Kenton County School District
Community Based Accountability System (CBAS)
Action Plan 26-27

The KCSD 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

Safety & Well-Being: Ensure all students are educated in a safe and secure environment that is conducive to learning. This includes physical safety as well as social emotional needs.	**To what degree does Social Emotional Behavior (SEB) instruction and intervention, in all Tiers, promote positive student behavior and support student well-being?**	• SEB Monthly Data Analysis/ Dashboard
		  ○ Overall # of Office Discipline Referral Data by level
		  ○ % Out of School Suspension by level
		  ○ Total # of Restorative Conferences listed as a resolution for Office Discipline Referrals by level
		  ○ # of students in SEB Tier 2 or 3 Intervention
		  ○ # of students receiving school-based therapy
		  ○ # students making
			• Monthly SEB data analysis.
			• Review school's SEB MTSS Plans and provide on-going follow-up as needed, based on the individual school's SEB data.
			• Implementation of Trauma Informed Care (TIC) plan.
			• All schools will utilize the MTSS Social Emotional Behavioral Protocol to identify students who need additional support.
			• Schools will take part in SEB transition meetings during the spring to discuss the needs of incoming 6th and 9th grade students and

		good progress and or exited SEB intervention • Anecdotal data/observations • SEL Tier 1 instruction walk data	to create appropriate support plans. • The district SEB team will utilize the SEL Tier I walk checklist to conduct SEL walks to analyze fidelity of tier 1 instruction. Data will be analyzed and shared recursively.
	To what degree does the Behavior Threat Assessment and Management (BTAM) process positively impact school safety and student well-being?	• # of high and imminent threat assessments with case management plans • District level threat assessment weekly review • Anecdotal data/observations	• Continue ongoing professional development and learning, as needed, around the Behavior Threat Assessment and Management (BTAM) process. • District and schools develop and implement intentional responses to address trends of behaviors identified through data and/or incidents. • District and School teams analyze BTAM data, identify emerging patterns, and assess the effectiveness of current protocols. Use this analysis to recommend and implement necessary changes to threat response procedures, preventive supports, and communication protocols.

	To what degree are students and staff-provided with safe environments and-facilities?	• Every facility implements their-safety plan and reunification plan with fidelity. • Schools are compliant with the State Security Marshal assessment requirements • Every facility completes all scheduled safety drills • The District and schools complete quarterly safety team meetings and exchange information from each meeting • Anecdotal data review	• Communicate and implement with fidelity the district and school safety plans. • Supplement safety plans with additional resources to positively impact student safety, such as participation in Kentucky Safe Schools Week and use of materials provided by the Kentucky Center for School Safety. • 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, systems, and processes, to include PREPaRE resources and information. A PREPaRE refresher will be presented at a District Leadership meeting in the Fall.

Student Learning & Progress Pillar

Pillar Function	Key Question	Evidence (Measures and Indicators)	Action Steps
Student Learning and Progress: Ensure academic success and growth for all students so that every student reaches their maximum learning potential.	**To what degree are all students reaching instructional benchmarks and demonstrating growth on assessments for and of learning in math and reading?**	• Tier I, II, III Data ☐ 70% Accuracy on District Common Assessments Elementary, Middle, and High ☐ School Data System for School Common Formative Assessments ☐ MAP- Elementary/Middle/ High ☐ Growth from fall to spring and spring to spring on MAP ☐ Growth on Universal Literacy Diagnostics K-8(MAP Fluency and HMH Growth Measure) Numeracy Diagnostic (MAP Numeracy Screener (K-3) • Classroom Instructional Data- Shared Walks, Fidelity Walks, Department Walks • School Action Plans/MTSS	• Commitment to District Instructional Vision and fidelity of implementation with the KCSD Instructional Priorities • Strengthening Instructional Consistency and Coherence • Establish and maintain a systematic support plan that builds leadership and teacher capacity for high-quality unit and lesson internalization, ensuring standards-based instruction and the implementation of the HQIR to fidelity. • Commitment to utilizing P-12 Reading Strategies in all content areas • Elevate the rigor of student products and strengthen formative assessment practices (Element 1, 2, 4) • Ongoing Tier I job embedded professional learning and support through all district led meetings/trainings. • Differentiated professional learning and support through school meetings

		Plans
		● Professional Learning Plans
		● Grade Analysis
		● Anecdotal Data
			● Strengthen leadership capacity to analyze and monitor student and instructional data, using identified trends to align to professional learning and staff growth plans to priorities.
			● Fidelity of implementation with informal and formal support for staff.
			● KCSD Monthly Instructional Observations/Feedback
			● Commitment to and fidelity of implementation of the KCSD Balanced Assessment
			  ● 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

	To what degree are all K-8 students demonstrating grade-level reading proficiency across the district?	• Tier I, II, III Data • K-3 Data Sets • Universal screener data- MAP • Universal diagnostic- MAP Fluency and HMH Growth Measure • Classroom Instructional Data- Shared Walks, Fidelity Walks, Department Walks • School Action Plans/MTSS Plans • Professional Learning Plans • Grade Analysis • Anecdotal Data	spiral review of standards. • Implementation of School Action Plans/MTSS Plans with fidelity • The same structures and action steps as outlined above • Strengthening instructional consistency and coherence across Tier 1 instruction, Tier II/III interventions, and specially designed instruction for ALL students to ensure every student experiences one aligned instructional system that proactively accelerates learning. • Improving outcomes for Gap Student Groups through MTSS with equitable access to rigorous Tier 1 instruction, targeted plans, interventions, and progress monitoring. • Recursive "Health of Intervention" Data Review • District Literacy Committee- Recursive Meetings

	To What Degree Do All KCSD Schools Implement the Multi-Tiered System of Support (MTSS) with fidelity for ALL students?	• Tier I, II, III Data • MTSS Rubric for ALL Students • Classroom Instructional Data- Shared Walks, Fidelity Walks, Department Walks • School Action Plans/MTSS Plans • Anecdotal Data	• The same structures and action steps as outlined above • Strengthen school leadership systems that establish, monitor, and continuously improve a coherent Multi-Tiered System of Support for ALL students. • Utilize the KCSD MTSS Rubric for ALL Students to annually assess implementation fidelity, identify priorities for improvement, and strengthen schoolwide systems that sustain continuous growth.

Student Readiness Pillar

Pillar Function	Key Question	Evidence (Measures and Indicators)	Action Steps
Student Readiness: Ensure all students are prepared with the knowledge, skills and dispositions to be Transition Ready. *Student readiness is the culmination of high-quality instruction, supportive learning environments, and effective*	**To what degree are students Transition Ready exiting elementary school?** **To what degree are students Transition Ready exiting middle school?** **To what degree are students Transition Ready exiting high**	Exiting Elementary School Transition Readiness Exiting Middle School Transition Readiness Exiting High School Transition Readiness • District Data Dashboard	Grading Practices Equitable and consistent grading practices strengthen the integrity of GPA as a measure of student achievement. By ensuring grades accurately reflect mastery of learning standards, schools can more effectively monitor student progress, identify support needs, and prepare every student for

organizational systems. As such, this pillar intentionally aligns with and leverages the work of all CBAS pillars. To maintain coherence and avoid redundancy, this pillar focuses only on strategies and action steps that uniquely advance transition readiness, while related work is addressed within the corresponding pillar plans.	**school?**	• School Level Dashboards • Performance Matters - Tier I, II, III Data • Classroom Instructional Data • Grade Analysis • Anecdotal Data	successful college and/or career transitions. • Provide professional learning and ongoing calibration for administrators to ensure consistent and equitable grading practices. • Develop and implement consistent and equitable grading practices aligned with policy. • Facilitate primary math report card calibration among schools. • Implement structure for regular grading calibration with staff. • Monitor grading patterns across classrooms, grade levels, courses, and student groups to ensure equitable outcomes. • Use of grade analysis to support the identification of students who may require targeted instruction through RTI time as needs based instruction on identified academic needs, as well as additional instruction through Extended School Services (ESS). • School leadership will lead

			the review and revision of SBDM grading policies and procedures as needed. <u>Schoolwide Data Systems</u> School leadership teams will implement intentional data systems that monitor the key indicators of student learning and transition readiness, enabling leaders to analyze trends over time at the school, content, grade, teacher, and individual student levels to inform timely, data-driven decisions. ● Provide necessary technical training to support schools in managing schoolwide data systems. ● Develop and maintain schoolwide data systems that allow administrators to see patterns over time. ● Ensure the accurate and timely analysis, interpretation, and sharing of schoolwide data with staff to drive instructional decision-making and monitor progress toward school goals. ● Student Name and Claim in Elementary and Middle: Conduct a recursive review and update of each

			student's literacy and numeracy screener and diagnostic data during every benchmark window to ensure timely instructional decisions through needs-based instruction and targeted interventions. ● Student Name and Claim in High School: Develop and grow the structures within the high school MTSS model to address instruction in all tiers for students not meeting college readiness benchmarks. ● Review student attendance data monthly and implement timely, tiered attendance supports and interventions for students who fall below 90%. ● Review Schoolwide Data Systems annually to evaluate effectiveness and inform continuous improvement planning. <u>Student Ownership</u> Student Ownership empowers students to actively engage in, monitor, and take responsibility for their academic progress, career exploration, and transition

			readiness. Through meaningful goal setting, adult support, and authentic learning experiences, students develop the knowledge, skills, and dispositions necessary for lifelong success. ● Work with schools to strengthen connections between Adult Advocates, Student-Led Conferences, and Transition Readiness. ● Implement structures that enable students to regularly monitor academic progress, set goals, reflect on their learning and progress towards meeting transition ready indicators. ● Engage students and families through ongoing communication that builds awareness of graduation requirements, GPA expectations, Transition Readiness indicators, Career Pathways, postsecondary opportunities, and individual progress toward Transition Readiness. ● Promote participation in Career Pathways, internships, Work-Based Learning, Industry Certifications, Essential

			Skills Certifications, and other career-connected experiences. ● Expand equitable access to Career Pathways, internships, Work-Based Learning, and other authentic career-connected learning experiences. ● Strengthen partnerships with postsecondary institutions, business, and industry to expand career exploration and work-based learning opportunities.

Student, Family, & Community Engagement Pillar

Pillar Function	Key Question	Evidence (Measures and Indicators)	Action Steps
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.	**To what degree are KCSD students provided with opportunities and participating in clubs, extra, and/or co-curricular activities?**	● Clubs, Activities, and Co-Curricular Dashboard: Total number of extra/co-curricular opportunities being offered and including student participation in grades P-12	● 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. ○ Student Engagement Expectations & On-Going Support ● Name and Claim process

			will be used to identify students not involved in activities. Root cause analysis for why students are not involved will be completed by schools using data such as attendance/chronic absenteeism, the Early Warning Tool, etc. with Adult Advocates to provide necessary next steps. ● The district will utilize the data and information to support schools in growing opportunities and participation for students. ● Highlight information about school activities and opportunities for students to get involved on school/district social media as well as the importance of being involved in school activities ● Highlight specific students and/or schools in the district for their outstanding work through district/school newsletters, district/school memos, websites/Instagram, KCSD Board Recognition through the Student Showcase Spotlight, etc.

	How effectively do our schools cultivate strong, reciprocal relationships and foster two-way communication between school and home?	• Family Friendly School Dashboard to identify parent engagement activities/events scheduled throughout the school year
		• Family Survey Data on the effectiveness of family engagement (shared with two times a year - mid November and mid March)
		• Dashboard for Student-Family-Teacher Conferences participation rates
		• Family Friendly School Certifications and submissions
		• District Data Dashboard - Attendance and chronic absenteeism
			• Maintain a Parent and Family Engagement Plan supporting the Title I Parent and Family Engagement Policy
			• Provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent and family engagement activities to become a Family Friendly School
			• Showcase schools in the district memo for demonstrating effective two way communication and events that strengthen partnerships between school and home
			• Work with schools on the effective and intentional spending of Title I parent and family engagement funds
			• Informational guides will be shared and referenced when necessary with KCSD families:
			  ○ KCSD K-12 Literacy Guide
			  ○ KCSD P-3 Supporting Literacy at Home

			○ KCSD Multi-System of Supports: Parent Guide to MTSS ● Intentional two way communication quarterly with families of students with Reading/Math Improvement Plans for students in targeted interventions in grades K-5 about their progress and the sharing with parents of the KDE Resource- Read At Home Plan ● Expanding opportunities for family-teacher collaboration through parent-teacher conferences, student-led conferences, and other ongoing progress conversations ● On-going training with FRYSCs and counselors around attendance, student, family, and community engagement ● The *KY Digital Family Engagement Playbook* will be incorporated into the ongoing trainings for FRYSCs and counselors. ● Use the annual survey evaluation findings to design evidence-based strategies for more

			effective parental involvement and to revise, if necessary, the Title I Parent and Family Engagement Policy and District Plan ● Schools will review attendance data and chronic absenteeism data in an on-going manner and work collaboratively with RBTL teams to identify students and support needed for them to be successful. ● Schools will continue implementing districtwide attendance initiatives, including expanded High Attendance Days and additional school-based engagement strategies.
	To what degree does our district/schools collaborate with community partners?	Identify the school and community partnerships. ○ Community Partners Data Dashboard - List of community partnerships and types of collaboration in grades P-12	● Develop a systemic process to track the school and community partnerships that enhance student, family, and community engagement. ● Schools will review existing partnerships to ensure authentic collaboration, accurate reporting, and

			meaningful participation opportunities for students and families by identifying partnerships as: Volunteer hours, Donation for staff, Donation for students enrichment, Supporting Student/Family Well-being or a combination of these. ● Effective school/community partnerships will be highlighted and shared throughout the year. ● Annually review and reflect on community partners and how the partners are being used to increase meaningful partnerships to impact students

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?**	● % retained high quality staff Nov/Feb/May ○ HR (Human Resources) Dashboards ○ Exit Surveys ○ Stay Surveys	● Continued-implementation of- HR dashboards ○ By Location (% retention) ○ By Job-Type (% retention) ● Continued implementation of exit surveys for all staff

			leaving the district ○ 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 w/supervisors for individualized action step planning ● Trend meetings with Assistant Superintendents/ Executive Directors
	To what degree are we able to fill positions?	● HR Frontline Data open positions unfilled at 60 days (excluding open-ended postings)	● 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

	To what degree are staff provided necessary supports to continue professional growth and be high quality educators/employees?	• % of staff completing individualized professional learning plans
		• % staff identifying PD opportunities to have contributed to their professional learning
		  ○ Survey Data
		• % identified staff receiving documented targeted supports
		  ○ Survey Data
			• Further development of Future Educator Career Pathways
			• 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
			• 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

Fiscal & Operational Systems Pillar

Pillar Function	Key Question	Evidence (Measures and Indicators)	Action Steps
Fiscal & Operational Systems: Ensure the district is financially	**How effectively does the KCSD efficiently utilize district**	• Annual budget performance in the various	• Ensuring the district budget is aligned with district

responsible and utilizes its resources to support all students and the KCSD personnel that serve them.	**resources while maintaining fiscal solvency?**	district functions ● General Fund data to indicate the contingency meets or exceeds 10% available for annual budget	functions ● Monitoring and reporting of district budget/revenue and expenses to ensure solvency throughout the year
	How effectively does the KCSD plan for, maintain, and utilize capital assets to provide facilities that support student learning.	● Facility needs/projects are outlined in the District Facility Plan and assessed for priority, cost, and fiscal year assigned ○ Construction Forecast 23-27 ● Needs Assessment requests reviewed, identified, and prioritized for completion ● Completion data maintained for identified Needs Assessment projects ● Energy usage and expenditure data collected and reviewed for analysis.	● Implement priority projects as defined by the DFP and Construction Forecast, and make adjustments based on identified needs. ● Needs Assessment progress monitored and communicated to requestor ● Adjustment of energy usage schedules and identification of areas of concern based on analyzed data.
	How effectively does the KCSD provide a safe and reliable transportation fleet that is fiscally aligned to district goals?	● Transportation Fleet Dashboard with data on fleet status, cost per pupil, and mechanical compliance. ● Enrollment and	● Analyze data to assess fleet status, fiscal efficiency, and completion of vehicle maintenance. ● Analyze data for decisions on routing, and type of

		demographic data to improve planning and efficiency ● Staffing data on driver retention, recruiting, and training status	vehicle assigned ● Analyze data on staff retention and recruiting to review current practices for improvement
	How effectively does the KCSD Student Nutrition Department support student learning and wellness through accessible and nutritious meal programs?	● Number of schools posting nutrition guidelines and promoting healthy nutrition options ● Assess success of menu options based upon student purchases and feedback ● District and building meal participation data analyzed to assess trends and facilitate fiscally sound decisions	● Publish nutrition guidelines for all meals and provide communication on healthy nutrition options Nutrislice Menus ● Analyze student participation rates and collect student input for breakfast and lunch to guide menu changes ● Analyze Average Daily Participation data to guide expenditures and optimize school groupings for funding purposes
	How effectively does the KCSD provide technology access, including materials (hardware) and support, to promote student learning?	● Define the type of devices distributed and/or available to students and staff ● Number of devices provided and maintained by the KCSD to students and staff ● Maintain an inventory of programs supported	● Utilize the District Technology Plan, including student one-to-one access, to provide devices prescribed for each grade level. ● Distribution data tracked to determine the number of devices in use by students

		through KCSD technology	and staff. ● Approved program inventory reviewed for continuation of use and regulatory compliance. ● Provide work order and service data to show IT support volume.