



Kenton County School District Community Based Accountability System (CBAS) Action Plan 24-25

The KCS D Pillars are all equally important. The Pillars are not prioritized as listed.

Safety & Well-Being Pillar

Pillar Function	Key Question	Evidence (Measures and Indicators)	Action Steps
<p>Safety & Well-Being: Ensure 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.</p>	<p>To what degree does the implementation of the Social Emotional Behavior (SEB) Tier 1 Action Plans impact the social, emotional, and behavior needs of the students?</p> <p><i>**SEB Tier 1 Action plan includes plans for PBIS, SEL, Trauma Informed Care, Restorative Practices, Adult Advocate, Substance Use Prevention, SEB Data Analysis, BTAM Implementation Checklist, and Safety Committee Meetings</i></p>	<ul style="list-style-type: none"> ● SEB Dashboard <ul style="list-style-type: none"> ○ % Out of School Suspension by level ○ Overall # of Office Discipline Referral Data by level ○ Total # of Restorative Practices listed as a resolution for Office Discipline Referrals by level ● Anecdotal data/observations 	<ul style="list-style-type: none"> ● Monthly SEB data analysis ● Recursive review and follow up on school’s SEB Tier 1 Action Plans. ● Implementation of Trauma Informed Care (TIC) plan <ul style="list-style-type: none"> ○ Trauma Informed Care (TIC) training—all staff in KCS D will receive a 1 hour TIC training in the beginning of the year and additional information throughout the year ● Continuation of the implementation of

	<p>To what degree do schools implement the Behavior Threat Assessment and Management (BTAM) Team process?</p>	<ul style="list-style-type: none"> ● # of high and imminent threat assessments with case management plans ● District level threat assessment weekly review ● Anecdotal data/observations 	<ul style="list-style-type: none"> Restorative Practices <ul style="list-style-type: none"> ○ 24-25 Timeline for Implementation. ● Adult Advocate <ul style="list-style-type: none"> ○ Re-educate the district on Adult Advocate structures during district leadership and counselor meetings. ● All schools will implement the MTSS Social Emotional Behavioral Protocol to identify students who need additional support. <ul style="list-style-type: none"> ○ Schools will utilize the Early Warning Tool to assist with identifying students who need additional support. ● BTAM expectations will be reviewed at the beginning of the school year and followed by administrators. ● Continue ongoing professional development and learning around the Behavior Threat Assessment and Management (BTAM)
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	<p>To what degree are students provided with safe learning environments?</p>	<ul style="list-style-type: none"> ● Schools are compliant with implementing the school safety plan ● Schools are compliant with the State Security Marshal assessment requirements ● Schools are compliant with all monthly safety drills ● Anecdotal data review 	<p>process.</p> <ul style="list-style-type: none"> ● Schools will self-reflect and identify actions steps that are included in their SEB Tier 1 Action Plan based on their area of growth from the BTAM Implementation Checklist ● District and School safety teams to analyze BTAM data and recommend necessary changes <ul style="list-style-type: none"> ● Communicate and implement with fidelity the district and school safety plans. ● Conduct District and School safety team meetings following a standard agenda with recursive items to include a review of compliance data with the State Security Marshal assessment and safety drills. ● Ongoing training for efficient use of security tools and systems <ul style="list-style-type: none"> ○ Navigate 360 (web and mobile), Cameras, Access Control
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	<p>To what degree are we prepared to both mitigate and effectively respond to crisis situations?</p>	<ul style="list-style-type: none"> ● District/schools complete quarterly safety team meetings ● Anecdotal data review 	<ul style="list-style-type: none"> ● District and School safety teams to meet a minimum of four times a year <ul style="list-style-type: none"> ○ An agenda with recursive items will be created and shared with school leadership <ul style="list-style-type: none"> ■ PREPaRE resources will be embedded into the safety committee meetings ○ Meeting dates will be submitted to the district ● District will provide a list of minimum items to include in school safety bags. ● Annual trainings for safety and reunification process. ● Regular review of district crisis protocols with the crisis team and all stakeholders.
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Student Learning & Progress Pillar

Pillar Function	Key Question	Evidence (Measures and Indicators)	Action Steps
<p>Student Learning and Progress: Ensure academic success and growth for all students so that every student reaches their maximum learning potential.</p>	<p>To what degree are all students reaching instructional benchmarks on assessments for and of learning in math and reading?</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/High ● Classroom Instructional Data ● Grade Analysis ● Anecdotal Data 	<ul style="list-style-type: none"> ● Commitment to District Instructional Vision and fidelity of implementation with the KCSD Instructional Priorities ● Training and support plan to build capacity with recursive structures for Unit and Lesson Internalization/Planning ● Commitment to utilizing P-12 Reading Strategies in all content areas ● Ongoing Tier I job embedded professional learning and support through all district led meetings/trainings. ● Differentiated professional learning and support through school support team structure. ● Fidelity of implementation with informal and formal support for staff. ● Fidelity with High Quality Comprehensive

			<p>Instructional Resource for ALL students K-12 in the area of Literacy. KCSD Literacy Guide/ Literacy Support/Read to Succeed Q&A</p> <ul style="list-style-type: none">● Fidelity with High Quality Comprehensive Instructional Resource for ALL students in the area of Math for grades 6- Algebra 1.● Commitment to and fidelity of implementation of the KCSD Balanced Assessment System<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.● Intentional and recursive school structure around common formative assessments and
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	<p>To What Degree Are All Students Demonstrating Growth on Instructional Benchmarks on Assessments for Learning and of Learning in math and reading?</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 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 ● Classroom Instructional Data ● Grade Analysis ● Anecdotal Data 	<p style="text-align: center;">spiral review of standards.</p> <ul style="list-style-type: none"> ● Full Implementation of the Learning Management System ● Implementation of School Action Plans with fidelity ● District/School Support Team Meetings ● The same structures and action steps as outlined above
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	<p>To What Degree Are All KCSD Students Proficiently Reading at Grade Level in K-8?</p>	<ul style="list-style-type: none"> ● Performance Matters-Tier I, II, III Data ● Universal screener data-MAP ● Universal diagnostic-MAP Fluency ● 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 ● Commitment to utilizing P-12 Reading Strategies in all content areas ● Vertically aligned Literacy Plan with instructional literacy shifts in High Quality Comprehensive Instructional Resource for ALL students K-12 in the area of Literacy. KCSD Literacy Guide ● Literacy Support ● Read to Succeed Q&A ● Recursive meetings with District Literacy Team ● District/School Support Team Meetings
	<p>To What Degree Are We Closing Achievement Gaps for Students with Disabilities and English Learners?</p>	<ul style="list-style-type: none"> ● Performance Matters- Tier I, II, III Data <ul style="list-style-type: none"> ○ Data for students meeting proficiency towards standards ● Data Dashboard <ul style="list-style-type: none"> ○ Percentages of 	<ul style="list-style-type: none"> ● The same structures and action steps as outlined above ● Systemic review of specially designed instruction in the resource setting

	<p>To What Degree Are We Increasing English Proficiency for English Learner Students?</p>	<p>students with disabilities making progress on IEP goals</p> <ul style="list-style-type: none"> ○ Compliance Data ○ Monthly Data Review <ul style="list-style-type: none"> <input type="checkbox"/> Schedule/IEP alignment <input type="checkbox"/> Data Entry/Progress of IEP Goals <input type="checkbox"/> Progress Reports <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 <ul style="list-style-type: none"> ● Performance Matters- Tier I, II, III Data <ul style="list-style-type: none"> ○ Data for students meeting proficiency towards standards ● Data Dashboard-EL 	<ul style="list-style-type: none"> ● Structures for effective co-teaching and collaboration ● Ongoing professional learning and implementation of the KCSD English Learner Handbook ● District/School Support Team Meetings <ul style="list-style-type: none"> ● The same structures and action steps as outlined above ● Ongoing professional learning and implementation of the KCSD English Learner
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	<p>To What Degree Do All KCSD Schools Implement the Multi-Tiered System of Support (MTSS) with fidelity for ALL students?</p>	<p>Progress Monitoring Data/ACCESS Data</p> <ul style="list-style-type: none"> ● Classroom Instructional Data ● Grade Analysis ● Anecdotal Data- school implementation in determining the effectiveness of programming around EL <ul style="list-style-type: none"> ● Performance Matters- Tier I, II, III Data ● Data Dashboard ● MTSS Rubric for ALL Students ● MTSS School Plans ● Classroom Instructional Data ● Observations/Feedback ● School Action Plans ● Anecdotal Data- school implementation in determining the effectiveness of programming/interventions 	<p>Handbook</p> <ul style="list-style-type: none"> ● District/School Support Team Meetings <ul style="list-style-type: none"> ● The same structures and action steps as outlined above ● Implementation of School Action Plans with fidelity ● District/School Support Team Meetings
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Student Readiness Pillar

Pillar Function	Key Question	Evidence (Measures and Indicators)	Action Steps
<p>Student Readiness: Ensure all students are prepared with the knowledge, skills and dispositions to be Transition Ready.</p>	<p>To what degree are students Transition Ready (college and/or career) exiting High School?</p>	<p>Exiting High School Transition Readiness</p> <ul style="list-style-type: none"> ● District Data Dashboard ● School Level Dashboards ● 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 ● Implementation and use of systems and structures to

			<p>include regular use of Transition Ready Data Dashboards at the school level to impact and improve tier I instruction.</p> <ul style="list-style-type: none">● Ongoing meetings throughout the school year with individual principals to evaluate the progress, structures and systems in place at each school to help support students become Transition Ready.<ul style="list-style-type: none">○ Recursive observations of support meetings with principals where data is reviewed and decisions are made impacting students.● Leadership review of grade analysis data to ensure there are equitable practices for all kids.● Follow 24-25 KCSD Balanced Assessment Summary and Expectations to support and promote implementation of ACT instruction to support college readiness.● Expand Career Pathways and Internship opportunities for students at all high schools.
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			<ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ○ Provide listing monthly to schools of eligible students ○ Google Form for teacher recommendations ● 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 Expectations) <ul style="list-style-type: none"> ○ Revising timeline to ensure students work on the ILP earlier in the school year ○ Intentional scheduled time for
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	<p>To what degree are students Transition Ready exiting Middle School?</p>	<p>Exiting Middle School Transition Readiness</p> <ul style="list-style-type: none"> ● District Data Dashboard ● School Level Dashboards ● Performance Matters-Tier I, II, III Data ● Classroom Instructional Data 	<p>the ILP to take place.</p> <ul style="list-style-type: none"> ● Conduct Perkins Training for CTE staff and school administration to ensure fidelity of implementation of Perkins Plan. ● Implementation of a Growth Goal for CTE Programming by school that encompasses: CTE-EOP, Industry Certification, and Program Concentrators/Completers ● Peer Mentoring will take place through the Superintendent Student Advisory Council on Transition Readiness. ● Support schools on expanding Student Mentoring opportunities within the school. Communication and guidance will be provided for schools. <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
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		<ul style="list-style-type: none">● Grade Analysis● Anecdotal Data	<p>grade and level.</p> <ul style="list-style-type: none">● Build school culture ensuring intentional communication and conversations between school administration, teachers, counselors, families and students are taking place around Transition Ready.● Build an understanding with students of the impact passing grades and GPA have on overall Transition Readiness.● Implementation and use of systems and structures to include regular use of Transition Ready Data Dashboards at the school level to impact and improve tier I instruction.● Ongoing meetings throughout the school year with individual principals to evaluate the progress, structures and systems in place at each school to help support students become Transition Ready.<ul style="list-style-type: none">○ Recursive observations of support meetings with principals where data is reviewed and
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			<p>decisions are made impacting students.</p> <ul style="list-style-type: none"> ● Leadership review of grade analysis data to ensure there are equitable practices for all kids. ● Implement the Adult Advocate and students led conferences 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. ● Support schools on expanding Student Mentoring opportunities within the school. Communication and guidance will be provided for schools. ● 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
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	<p>To what degree are students Transition Ready exiting elementary school?</p>	<p><u>Exiting Elementary School Transition Readiness</u></p> <ul style="list-style-type: none"> ● District Data Dashboard ● School Level Dashboards ● Performance Matters-Tier I, II, III Data ● Classroom Instructional Data ● Grade Analysis ● Anecdotal Data 	<p>student interest and allow for career exploration. (ILP Expectations)</p> <ul style="list-style-type: none"> ○ Revising timeline to ensure students work on the ILP earlier in the school year ○ Intentional scheduled time for the ILP to take place. <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 school culture ensuring intentional communication and conversations between school administration, teachers, counselors, families and students are taking place around Transition Ready. ● Implementation and use of systems and structures to include regular use of Transition Ready Data
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			<p>Dashboards at the school level to impact and improve tier I instruction.</p> <ul style="list-style-type: none">● Ongoing meetings throughout the school year with individual principals to evaluate the progress, structures and systems in place at each school to help support students become Transition Ready.<ul style="list-style-type: none">○ Recursive observations of support meetings with principals where data is reviewed and decisions are made impacting students.● Implement the Adult Advocate and students led conferences around Transition Ready (3 times per year). Through conversations, students will monitor their own progress towards Transition Readiness.● 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
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			<p>Readiness.</p> <ul style="list-style-type: none"> • Peer Mentoring will take place through the Superintendent Student Advisory Council on Transition Readiness. • Support schools on expanding Student Mentoring opportunities within the school. Communication and guidance will be provided for schools.
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Student, Family, & Community Engagement Pillar

Pillar Function	Key Question	Evidence (Measures and Indicators)	Action Steps
<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>To what degree are KCSD students provided with opportunities and participating in clubs, extra, and/or co-curricular activities?</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 P-12: <ul style="list-style-type: none"> ○ P-5 ○ 6-8 ○ 9-12 ○ District • Identify participation in clubs, extra and/or 	<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

	<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?</p>	<p>co-curricular activities.</p> <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"> ■ P-5 ■ 6-8 ■ 9-12 ■ District <ul style="list-style-type: none"> ● Identify and report the performance level for Relationship Building and Communication (Kentucky Family and School Partnership Self-Assessment) <ul style="list-style-type: none"> ○ Data Dashboard- % of schools 	<p>provide necessary next steps. Student Engagement Expectations & On-Going Support</p> <ul style="list-style-type: none"> ● 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. ● A Club Day video will be created as a strategy for schools to increase student engagement in extra curricular activities. The video will explain the why, the how, and help schools generate ideas to improve transition readiness. <ul style="list-style-type: none"> ● Each school will review the Kentucky Family and School Partnership Self-Assessment for Relationship Building and Communication. Schools will rate their self-assessment level on this form
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		<p>identifying their performance level for Relationship Building and Communication for all schools.</p> <ul style="list-style-type: none"> ○ Each school will record evidence for each level three times a year in the areas of Relationship Building and Communication. <ul style="list-style-type: none"> ● Identify attendance and chronic absenteeism percentages for all schools. <ul style="list-style-type: none"> ○ Data Dashboard-attendance percentage <ul style="list-style-type: none"> ■ P-5 ■ 6-8 ■ 9-12 ■ District 	<p>three times per year and identify evidence to support the score.</p> <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ 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 <i>KY Digital Family Engagement Playbook</i> will be incorporated into the ongoing trainings for FRYSCs and counselors. ● Schools will review
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	<p>To what degree does our district/schools collaborate with community partners?</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"> ● A menu of meaningful ways to engage families will be provided to schools. The menu will include but not be limited to the following: <ul style="list-style-type: none"> ○ Transition Ready Nights ○ Literacy Nights ○ Parent Teacher Conferences ○ Student Led Conferences ○ Technology Showcase ● 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. ● Annually review and reflect on community
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			<p>partners and how the partners are being used.</p> <ul style="list-style-type: none"> ○ Community Partners Data Dashboard ○ Provide schools with a list of how to best use community partnerships
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World Class Staff Pillar

Pillar Function	Key Question	Evidence (Measures and Indicators)	Action Steps
World Class Staff: Ensure Recruitment, Retention, and Support of High Quality Staff	To what degree are we retaining high quality staff?	<ul style="list-style-type: none"> ● % retained high quality staff Nov/Feb/May <ul style="list-style-type: none"> ○ HR (Human Resources) 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 alternative fields ○ Monitor pay trends ● Continued implementation of stay surveys for all remaining staff for priority focus areas ● 3 HR Support & Assistance meetings per year

	<p>To what degree are we able to fill positions?</p>	<ul style="list-style-type: none"> ● HR Frontline Data % open positions unfilled at 60 days 	<p>w/supervisors for individualized action step planning</p> <ul style="list-style-type: none"> ● Trend meetings with Assistant Superintendents/ Executive Directors
	<p>To what degree are staff provided necessary supports to continue professional growth and be high quality educators/employees?</p>	<ul style="list-style-type: none"> ● % of staff completing individualized professional learning plans ● % identified staff receiving documented targeted supports <ul style="list-style-type: none"> ○ Survey Data 	<ul style="list-style-type: none"> ● Expansion of posting positions on external job boards ● Continued development of prospective employment "Why KCSD" landing page ● Provide guidance to Second-Career Future Educators to alternative certification avenues ● Establishing additional university partnerships ● Community involvement/outreach and events ● Further development of career ladders <ul style="list-style-type: none"> ● Utilize 3 HR Support & Assistance meetings per year with supervisor to status check for individualized action step planning ● Supervisor training in evaluations for professional growth

			<ul style="list-style-type: none"> • Effective and recursive structures to support ongoing professional learning congruent with Student Learning and Progress Pillar • Continued KC-NET (Kenton County- New Educator Training) progress monitoring • Data from surveys with staff monitored for action step planning
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Fiscal & Operational Systems Pillar

Pillar Function	Key Question	Evidence (Measures and Indicators)	Action Steps
Fiscal & Operational Systems: Ensure the district is financially responsible and utilizes its resources to further the district mission.	To what degree does the KCSD financially support the district missions and remain fiscally solvent?	<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 	<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
	To what degree does the district plan for current and future facilities and capital assets?	<ul style="list-style-type: none"> • Items/projects outlined in the District Facility Plan and assessed for priority, cost, and fiscal year assigned <ul style="list-style-type: none"> ○ Construction 	<ul style="list-style-type: none"> • Implement priority projects as defined by the DFP and Construction Forecast • Needs Assessment process implemented for collection

	<p>To what degree is the district able to assess and address transportation needs regarding fleet size, condition and associated repair costs?</p> <p>To what degree is the KCSD Student Nutrition Department creating a healthy learning community?</p> <p>To what degree does KCSD design and maintain energy efficient buildings?</p>	<p>Forecast 23-27</p> <ul style="list-style-type: none"> ● Needs Assessment projects requested and identified as priority for completion ● Completion data maintained for assigned Needs Assessment projects ● Transportation Fleet Dashboard ● Enrollment trends and demographic study ● Staffing and recruiting data for effect on routing ● Number of schools posting nutrition guidelines and number of methods utilized ● Assess success of menu options based upon student purchases ● District and building meal data analyzed to assess participation trends ● Student collected utility data by school ● Utility bill data ● Construction and Capital Outlay Decisions and 	<p>and review of requested items</p> <ul style="list-style-type: none"> ● Needs Assessment progress monitored and communicated to requestor ● Analyze and update overall condition and size of fleet ● Analyze data trends for decisions on routing, including staffing and recruiting data ● Publish nutrition guidelines for all meals Nutrislice Menus ● 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
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		Purchases	usage data ● Review of intentional design decisions and purchases to lower utility costs
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