **KCWP 6: Develop a systematic process** in schools to monitor discipline incidents, with a focus among student groups such as racial, gender, and exceptionality.	Each school will **disaggregate discipline data** monthly with a focus on the use of exclusionary discipline across all student groups.	Reduction in exclusionary discipline Reduction of exclusionary discipline among all student groups. Reduction in disproportionate use of exclusionary discipline.	Each school will review behavior referral data and exclusionary discipline data monthly and set goals for reduction, in consultation with district staff Each school will review exclusionary discipline data across student groups monthly and set goals for reduction of disproportionality, in consultation with district staff	**General Fund-** Employee Assistance Program - 21,000 Annually
Objective 3: Enhance trauma awareness throughout the school community	Build **capacity in school leadership** teams to create effective systems of intervention in their schools.	Shore up **Tier 3 behavioral interventions** using a variety of strategies such as FBAs and BIPs, School-Based Mental Health Counseling and other research-based interventions	Support Team members complete *Trauma Informed Schools Checklist.*	Schools will complete Trauma Informed Schools checklist at the beginning and middle of the school year and set goals for improvement.	
Objective 4: Enhance staff wellbeing through intentional efforts at the district and school levels.	**KCWP 6:** Each school will implement an evidence based **Social-Emotional Learning** Curriculum.	Train staff in **trauma-informed & resiliency-oriented practices**, including building staff resilience and wellness.	Improvement in state-administered Impact Kentucky survey results and in school and department-level survey results.	KDE Impact Kentucky survey results; annual report, interim school survey results.	
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your district creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	**KCWP 6:** Create a district and school **staff wellbeing framework** to support staff at all levels.	Provide **trauma impact and support services** information to parents and community partners at family and community events. Review **staff wellbeing resources** from national, state, and regional organizations such as CDC School Employee Wellness Guide, KDE Employee Wellness webpage, and other school districts.	Increased staff retention in each school	Teacher retention surveys implemented annually by the personnel department.	

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Goal 5 (State your climate and safety goal.):

To improve the overall climate and safety conditions in all schools in our district.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Provide **Employee Assistance Program (outside provider)** to provide direct therapeutic support to staff members at no cost to them Conduct semi-annual staff surveys, similar to Impact, to assess perceptions of work-related stress. Form a district committee to review resources and identify promising practices. Share resources regarding staff well being with schools via District Leadership meetings and Principal meetings, as well as individual school meetings. Share resources with district departments via meetings and online access. Provide online access to Staff Well Being professional development resources through Global PD. The professional learning includes self-reflection, wellness tips, positive school culture, increased teacher efficacy, and self care techniques.			

6: Postsecondary Readiness (high school only)

Goal 6 **(State your postsecondary goal.):**

The goal for Covington Independent Schools is for 100% of all graduates to be Postsecondary Ready when they graduate. The district's goal is that each graduate is equipped with the knowledge, skills, and dispositions to pursue a successful future. Kentucky's accountability system provides students with multiple, meaningful opportunities to engage in pathways that build awareness of career opportunities, provide real-world instruction and lead to credentials with labor market value, by 2028

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To increase the number of students who were academically ready from 31% to 65% by the 2025 school year **Objective 2** To increase the number who were career ready from 45% to 70% by the 2025 school year.	Review, analyze, and apply data results to improve the number of students **who meet the academic benchmark** Design and align academic systems where all students are prepared to **successfully meet the academic requirements to be postsecondary ready.** Review, analyze, apply data results to improve the number of students who meet the career ready benchmark **Design and align academic systems in the career pathway programs'** where all students are prepared to successfully meet the career ready requirements.	In high school PLC's, teachers need to actively review and embed the ACT standards for English, Math, and Reading, in all their high school core academic courses. Identify and provide students with the opportunities to meet the **Academic Ready Benchmarks** *multiple times* **during the student's high school career**. Create and monitor a **watch list for students** performing below academic and career ready Explore the best option for each individual student in terms of successfully completing **academic dual credit options** when appropriate	Increase the number of students meeting ACT Benchmark and KYOTE Benchmark scores AP, IB, ACT Benchmark, and KYOTE Benchmarks will be monitored for all students at each grade level up to graduation Successful academic dual credit completion will increase for each class upon graduation. Increase the number of options students have access to become career ready.	**District benchmark assessments** will be monitored in November, February, and April each year. Results will be analyzed by teachers, coaches, school leaders, and district level leaders. Next steps will be developed by school teams. District leadership will analyze and provide support after each benchmark where needed determined by the data. **Kentucky Summative Assessment** data will be analyzed by teachers, school leaders, coaches, and district level leaders on an annual basis. **ACT practice** will be provided for students through Mastery Prep. Data will be monitored, analyzed, and next steps created for struggling students on a regular basis all year.	**CTE state funding-** 187,722 **Board PD CTE Funding-** 86,129 **Perkins funding-** 86,647 **School Based Funds/SIF Funding-** Mastery Prep for ACT Program and Bootcamp: 15,000 **Board PD-** Dual Credit- Bluegrass and Gateway- 89,697 AP and IB- 86,129

Goal 6 **(State your postsecondary goal.):**

The goal for Covington Independent Schools is for 100% of all graduates to be Postsecondary Ready when they graduate. The district's goal is that each graduate is equipped with the knowledge, skills, and dispositions to pursue a successful future. Kentucky's accountability system provides students with multiple, meaningful opportunities to engage in pathways that build awareness of career opportunities, provide real-world instruction and lead to credentials with labor market value, by 2028

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Align **Career Technical Education** offerings to industry needs to ensure suitable pathways for students Increase **work based mentoring** programs for students to provide real life experiences in a student's career pathway **Individualized Learning Plans** will document student interests throughout their educational career	Work with regional programs, 2- and 4-year colleges, and other local districts to ensure that most appropriate options are **offered to our students to achieve career readiness**. Explore the best option for each individual student in terms of **successfully completing career ready dual credit options.** Keep record in student ILP. In all career pathway programs, teachers need to review and embed the appropriate end of program assessment standards and requirements for industry certificates as they plan and deliver instruction to their students. **In all career pathway programs,** school leadership, program advisory teams, and teachers need to provide opportunities for students to experience real life experiences related to their career pathway. Create a referral system with administrators and	Increase in the number of students who meet the career ready requirements.	Leadership team meet monthly and review watch list of students performing below academic readiness and create strategies to address individual student needs. Leadership team meet monthly and review interventions for students not meeting academic readiness. Leadership team will meet monthly with academic coaches to review academic progress of students taking dual credit classes and discuss necessary interventions Monitor the watch list monthly of students who are working to be career ready but are not meeting the necessary requirements identified by the leadership team.	Young Scholars Academy- NKU- 91,600 **Local Area Vocation Education Centers** grant plus 10% match- 5.4M

Goal 6 **(State your postsecondary goal.):**

The goal for Covington Independent Schools is for 100% of all graduates to be Postsecondary Ready when they graduate. The district's goal is that each graduate is equipped with the knowledge, skills, and dispositions to pursue a successful future. Kentucky's accountability system provides students with multiple, meaningful opportunities to engage in pathways that build awareness of career opportunities, provide real-world instruction and lead to credentials with labor market value, by 2028

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		staff to place students in these programs. Assign a post-secondary counselor to work with juniors and seniors to assist with post-secondary transition. Create an effective communication process to inform all students and parents of upcoming events and deadlines Upgrades to the Chapman Building in order to provide a state-of-the-art experiences for our Career and Technical Education students.		Leadership team will meet monthly with CTE coaches to review academic progress of students taking dual credit classes and discuss necessary interventions.	

7: Graduation Rate (high school only)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

Objective 1: Increase the district's overall combined 4- and 5-year graduation rate from 80.9 in 2022 to 85% in 2025.	Ensure ALL students have **equitable access to a common curriculum**, high quality instructional resources, and instruction which is aligned to the Kentucky Academic Standards, is culturally relevant, accessible to all students and inclusive of cultural diversity. Provide **High-Quality Evidenced Based Instructional Resources to schools** in order to provide students with resources which are engaging, accessible and inclusive of cultural diversity and the perspectives of their communities. Provide training for schools in high-effect size, **evidence based instructional strategies** to ensure aligned, highly effective instruction in all classrooms. Provide **afterschool programs** for students in grades 9-12. Provide **mentoring** for identified students in grades 9-12. Work with school administration to develop leadership opportunities for students **Individualized Learning Plans** will document student interests throughout their educational career	Select district level administrators, principals, instructional coaches, and teacher leaders will develop and quality control our current curriculum to ensure its alignment to the Kentucky Academic Standards. This team will use teacher survey data from each unit and assessment data to assist in the revision of curriculum to ensure alignment to the Kentucky Academic Standards. Provide monthly training for our school's leadership teams around **developing classroom assessment for learning, and other formative assessments** that align with our common district end-of-unit assessments, district benchmarks, and the Kentucky State Assessment. The goal will be to develop a **balanced assessment system** district-wide. **On-site support will also be provided** to schools in building systems for assessment for learning development. **District Focus Visits :** will be provided 2-4 times per year for each school with each schools' leadership team. Collaboration with **on-site walkthroughs with a focus on improving instructional strategies** which are highly effective and culturally responsive. We will score walkthroughs collaboratively to develop their skills with observation and next steps for teachers.	District graduation rate each year. **District-wide common end of unit assessments** - end of each unit K-12. **District Benchmarks-** Pearson- 3 times per year 3-11 accountability areas. **Kentucky Summative Assessment** (KSA)- Spring each year **ACT-** high school students- Winter each year **ACCESS** state testing for English Language Learners (ELL) students- Winter once per year Quarterly decrease in the failure rate. Quarterly decrease in EL student and special Education students' failure rate	District and school leadership will meet to discuss failure lists and interventions that will help students be successful. District and school leadership will meet to discuss failure list of special ED and EL students monthly and discuss the appropriate necessary interventions that are being provided to help the students be successful. **District benchmark assessments** will be monitored in November, February, and April each year. Results will be analyzed by teachers, coaches, school leaders, and district level leaders. Next steps will be developed by school teams. District leadership will analyze and provide support after each benchmark where needed determined by the data. **Kentucky Summative Assessment** data will be analyzed by teachers, school leaders, coaches, and district level leaders on an annual basis. **ACT practice** will be provided for students through Mastery Prep. Data will be monitored, analyzed, and next steps created for struggling students on a regular basis all year.	ESSER III and School Improvement Funds: Summer and Afterschool Program for Credit Recovery Title 1- Summer School - Credit Recovery- 30,000 Violence Prevention Grant- 60,000

	Collaboratively develop a **Multi-Tiered System of Supports (MTSS) Guidance Document** for CIPS to align all schools in our district with our current RTI and PBIS systems. Develop a district-wide **Multi-Tiered System of Supports (MTSS)** where students will be monitored on a timely basis.				

Special Considerations for Targeted Support and Improvement (TSI) Schools- **Holmes Middle School, Holmes High School**

TSI schools must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components Of Turnaround Leadership Development And Support:

Consider:

How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

Response:

Provide leadership training for school and teacher leadership team in areas of curriculum and instruction, response to intervention, PBIS

Provide school with a curriculum which is aligned and quality controlled to the Kentucky Academic Standards by experienced teachers and educational recovery specialist from KDE. Support will be provided as needed implementing this curriculum.

Assessments which have been aligned to the KAS and quality controlled by experienced teachers and educational recovery specialist from KDE.

Provide school with evidence-based interventions to be utilized to increase student performance and address the critical needs. Provide specialized training and coaching for teachers and leadership with these interventions.

Provide the training, time and resources needed for teams of teachers and leadership to develop a systematic Response to Intervention System and/or Positive Behavior Intervention Strategies (PBIS) for all students, with increasing intensity of intervention for those students who are identified for support.

Provide coaching for principals, coaches and teachers from a consultant for Reading Mastery and Corrective Reading interventions.

Provide training for principals, behavior coaches, school psychologists, school counselors and teachers from a behavior specialist in the area of PBIS.

School will conduct Response to Intervention and Student Support team meetings every 6-8 weeks to monitor each student's progress and make changes according to their progress. Meetings may be scheduled more often as needed.

Identification Of Critical Resources Inequities:

The high turnover of staff makes it very difficult to continuously train and retrain staff and develop the teacher leadership capacity necessary to meet the priority needs listed above. The grant funds will give the leadership team the financial support that will help them address the two priority needs listed:

Consider:

Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response:

The district secondary director and finance director will work collaboratively with the principals and their leadership teams to identify resources which are needed to sustain improvement efforts with high quality instructional materials and high quality professional learning.

Develop a continuous improvement process to regularly and consistently monitor and analyze school-wide programs and practices Engage all educators in developing, implementing, monitoring, and documenting a school-wide instructional process, which ensures individual learner needs are met.

Targeted Subgroups and Evidence-Based Interventions:

Consider:

Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Response:

African American; Hispanic; English Learners plus Monitored; Disability, White

Reading	High School		
	22-23	23-24	24-25
African American	19	23	27
Hispanic	20	24	28
EL	--	--	--
Economically Disadvantaged			
Special Education (IEP)	12	17	21

Math	High School		
	22-23	23-24	24-25
African American	11	15	20
Hispanic	15	19	23
EL	9	14	18
Economically Disadvantaged	17	21	25
Special Education (IEP)	9	14	18

Reading (P/D)	Middle School		
	22-23	23-24	24-25
African American	34	37	40
Hispanic	35	38	41

EL	12	16	21
Economically Disadvantaged	39	42	45
Special Education (IEP)	19	23	27
White	45	48	51

Math (P/D)	Middle School		
	22-23	23-24	24-25
African American	25	29	33
Hispanic	24	28	31
EL	9	14	18
Economically Disadvantaged	27	31	34
Special Education (IEP)	12	17	21
White	34	37	40

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement high effect size teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
Corrective Reading- Reading Mastery (used for RTI) 3-5	https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Corrective_Reading_070207.pdf	☐
Training Provided for teachers in Corrective Reading (used for RTI) 3-5	https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Corrective_Reading_070207.pdf	☐

Safe and Civil Schools Positive Behavioral Interventions	www.nrepp.samhsa.gov	☐	
Explicit Direct Instruction Unit Planning and Instructional Methods	https://dataworks-ed.com/research-edi	☐	
Train special education teachers and administrators in evidence-based methods for specially designed instruction (SDI)	Riccomini, P. J., Morano, S., & Hughes, C. A. (2017). Big Ideas in Special Education: Specially Designed Instruction, High-Leverage Practices, Explicit Instruction, and Intensive Instruction. TEACHING Exceptional Children, 50(1), 20–27. https://doi.org/10.1177/0040059917724412		

Train special education teachers and administrators in co-teaching practices	Marilyn Friend PhD, Lynne Cook PhD, DeAnna Hurley-Chamberlain & Cynthia Shamberger MEd (2010) Co-Teaching: An Illustration of the Complexity of Collaboration in Special Education, Journal of Educational and Psychological Consultation, 20:1, 9-27, DOI: 10.1080/10474410903535380 Conderman, & Hedin, L. R. (2014). Co-Teaching With Strategy Instruction. Intervention in School and Clinic, 49(3), 156–163. https://doi.org/10.1177/1053451213496158		

Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students

Consider:

Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

Analysis of Kentucky Summative Assessment data as a whole and by sub group data (see below), as well as the student survey Quality and Climate and Safety for Holmes Middle School.