

# Strategic Plan 2023-2028



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# Message from the Superintendent



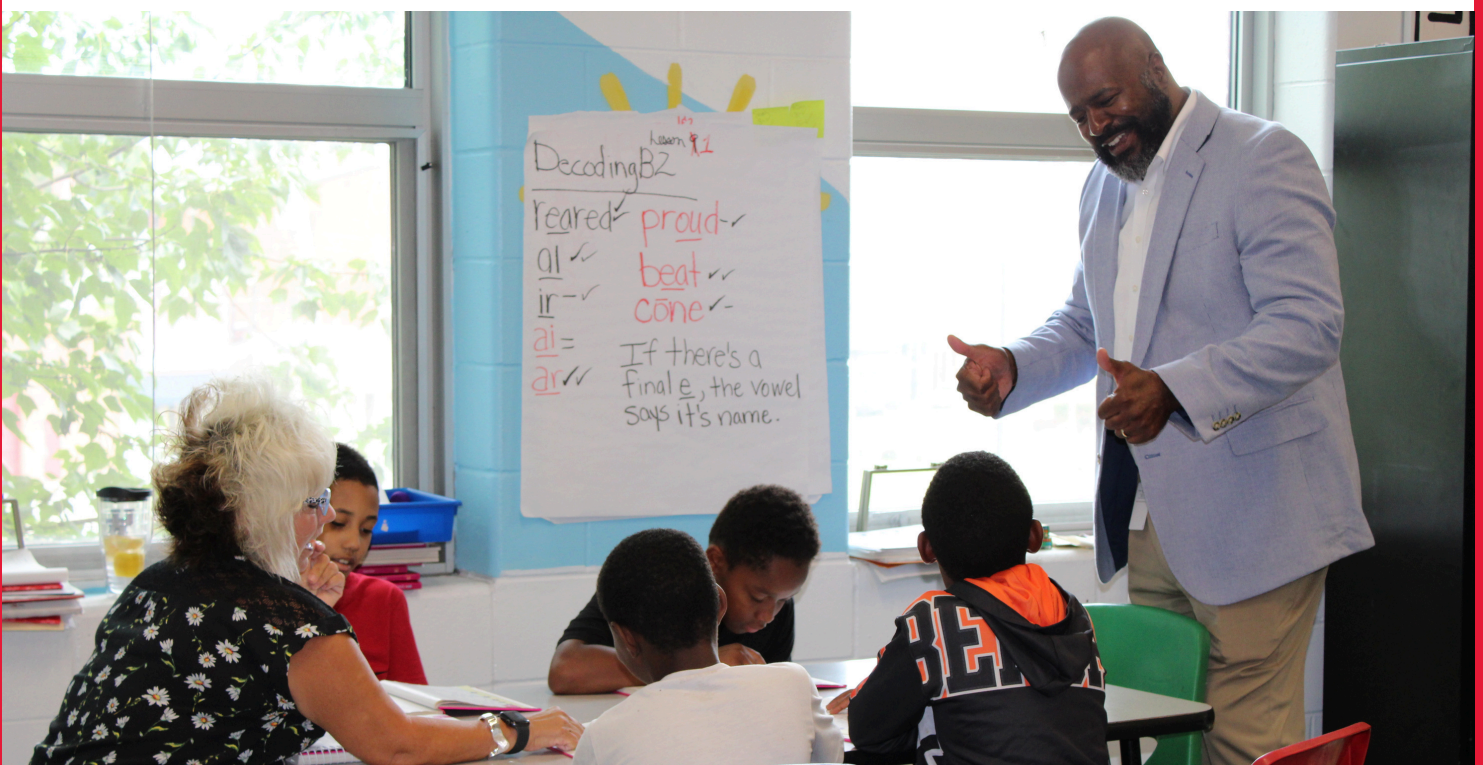
**Alvin L. Garrison**  
Superintendent

Covington Independent Public Schools (CIPS) is anchored in a rich history of excellence and accomplishments. This legacy serves as the cornerstone for an ambitious strategic plan that charts our direction for the next five years.

Our new 5-year Strategic Plan stems from extensive collaboration, input, and analysis contributed by stakeholders throughout our district, including parents, students, teachers, school administrators, school board members, as well as business and community representatives. Their collective efforts have created an actionable agenda that capitalizes on our strengths and defines our roadmap for growth and improvement.

I am proud to present this plan to the community. While the Strategic Plan solidifies our priorities and charts our course, we recognize it as a living document. It will undergo regular review. Our Mission, Vision, and Strategies will remain unchanged, however, the approaches to actualize them might evolve as we adapt to changing circumstances.

We are committed to our vision of all students graduating with the skills to achieve their dreams and adapt to a changing global society. This is a good Strategic Plan that will keep us on course and keep our vision in focus.





# Message from the School Board

In 1825, a group of concerned Covington residents made the bold decision that every child in our community who wanted to get an education should be able to get one. They were determined to form a school district where every child could receive a world-class and free education. Now, nearly two centuries later, another group of Covington residents and stakeholders have come together to advance this legacy. Thanks to the input from so many, the 2023-2028 Strategic Plan gives the school district a roadmap to achieve our mission and turn our vision into a reality.



**Tom Haggard**  
Board Chair

We know that to be successful in the 21st century and beyond, our students not only need to master academic content but also hone skills such as communication, collaboration, adaptability and other skills as outlined in our Covington Portrait of a Learner. This set of aspirations for all students is a critical framework to help us achieve the goals laid out in the Strategic Plan.

This Strategic Plan is also a testament to our shared values – prioritizing student learning and academic excellence; celebrating diversity, equity, inclusion and belonging; and engaging with our community – all while honoring our cherished history and tradition. On behalf of the Covington Board of Education, thank you for choosing Covington and we look forward to a bright future together.







# STRATEGIC PLANNING PROCESS



January 2022 - June 2022

## Phase One - Setting the Vision

The district assembled a design team to identify the competencies for the Portrait of a Learner. The diverse group of stakeholders, community members, staff and students, went through a rigorous process, including research, concept design and development to create the final product. The Portrait of a Learner articulates our district's aspirations for all students and creates a vision for the strategic plan work.



July 2022 - January 2023

## Phase Two - Collecting Feedback

The district went through an 18-month process to collect feedback and gather input from a variety of stakeholders. Parents, community members, staff, students and volunteers were provided several opportunities to include their thoughts, concerns and hopes for the strategic plan.

January 2023 - August 2023

## Phase Three - Designing the Plan

District leadership created teams around each of the goals to develop each objective and strategy. Each team completed several cycles of writing to ensure all stakeholder feedback was included. The district also ensured that all other district plans supported the work of the Strategic Plan, including the Diversity, Equity and Inclusion Plan and the District Comprehensive Improvement Plan.







# PORTRAIT OF A LEARNER

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**RESILIENT LEARNER**



**EFFECTIVE COMMUNICATOR**



**CRITICAL THINKER**



**COMPASSIONATE CITIZEN**



**LIFELONG CONTRIBUTOR**



**CONSCIENTIOUS COLLABORATOR**



**AMBITIOUS ACHIEVER**





# ABOUT COVINGTON SCHOOLS

## OUR MISSION

To inspire and prepare our students to excel academically and personally.

## OUR VISION

All students graduate with the skills to achieve their dreams and adapt to a changing global society.

## CORE BELIEFS

**In our quest to become a national leader in education, WE BELIEVE WE MUST:**

- Ensure high levels of learning for all staff and students
- Require students to be active participants and take ownership in their education
- Maintain a welcoming, safe and secure environment for students, families and staff
- Create a culture of collaboration with students, families, staff, and all community stakeholders to maximize student success
- Intentionally recruit, support and retain high-quality staff
- Nurture each student's creative potential to produce a love of learning and the ability to innovate
- Use data, along with fair and objective measures, to evaluate progress
- Embrace diversity and provide equitable and inclusive educational opportunities for all students







# Goal 1

## Student Learning and Progress

**We believe we must ensure high levels of learning for all staff and students. We believe in the use of data, along with fair and objective measures, to evaluate progress. Through this work, we will become the best urban school district for our students and families.**



***Objective 1.1: Districtwide student proficiency on Kentucky Summative Assessment will increase from 30% to 70% Proficient/Distinguished in Reading by May 2028.***

***Objective 1.2: Districtwide student proficiency on Kentucky Summative Assessment will increase from 20% to 60% Proficient/Distinguished in Math by May 2028.***

- Implement a system for quality control of the curriculum
- Utilize explicit direct instruction and high-impact teaching strategies
- Administer a balanced assessment system
- Continue district leadership school learning walk visits

***Objective 1.3: By May 2028, the average ACT score will meet benchmark in reading, math, and science.***

- Provide ACT practice through Mastery Prep for students in grades 9, 10, and 11
  - All freshmen will take the first Mastery Prep ACT practice test in the final semester of 9th grade to determine an improvement plan
  - All sophomores will take a Mastery Prep ACT practice test in the first semester and the ACT in the second semester
  - All juniors will take the final Mastery Prep practice test at the end of the first semester
- Monitor and analyze ACT data to create next steps for all students

***Objective 1.4: Kindergarten readiness as measured by Brigance Testing will increase from 32% of students ready for kindergarten to 57% by November 2027.***

- Develop curriculum at the preschool level
- Collaborate with Head Start
- Connect with local childcare centers to provide educational resources and supplies
- Promote kindergarten readiness by providing family events that support learning at home, promote regional services for early learning support, and promote kindergarten registration



**Goal 1**  
Student Learning  
and Progress





# Goal 1

## Student Learning and Progress

***Objective 1.5: By August 2026, all students in CIPS will have access to a comprehensive and sequential arts education that includes electives and extracurricular opportunities in each of the distinct artistic disciplines: visual and media arts, dance, drama, and music.***

- Create a committee to develop a long-term plan to create a fully enriched arts program for Kindergarten-12 including staffing, costs and programming
- Develop sequential arts education curricula in each discipline
- Hire certified teachers at all levels in all schools to provide art education in each discipline.
- Recruit and retain students with an interest or potential in all four arts disciplines

***Objective 1.6: Continue development of a robust Multi-Tiered Support System framework including academic, social emotional, and behavioral success.***

- Implement a coordinated Response To Intervention (RTI) system to address reading and math
- Assess each school's implementation of Safe & Civil Schools' Foundations (school-wide Positive Behavior Supports) processes and practices and Response to Intervention process and practices
- Provide targeted professional development and coaching for schools needing support on *Foundations* implementation
- Shore up Tier 3 behavioral interventions using a variety of strategies such as Functional Behavior Assessments and Behavior Intervention Plans, school-based mental health counseling and other evidence-based interventions
- Provide training resources to schools, including a train-the-trainer option so that schools build capacity to continue training in tiered interventions for new staff
- Train staff in trauma-informed and resiliency-oriented practices
- Provide trauma impact and support services information to parents and community partners at family and community events

***Objective 1.7 - Improve overall student well-being as identified in the KIP survey and School Climate survey through a comprehensive system that is responsive to the whole child.***

- Assess each school's coverage from community-based mental health providers
- Increase support from community-based mental health providers as indicated
- Assess schools' needs for specific bullying prevention strategies and activities
- Implement specific bullying-prevention strategies/programs at identified schools
- Implement evidence-based social-emotional strategies/programs at all schools
- Implement Drug-Free Schools at Holmes Middle School and Holmes High School

***Objective 1.8: The percentage of students who graduate college and career ready will increase from 45% to 75% by May 2027 according to the Kentucky Accountability System.***

- Implement a system for quality control of the curriculum
- Align Career and Technical Education (CTE) offerings to industry needs to ensure suitable pathways for students
- Focus on workplace readiness skills with all students
- Increase the number of dual credit offerings
- Upgrade Chapman Building to ensure state-of-the-art experiences for CTE students
- Increase work-based mentoring programs for students – create a referral system with administrators and staff to place students in a program

***Objective: 1.9: Provide CIPS virtual students and families with the support and resources they need to be successful and progress through their Kentucky Academic Standards-aligned online program.***

- Provide training and guidance for virtual teachers to ensure online students receive equitable access to our Kentucky Academic Standards-aligned and rigorous curriculum
- Continually monitor virtual students' progress and grades with our online curriculum
- Develop a systematic process where virtual students will be monitored on a timely basis in areas of concern
- Provide virtual students and families with opportunities to meet and discuss the overall virtual program with our secondary leaders and other families in our virtual program

***Objective 1.10: Implement an annual professional development plan based on staff and student needs.***

- Survey staff to determine interests and self-reflected next steps
- Collaborate with principals to determine staff needs
- Review student academic and behavioral data to determine needed offerings
- Utilize surveys after professional development offerings to reflect and revise offerings to better meet staff needs
- Host CIPS Summer Professional Development Academy



## Goal 1

### Student Learning and Progress



***Objective 1.11: Implement a two-year process to assist students with post-secondary planning and preparation.***

- Assign a school 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
- Implement a college major exploration process to help students learn about different opportunities at the post-secondary level
- Utilize Kentucky Higher Education Assistance Authority with teachers and students to ensure that steps are taken each year to help prepare students for the college application process
- Use the “Getting In” booklet to guide the process
- Plan post-secondary transition visits with local colleges and universities
- Implement family engagement nights to help parents be engaged in the post-secondary selection process
- Implement alumni round-table sessions to help senior students with transition
- Implement a college fair in September for seniors and in spring for juniors
- Implement college visits for state colleges and universities
- Complete the FAFSA process with all seniors
- Complete on-site admissions with colleges and universities



**Goal 1**  
Student Learning  
and Progress





# Goal 2

## Diversity, Equity, Inclusion and Belonging

**We believe we must embrace diversity and provide equitable and inclusive educational opportunities for all students. All students in our district will feel a sense of belonging and will be celebrated.**



**Objective 2.1: Districtwide student proficiency on Kentucky Summative Assessment will increase from 30% to 70% Proficient/Distinguished in Reading by May 2028.**

**Objective 2.2: Districtwide student proficiency on Kentucky Summative Assessment will increase from 20% to 60% Proficient/Distinguished in Math by May 2028.**

- Monitor and disaggregate data by individual student-level demographics for monitoring outcomes through an equity lens
- Implement a curriculum and assessment audit via a lens of equity and cultural responsiveness

**Objective 2.3: Recruit and retain teachers of color to reflect the student population.**

- Disaggregate, monitor and report on district and school-level hiring data
- Identify leaders to provide guidance and support for recruitment and retention
- Expand the recruitment area to recruit teachers of color
- Create and implement a marketing and branding plan
- Create a support system for existing and new teachers of color

**Objective 2.4: Reduce the number of exclusionary discipline incidents with a focus on disproportionality among student groups such as racial, gender, and exceptionality.**

- Review exclusionary discipline data across student groups monthly and set goals for the reduction of disproportionality, in consultation with district staff
- Provide culturally responsive de-escalation strategies for staff

**Objective 2.5: Establish a budget that is supportive of Diversity, Equity, Inclusion and Belonging (DEIB) and prioritizes funding based on student academic needs and data.**

- Implement an A-ROI (Academic Return on Investment) for evaluation of the utilization of resources and the level of effectiveness for all students through an equity lens
- Create an annual budget that is reflective of the data and high-priority needs of all students

**Objective 2.6: Provide professional development that is based on training gaps and data.**

- Identify professional development that is based on cultural proficiency, implicit bias, trauma-informed care, and social-emotional learning
- Identify appropriate communication tools to disseminate professional development: District-wide Equity Institutes School-Cohort Based Models Individual School Leadership Meetings
- Develop a “train the trainer” protocol to support the district’s capacity for successful, long-term implementation
- Identify schools and individuals who utilize best practices and highlight this work within the district for replication
- Review professional development policy and dedicate a specific number of required hours to be devoted to DEIB

## Goal 2

### Diversity, Equity, Inclusion and Belonging





# Goal 3

## Organizational Health and Efficiency

**We believe we must maintain a welcoming, safe, and secure environment for students and staff. We believe we must intentionally recruit, support, and retain high-quality staff. Our success relies on the overall health and efficiency of the district.**



**Objective 3.1: Create a committee of districtwide leaders who will identify new research-based approaches and initiatives to create a culture of innovation.**

- Create a culture of innovation committee
- Research best practices and emerging strategies that may be effective in Covington
- Provide a quarterly report of ideas, strategies, and potential initiatives to district leadership for consideration

**Objective 3.2: By June 2028, all CIPS elementary facilities will improve building and staff efficiency (in terms of membership capacity) from 72% to 89%.**

- Create a Master Plan study committee
- Create a Master Facility Plan
- Complete District Facilities Plan 2023-2027
- Identify elementary schools to serve students in the district based on the master plan study and demographic shift
- Assess boundaries based on identified elementary schools
- Create a communication plan to inform all stakeholders

**Objective 3.3: Increase certified teacher retention from 75% to 85% by June 30, 2028.**

- Create industry-leading salary schedule for certified teachers
- Prioritize funding strategies for industry-leading salary schedule
- Create a support system for existing and new teachers of color
- Create a human resources menu that includes retention and recruitment strategies to promote staff development
- Develop leadership programs within the district to grow our own talent that is reflective of the district population
- Respond to exit survey data to improve teacher retention
- Improve school culture and climate as measured by the Impact Working Conditions Surveys



**Goal 3**  
Organizational Health  
and Efficiency



**Objective 3.4: Improve overall staff wellness as measured by Impact Survey and staff retention.**

- Promote staff wellness by reviewing staff survey data to identify causes of teacher stress and create strategies to address these within our schools
- Provide Employee Assistance Program for direct therapeutic support to staff at no cost
- Conduct semi-annual staff surveys, similar to Impact, to assess perceptions of work-related stress

**Objective 3.5: Create a Student Experience Plan to improve student retention and enrollment.**

- Encourage all students to participate in at least one extra-curricular activity at their school
- Connect every student to a positive adult at school
- Create additional opportunities in our schools to build student leaders

**Objective 3.6: Maintain clean, safe and up-to-date facilities.**

- Use an evaluation tool to review/walkthrough the school's cleanliness and upkeep to rate each school's current condition, quarterly



**Goal 3**  
Organizational Health  
and Efficiency





# Goal 4

## Leadership and Accountability

**We believe we must have a culture of high expectations beginning with our leadership. We will hold ourselves accountable to all stakeholders, students, parents, staff and the community. We will make decisions that are informed by data and stakeholder input.**



***Objective 4.1: Provide experiences that cultivate and improve leadership effectiveness by identifying, developing and recognizing adult leaders throughout the district.***

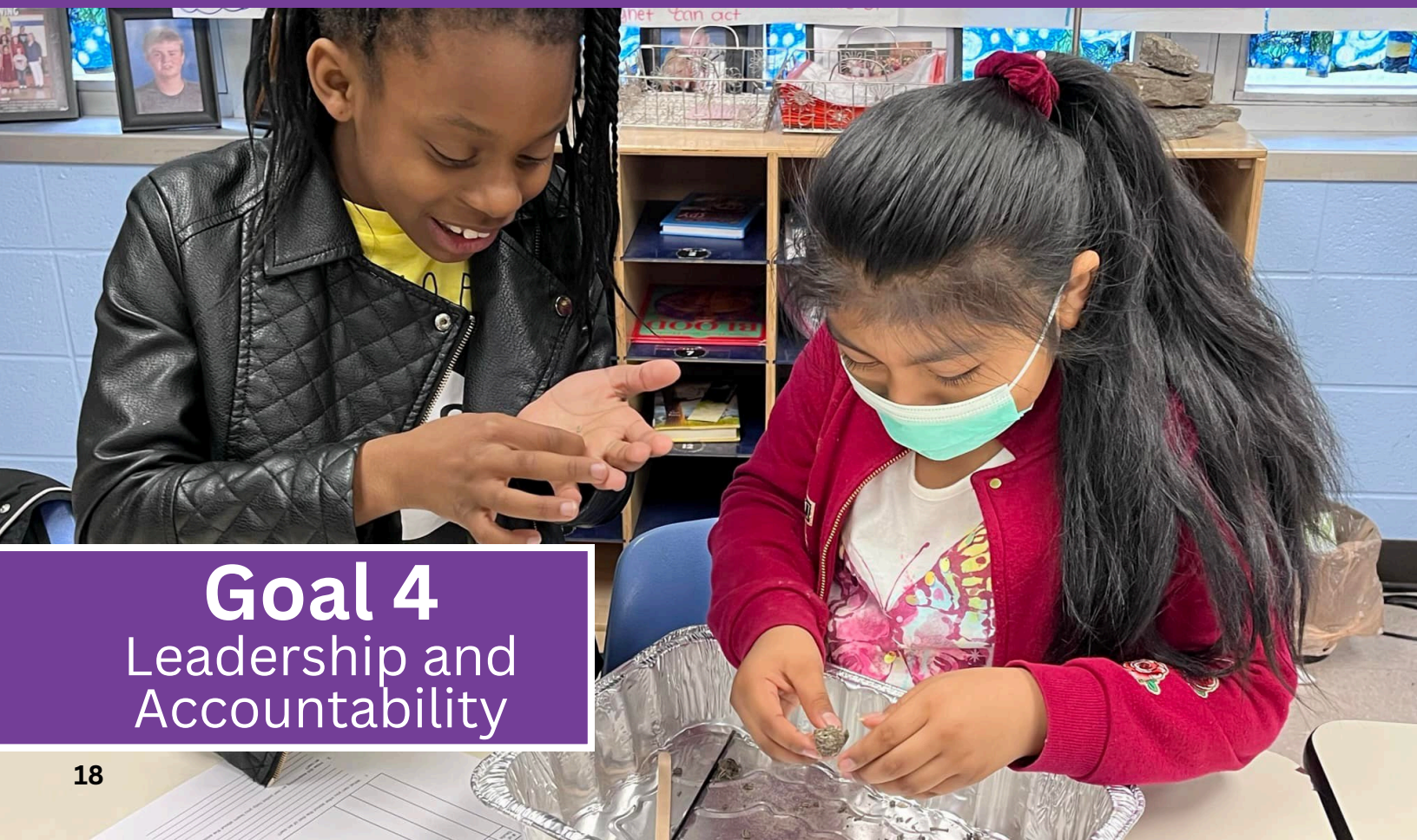
- Identify teacher leaders throughout the district to provide coaching, modeling and professional development to build leadership capacity within our own staff
- Implement an annual Covington Aspiring Principals Academy to create a cadre of potential administrators for a seamless succession of leadership positions
- Conduct monthly leadership meetings to provide training to school leadership teams and conduct data analysis throughout the year
- Provide job-embedded training for principals on-site throughout the year from the district administration

***Objective 4.2: Engage in a continuous improvement process that produces evidence, including measurable results of improving student results and professional practice.***

- Implement Professional Learning Communities (PLC) to collect, analyze and respond to data to inform instruction and improve student outcomes
- Provide professional development in the area of system improvement for principals and leadership teams
- Create a community report card to provide accountability to all stakeholders of CIPS

***Objective 4.3: Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.***

- Create a culture of high expectations and alignment with district and school goals that will enhance learning and student achievement
- Engage internal and external stakeholders in a data-driven and collaborative process for continuous improvement



**Goal 4**  
Leadership and  
Accountability





# Goal 5

## Stakeholder Engagement and Outreach

**We believe we must create a culture of collaboration with students, families, staff, and all community stakeholders to maximize student success. Our schools are the heart of the community. We encourage our stakeholders to join us in providing a high-quality education for all students.**



***Objective 5.1: Leverage community and stakeholder partnerships to strengthen and foster relationships with CIPS.***

- Identify partners to create a community engagement framework that allows stakeholders to be engaged and accountable for the strategic plan of CIPS
- Provide engaging opportunities to the community to be a partner in the educational success of our students
- Evaluate current volunteer and engagement opportunities; develop a menu of options for engagement; communicate opportunities to partners and stakeholders
- Develop a communication plan to actively engage all stakeholders

***Objective 5.2: Increase family engagement from 65% to 90% by June 2027.***

- Provide robust programming in each of the six family engagement domains at each school annually
- Implement a districtwide Parent University that is culturally responsive
- Provide professional development to certified and classified staff on effective communication strategies to engage families as partners
- Complete the Family Friendly Schools endorsement process through the Prichard Committee for each school

***Objective 5.3: Establish an engaged alumni base to help positively promote and support the school district.***

- Identify existing alumni groups and combine efforts for strategic alignment and efficiency.
- Create a framework to engage alumni in school functions, development efforts, and build relationships with current students.
- Create a speakers bureau of Holmes High School alumni to connect with current students.



## Goal 5

### Stakeholder Engagement and Outreach



**Covington Independent Public Schools**  
**25 East Seventh Street**  
**Covington, Kentucky 41011**  
**859-392-1000**

