



KDE Comprehensive Improvement Plan for Districts

Kenton County

1055 Eaton Dr
Fort Wright, KY 41017

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

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

Located in Northern Kentucky, the Kenton County School District is the fifth largest school district in the Commonwealth serving over 14,400 students. Kenton County is a blend of suburban and rural areas experiencing population growth of 4.8% over the last 8 years. Located at the Northern tip of the state, the district encompasses a geographic area of approximately 164 square miles. The Kenton County School District is the 4th largest employer in Kenton County and among the top 10 largest employers in Northern Kentucky.

According to the U. S. Census Bureau, the population of Kenton County is approximately 158,729. Of this group 92 % are white, 5% are African-American, and 2% are Hispanic. Eighty-two percent (82%) are high school graduates and 22% have a Bachelor's degree or higher. Median household income is \$52, 633 (2008); 11% live below the poverty level (2008).

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

The Kenton County School District is committed to providing high quality learning experiences for children that are standards-based, challenging and rigorous; reflect a commitment to equity and convey high expectations for students and staff, promoting continuous improvement for both staff and students.

The district communicates its commitment to high quality learning through the articulation of three distinct goals.

Goal 1: All students will perform at or above grade level in numeracy and literacy at each transition point.

Goal 2: All "professional practices" will be based on a common understanding of quality instruction and best practices for every student, in every classroom, every day.

Goal 3: Beginning in fourth grade, all students will participate in at least one activity providing a meaningful connection to school beyond the regular classroom.

Our mission and belief statements were approved by the Board in the spring of 2004 and shared publicly in the June Instructional Leadership session and summer annual report publication to our parents, employees, and community. In the summer of 2006, system-wide goals to advance the vision were developed and integrated into the Comprehensive District Improvement Plan. The continuous progress of objectives and goals is monitored through an implementation and impact check. This process includes monitoring by component managers and committee members with a quarterly report to our District Cabinet. An annual monitoring report is submitted to the Board of Education.

Mission

The Kenton County School District is a learning community of students, educators, staff, families, and businesses dedicated to providing quality learning opportunities. Through equity and excellence, we will educate all students to successfully demonstrate the knowledge and skills essential for lifelong learning, social well-being, and active responsible citizenship, ensuring our graduates will be prepared to successfully compete in the global work market.

Beliefs

1. Each student is important.
2. Every student can be a successful learner.
3. Effort creates ability.
4. Self-esteem and personal dignity come from within an individual.
5. Students have a right to a quality education with rigorous learning opportunities that are relevant to their interests within a culture that is built on relationships between students and adults in school.
6. Students have a responsibility to respect others' rights to a quality education.
7. Recognition and acceptance of cultural, social, physical, and economic differences creates a healthy learning community.
8. Learning is a life-long process.
9. Students, educators, staff, families, businesses, and the community share in the responsibility for creating an environment in which students can learn and succeed at high levels.
10. Proficiency for all students is within our reach. We believe in excellence for all students.

Programs and Services

The district serves 14,400 students in state-of the art facilities, including 11 elementary schools serving grades K-5; 4 middle schools serving grades 6-8; 3 high schools serving grades 9-12; a choice alternative program for high school students, a residential alternative school for state-placed students in grades 6-12; a locally controlled career and technical center for grades 10-12; and 9 preschools serving nearly 500 SY 2014-2015

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three and four year old students, also housed in elementary schools. Programs for students with disabilities are accessible in every school and program. The number of students identified with an educational disability is 1938, approximately 13.46% of the total student enrollment. Specialized programs are available for emotional/behavior disorders and autism as well.

The district offers a selection of over 75 extracurricular activities, including more than 20 sports among the schools.

The district is home to 353 EL students with 25 different home languages. Our district demographics for all students includes a population consisting of: 87% of the students White/Caucasian, 3.6 % Hispanic/Latino, 2.3 % African American, and 1.3% Asian.

The Free and Reduced Lunch population is 39.7%. Seventeen (17) schools have a Free and Reduced Lunch rate over 20% thus qualifying them for Family Resource/Youth Service Centers.

Overall attendance rate for all students is 96.33%.

100% of classrooms provide internet connection, with a Student to computer ratio of 4:1. A technology integration specialist works to apply and integrate technology into instruction.

Approximately 8,000 lunches are provided daily by food service. Breakfast is also available at all schools with over 2000 breakfasts provided daily..

25.4% of students qualify and receive Gifted and Talented Services. 35 Advanced Placement (AP) courses are offered, with 59% of students scoring 3 or higher on the AP exam.

Kenton County Academies of Innovation and Technology provide choice-programs for students which help prepare them to be college and career ready.

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

Our Students:

- *2013-14 National Young Marine of the Year
- * National Merit Scholar finalist
- * 3 National Merit Scholarship winners
- * 4 AP Scholars with Distinction
- * 55 AP Scholars
- * 9 AP Scholars with Honor
- * 91 Governor's Scholars
- * 4 Governor's School for the Arts
- * 8 OM Teams went to World Finals
- * 20 OM Teams went to state tournament
- * "Yes I Can " Award Winner
- * Grand Champion of EuroFest (Dixie Heights High Odyssey of the Mind) (2011)
- * 1st Place in Cappies in two categories (Scott High) (2011)
- * Nationally ranked High School Academic Team (Simon Kenton High) (33rd in 2011) Regional Champions (2011, 2010, 2009, 2007, 2006, 2005)
- * CDW-G and Discovery Education "Win a Wireless Lab" Sweepstakes recipient (Piner) 2011
- * Student Technology Leadership Program (STLP) 1st place in Presentation Division (2011)
- * Scott High School student- KY Council for Exceptional Children "Yes I Can" Award
- * Caywood Elementary student- KY Adopt A Highway Art Contest winner
- * Beechgrove Elementary student- Scholastic Storyworks winner
- * Turkey Foot Middle School student- publisher for book on financial literacy

Our Staff

- * Kris Gillis and Lisa Dern- Greater Cincinnati Teacher of Excellence (2014)
- * Dwayne Humphrey- A.D. Albright Outstanding Teacher of the Year (2014)
- * Sheryl Fischer, Susan Litton, Deanna Puling, and Teri Walker- Golden Apple for Excellence in Teaching Award (2014)
- * Carol Munzy- Vice President of Kentucky Council of Teachers of Mathematics
- * Nancy Bailey- KY Music Teacher of the Year for KMEA
- * Cynthia Wooden- Inducted to KY Teacher Hall of Fame
- * Suzanne Wadsworth - Kentucky Science Teachers Association Board
- * Kentucky Leads the Nation - November 2013
- * P21 Exemplar School District (2013)
- * River Ridge Elementary - Connect Kentucky School District Technology Award, 2013
- * Susan Borchers, High School Kentucky Council for the Social Studies Outstanding teacher (2013)
- * Kris Gillis, Education Nation Summit (2013)
- * Pam Pennington, 2013 Outstanding Teacher Award from the Kentucky World Language Association (2013)

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- * Jessica Fisk, KAPS 2013 Northern Kentucky Regional School Psychologist Award (2013)
- * Melissa Gardner, Outstanding School Media Librarian Award from the Kentucky Association of School Librarians (2013)
- * Nancy Bailey, Middle School Music Teacher of the Year for KMEA District 6 (2013)
- * Ibeita Byerly, Outstanding Teacher Award, National Association of Special Education Teachers (2013)
- * Emily Plummer, Kentucky Arts Council grant
- * Piner Elementary, Kentucky Department of Education (KDE) Language Immersion Planning Grant (2013)
- * Tara Smith, NKY Athletic Directors Hall of Fame (2013)
- * KCAIT - PEAK Award winner (2013)
- * Turkey Foot Middle School - Teaching Channel feature (2013)
- * Among the first districts in Kentucky to raise compulsory age to 18
- * Kentucky School report card Distinguished school (R.C. Hinsdale Elementary, Beechgrove Elementary, Ryand Heights Elementary, Turkey Foot Middle)
- * Kentucky School report card Proficient Schools (Twenhofel Middle, Woodland Middle, Ft. Wright Elementary, Piner Elementary, Kenton Elementary, River Ridge Elementary, Summit View Elementary, Dixie Heights High School, Simon Kenton High School, Scott High)
- * 2010 Kentucky Superintendent of the Year
- * Kris Gillis - 2013 Ashland Achievement Award
- * Karen Collins - 2012 A.D. Albright Award Outstanding Governmental Leadership
- * Dr. Cox-Cruey - 2012 Robert J. Storer/Toyota Business Education Collaboration Award
- * Piner and Ticona - 2012 Business Education success Team Business Partner of the Year award
- * 2 - 2012 Golden Apples for Excellence in Teaching
- * Lead N KY in NBCT - 2011 7 teachers, 2012 7 teachers total for KCSD 82, fourth in state in number of NBCT
- * Mary Bear - 2012 Outstanding School Media Librarian
- * Debbie Brown - 2012 Behringer Crawford Museum's Two-Headed Calf award
- * Dr. Brennon Sapp - 2012 Gates Foundation Principal Advisory Council
- * Julie Squires - 2012 Junior Achievement Teacher of the Year
- * District Energy Star Top Performer 2012
- * 10 Energy Stars for individual schools 2012
- * Martha Setters - 2012 KY Art Association Principal of the Year
- * Laura Medley-Schneider - California Casualty Award for Teaching Excellence
- * Dr. Cox-Cruey, Dr. Kim Banta, Cris Kendall, Teresa Wilkins - 2012 Sweepstakes Award for excellence in a multi-faceted communications
- * Melissa Gardner - 2011 Kentucky School Media Association Outstanding Website
- * Maureen Motsinger - 2011 Kentucky World Language Association Outstanding Teacher of the Year
- * District - 2011 School Nutrition Association President's Award of Excellence
- * PTA Principal of the Year-Lesley Smith
- * 2010 Kentucky School Counselor Association "Counselor Advocate of the Year"

Our District

- * 8 OASIS (Outstanding Achievement in School Information Services) Awards (2014)
- * Energy Star Partner of the Year (2014)
- * Kennedy Center Partnership (2013)
- * P21 National Exemplar School District
- * KSBA PEAK Award
- * River Ridge Elementary- Connect KY Award for Technology
- * 83 National Board Certified Teachers (lead Northern Kentucky in number of NBCT, ranked fourth in KY in number of NBCT)

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- * Kennedy Center Partner in Education 2012 (only 12 partnerships awarded nationwide)
- * "What Parents Want" Award designation (18 years)
- * Southern Association of College and Schools District Accreditation
- * Bill & Melinda Gates Foundation to the Prichard Committee for Academic Excellence pilot district (2011)
- * Bill and Melinda Gates Foundation Literacy and Math Initiatives \$600,000 recipient (2011)
- * One of six Next Generation Learning models in the state
- * Principal selected to the Gates Foundation Principals Advisory Council (only 12 selected nationwide) (2012)
- * Kentucky Art Association Principal of the Year (2011)
- * Kentucky World Language Association Outstanding Teacher of the Year (2011)
- * Merit Award for Excellence in Architectural Design for Turkey Foot Middle School (2011)
- * National School Public Relations Association Golden Achievement Award (2011)
- * Kentucky School Public Relations Sweepstakes Award (2011,2010, 2009, 2008)
- * National Energy Education Development (NEED) Project District of the Year;
- * Multiple ENERGY STAR designation awards; and Multiple Energy Awards
- * Educator Arts Service Learning Award (2012)
- * Kentucky Association School Resource Officer of the Year (2011)

Over the next three years the Kenton County School District will continue its quest for Academic Excellence for all students. The district will continue to focus on its three goals:

- All students will perform at or above grade level in numeracy and literacy at each transition point.
- All "professional practices" will be based on a common understanding of quality instruction and best practices for every student, in every classroom every day.
- Beginning in fourth grade, all students will participate in at least on activity providing a meaningful connection to school beyond the school day.

The District believes that the delivery of quality, rigorous instruction in the classroom each day by a highly qualified teacher is the key to unlock the potential of every student in the district. To achieve this success, the district will continue the use of it Professional Practices Rubric in order to provide ongoing coaching and professional learning to all administrators and teachers.

The District also believes that students achieve best and excel highest when they are empowered to make choices about their education. To that end, the Kenton County School District is committed to the growth and expansion of its seven Academies of Innovation and Technology. Also, the District will continue to expand dual credit opportunities for students by partnering with Thomas More College, Northern Kentucky University, and Gateway Community College. To further enhance the senior year of high school experience for Kenton County students, Academic Internships with local business partners will be piloted and fully implemented over the course of the next three years.

By achieving success in the above described endeavors, District leadership strongly believes that both graduation rate and college/career readiness will increase for all high schools and the district. A strong combination of core academic instruction, academic choice, and challenging college/career options will provide students with the foundation and skills needed to participate in the 21st century global work force.

Additional Information

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

- * KCAIT Advisory Groups - Community leaders attend and evaluate KCAIT student presentations, and promote continuous communication with KCAIT professionals and scholars to maintain student success.
- * Superintendent Student Leadership Advisory-Select students from each of the high schools meet to advise the superintendent on the needs of their schools in relation to the overall district goals.
- * Hanner's Heroes- High School students volunteer in our elementary schools and work with students. The focus is to build relationships and self-confidence.
- * Community Education-The doors of the schools are open year-round to children and adults who wish to learn or participate in community learning projects.
- * Business Partnerships-The district initiates and nurtures relationships with a variety of local business in a two way partnership to support college and career readiness.
- * Network Television-Inside Kenton County School District Network Television provides programming for local educational access television and video projects. Programs may be seen on Insight Cable Communications Channel 20. Daily school news, lunch menus, important times and dates, and school closings and delays may be viewed on Channel 15. On Demand Videos (video the home webpage) provides access to video shows.
- * Excellence Report-District Electronic Newsletters are sent regularly to update parents, staff, students and community members on Excellence at Work.
- * Education Foundation-Created by alumni, the Kenton County Education Foundation is a nonprofit organization that provides scholarships to students to pursue their career. Since 1988 the foundation has awarded over \$100,000 to over 100 seniors.

December 2014 Plan for KDE Comprehensive Improvement Plan for Districts

Overview

Plan Name

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Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Program Reviews	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$159933
2	Increase proficiency for students in gap groups (KCMP Indicator 3)	Objectives: 4 Strategies: 7 Activities: 19	Organizational	\$0
3	Tell Survey	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	College/Career Readiness	Objectives: 1 Strategies: 6 Activities: 14	Organizational	\$303500
5	Freshman Cohort Graduation Rate	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$10000
6	Combined Reading/Math K-Prep Proficiency Achievement	Objectives: 2 Strategies: 4 Activities: 8	Organizational	\$578318
7	Equitable Distribution of Staff	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
8	Student Support to Reduce Barriers to Learning	Objectives: 3 Strategies: 3 Activities: 7	Organizational	\$173103
9	Next Generation Professionals: Percentage of Proficient Teachers and Principals	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0
10	Staffing Policy	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
11	Graduation Rate for Students with Disabilities	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
12	Wellness Plan	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Program Reviews

Measurable Objective 1:

collaborate to increase the average Program Review rating for AH from 8.4 in May 2014 to 9.0, PLCS from 7.9 in May 2014 to 8.5, Writing from 8.0 in May 2014 to 8.6, and K-3 from 8.9 in May 2014 to 9.5 by 05/31/2015 as measured by 2015 Program Reviews.

Strategy 1:

Implement the integration of consistent KCAS standards-based curriculum - Support schools to integrate K-3, World Language, Writing, PLCS, and AH curriculum into core classes. Enhance implementation and monitor a consistent KCAS standard based curriculum and instructional strategies that result in a consistently high level of student performance.

Category: Professional Learning & Support

Activity - Teacher Training in Standards and Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-World Language- implementation of World Language standards -Curriculum and Assessment development and alignment (both vertically and horizontally) K-12 for AH, PLCS, and World Language - PLCS usage of PECAT (physical education) and HECAT (health education) Schools: All Schools	Professional Learning	06/01/2014	05/31/2015	\$82190	General Fund	Visual and Performing Arts Consultant
Activity - Writing Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing cluster leaders will receive training through a train-the-trainer model in monthly Writing Cluster Leader Meetings. This training will include analysis of writing program review rubric, developing a school writing plan focused on improving student performance, review and analyze school writing plans for strengths and areas of need, analyze Writing Program Review data. Schools: All Schools	Professional Learning	07/01/2014	06/30/2015	\$26282	General Fund	Secondary Literacy Consultant
Activity - K-3 Program Review Standard Implementation and Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of K-3 standards -Curriculum and Assessment development and alignment (both vertically and horizontally) Schools: Ryland Heights Elementary School, Beechgrove Elementary School, Summit View Elementary School, Piner Elementary School, Taylor Mill Elementary School, River Ridge Elementary School, R C Hinsdale Elementary School, James A Caywood Elementary School, White's Tower Elementary School, Kenton Elementary School, Ft Wright Elementary School	Academic Support Program	07/01/2014	06/30/2015	\$51461	Title II Part A	Director of Federal and State Programs

Goal 2: Increase proficiency for students in gap groups (KCMP Indicator 3)

Measurable Objective 1:

collaborate to increase achievement for elementary school students with disabilities gap group so that the % of proficient and distinguished for combined reading and math increases from 23.8% in 2014 to 46.4% by 10/01/2015 as measured by school report card delivery targets.

Strategy 1:

Gap Reading Strategy - Special education teachers will implement research-based instructional strategies in the area of reading throughout the year in all elementary schools in the district

Category: Professional Learning & Support

Activity - Elementary Reading Achievement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Special education teachers will engage in professional learning in the KCAS and research-based interventions to support instructional initiatives.</p> <p>Schools: Ryland Heights Elementary School, Beechgrove Elementary School, Summit View Elementary School, Piner Elementary School, Taylor Mill Elementary School, River Ridge Elementary School, R C Hinsdale Elementary School, James A Caywood Elementary School, White's Tower Elementary School, Kenton Elementary School, Ft Wright Elementary School</p>	Professional Learning	07/01/2014	06/30/2015	\$0	No Funding Required	Director of Special Education
Activity - Monitoring Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff.</p> <p>Schools: Ryland Heights Elementary School, Beechgrove Elementary School, Summit View Elementary School, Piner Elementary School, Taylor Mill Elementary School, River Ridge Elementary School, R C Hinsdale Elementary School, James A Caywood Elementary School, White's Tower Elementary School, Kenton Elementary School, Ft Wright Elementary School</p>	Academic Support Program	07/01/2014	06/30/2015	\$0	No Funding Required	Director of Special Education
Activity - Instructional Strategies- Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Teacher training through PLCs on implementing research based reading strategies, which includes the use of text readers.</p> <p>Schools: Ryland Heights Elementary School, Beechgrove Elementary School, Summit View Elementary School, Piner Elementary School, Taylor Mill Elementary School, River Ridge Elementary School, R C Hinsdale Elementary School, James A Caywood Elementary School, White's Tower Elementary School, Kenton Elementary School, Ft Wright Elementary School</p>	Academic Support Program	07/01/2014	06/30/2015	\$0	No Funding Required	Director of Special Education
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Strategy 2:

Gap Math - Special education teachers will implement research-based instructional strategies in math throughout the year in all elementary schools in the district

Category: Professional Learning & Support

Activity - Elementary Math Achievement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Special education teachers will engage in professional learning in KCAS and other general education curriculum and instruction initiatives.</p> <p>Schools: Ryland Heights Elementary School, Beechgrove Elementary School, Summit View Elementary School, Piner Elementary School, Taylor Mill Elementary School, River Ridge Elementary School, R C Hinsdale Elementary School, James A Caywood Elementary School, White's Tower Elementary School, Kenton Elementary School, Ft Wright Elementary School</p>	Professional Learning	07/01/2014	06/30/2015	\$0	No Funding Required	Assistant Director of Special Education Director of Special Education

Activity - Instructional Strategies- Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teacher training through PLCs on implementing research based math strategies</p> <p>Schools: Ryland Heights Elementary School, Beechgrove Elementary School, Summit View Elementary School, Piner Elementary School, Taylor Mill Elementary School, River Ridge Elementary School, R C Hinsdale Elementary School, James A Caywood Elementary School, White's Tower Elementary School, Kenton Elementary School, Ft Wright Elementary School</p>	Academic Support Program	07/01/2014	06/30/2015	\$0	No Funding Required	Assistant Director of Special Education Director of Special Education

Activity - Monitoring Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff Schools: Ryland Heights Elementary School, Beechgrove Elementary School, Summit View Elementary School, Piner Elementary School, Taylor Mill Elementary School, River Ridge Elementary School, R C Hinsdale Elementary School, James A Caywood Elementary School, White's Tower Elementary School, Kenton Elementary School, Ft Wright Elementary School	Academic Support Program	07/01/2014	06/30/2015	\$0	No Funding Required	Assistant Director of Special Education Director of Special Education
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Measurable Objective 2:

collaborate to increase achievement for middle school students with disabilities within gap groups so that the % of proficient and distinguished for combined reading and math increases from 11.2% in 2014 to 37.6% by 10/01/2015 as measured by school report card delivery targets.

Strategy 1:

MS Gap Reading - Special education teachers will implement research-based instructional strategies using Literacy Design Collaborative (LDC), and College Board Springboard throughout the year in all middle schools in the district.

Category: Professional Learning & Support

Activity - Middle School Reading Achievement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will engage in professional learning in the areas of Common Core, Springboard, and other general education curriculum and instruction initiatives. Schools: Twenhofel Middle School, Turkey Foot Middle School, Summit View Middle School, Woodland Middle School	Professional Learning	07/01/2014	06/30/2015	\$0	No Funding Required	Director of Special Education

Activity - Instructional Strategies- reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training through PLCs on implementing research based reading strategies, which includes the use of text readers. Schools: Twenhofel Middle School, Turkey Foot Middle School, Summit View Middle School, Woodland Middle School	Academic Support Program	07/01/2014	06/30/2015	\$0	No Funding Required	Assistant Director of Special Education Director of Special Education

Activity - Monitoring Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff. Schools: Twenhofel Middle School, Turkey Foot Middle School, Summit View Middle School, Woodland Middle School	Academic Support Program	07/01/2014	06/30/2015	\$0	No Funding Required	Assistant Director of Special Education Director of Special Education
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Strategy 2:

MS Gap Math - Special education teachers will implement research-based instructional strategies using Math Design Collaborative (MDC) and College Board

Springboard throughout the year in all middle schools in the district

Category: Professional Learning & Support

Activity - Middle School Math Achievement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will engage in professional learning in the areas of the Common Core, Springboard, and other general education curriculum and instruction initiatives. Schools: Twenhofel Middle School, Turkey Foot Middle School, Summit View Middle School, Woodland Middle School	Professional Learning	07/01/2014	06/30/2015	\$0	No Funding Required	Assistant Director of Special Education Director of Special Education

Activity - Instructional Strategies- Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training through PLCs on implementing research based math strategies. Schools: Twenhofel Middle School, Turkey Foot Middle School, Summit View Middle School, Woodland Middle School	Academic Support Program	07/01/2014	06/30/2015	\$0	Other	Assistant Director of Special Education Director of Special Education

Activity - Monitoring Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff Schools: Twenhofel Middle School, Turkey Foot Middle School, Summit View Middle School, Woodland Middle School	Academic Support Program	07/01/2014	06/30/2015	\$0	No Funding Required	Assistant Director of Special Education Director of Special Education

Measurable Objective 3:

collaborate to increase achievement for high school students with disabilities within gap groups so that the % of proficient and distinguished for combined reading and math increases from 8.4% in 2014 to 35.7% by 10/01/2015 as measured by school report card delivery targets.

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Strategy 1:

Reading - Teachers will implement research-based instructional strategies in Literacy Design Collaborative (LDC), and College Board Springboard throughout the year in all high schools in the district.

Category: Professional Learning & Support

Activity - High School Reading Achievement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will engage in professional learning in the areas of Common Core, Springboard, and other general education curriculum and instruction initiatives. Schools: Dixie Heights High School, Simon Kenton High School, Scott High School	Professional Learning	07/01/2014	06/30/2015	\$0	No Funding Required	Director of Special Education Assistant Director of Special Education

Activity - Instructional Practices- reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training through PLCs on implementing research based reading strategies, which includes the use of text readers. Schools: Dixie Heights High School, Simon Kenton High School, Scott High School	Academic Support Program	07/01/2014	06/30/2015	\$0	No Funding Required	Assistant Director of Special Education Director of Special Education

Activity - Monitoring Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff. Schools: Dixie Heights High School, Simon Kenton High School, Scott High School	Academic Support Program	07/01/2014	06/30/2015	\$0	No Funding Required	Assistant Director of Special Education Director of Special Education

Strategy 2:

Math - Teachers will implement research-based instructional strategies in Math Design Collaborative (MDC) and College Board Springboard throughout the year in all high schools in the district

Category: Professional Learning & Support

Activity - High School Math Achievement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Special education teachers will engage in professional learning in the areas KCAS, Springboard, and other general education curriculum and instruction initiatives. Schools: Dixie Heights High School, Simon Kenton High School, Scott High School	Professional Learning	07/01/2014	06/30/2015	\$0	No Funding Required	Assistant Director of Special Education
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Activity - Instructional Strategies- math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training through PLCs on implementing research based math strategies. Schools: Dixie Heights High School, Simon Kenton High School, Scott High School	Academic Support Program	07/01/2014	06/30/2015	\$0	No Funding Required	Assistant Director of Special Education Director of Special Education

Activity - Monitoring Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff Schools: Dixie Heights High School, Simon Kenton High School, Scott High School	Academic Support Program	07/01/2014	06/30/2015	\$0	No Funding Required	Assistant Director of Special Education Director of Special Education

Measurable Objective 4:

collaborate to provide a continuum of services for 100% of students with disabilities in order to provide appropriate services in the least restrictive environment and promote academic rigor by 06/30/2015 as measured by Least Restrictive Environment data from student IEPs (KCMP Indicator 5).

Strategy 1:

Least Restrictive Environment - Teachers will continue professional development in "Appropriate IEP Development" and will analyze interim assessment data to guide in making appropriate placement decisions during ARCs according to district special education procedures.

Category: Professional Learning & Support

Activity - IEP Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School administrators and special education teachers will continue to receive training in IEP development, with emphasis on implementing special education services and supports in the least restrictive environment. Schools: All Schools	Professional Learning	07/01/2014	06/30/2015	\$0	No Funding Required	Assistant Director of Special Education Director of Special Education

Goal 3: Tell Survey

Measurable Objective 1:

collaborate to increase the percentage of teachers in all schools agreeing that their school is a great place to work to at least 80% by 06/30/2015 as measured by 2015 Tell Survey Results.

Strategy 1:

Job Satisfaction - Increase the academic achievement and overall job satisfaction of staff at schools where agreement ratings in the category "is a great place to work" were below 80%.

Category: Human Capital Management

Activity - Culture	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Facilitate the development of plans at the elementary and secondary school below 80% to improve school culture through increased academic achievement of students. Schools: All Schools	Recruitment and Retention	07/01/2014	06/30/2015	\$0	No Funding Required	Principal Evaluators

Goal 4: College/Career Readiness

Measurable Objective 1:

collaborate to increase the percentage of students who are college/career ready from 57.2% in 2014 to 71.5% by 10/01/2015 as measured by district report card.

Strategy 1:

Standards-Based Instruction - Teachers will implement KCAS instructional strategies using best practices in Math Design Collaborative (MDC), Literacy Design Collaborative (LDC), Read 180 Next Generation/System 44 Next Generation , Do the Math Now, and College Board Springboard throughout the year in all secondary schools in the district.

Category: Professional Learning & Support

Research Cited: College Board, Scholastic Research, Marilyn Burns, and Research For Action

Activity - Principal Curriculum, Instruction, and Assessment Strategies Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Create resources and instruct principals in:</p> <ul style="list-style-type: none"> - Effective Learning Targets - Formative Assessments - Collaborative Instructional Strategies - Usage of data to inform instruction - Analysis of student work - Effective coaching strategies <p>Schools: Dixie Heights High School, Simon Kenton High School, Scott High School, Twenhofel Middle School, Turkey Foot Middle School, Summit View Middle School, Woodland Middle School</p>	Professional Learning	07/01/2014	06/30/2015	\$1000	District Funding	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
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Activity - Teacher Curriculum, Instruction, and Assessment Strategies Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teacher training in:</p> <ul style="list-style-type: none"> - MDC/LDC by course and content - Best practices by content - Springboard/ Scholastic instructional strategies - Usage of data to inform instruction - Analysis of student work - Providing feedback to move learners forward (e.g. Live Scoring) - Peer classroom observation and feedback (KCMP Indicator 3) <p>Schools: Dixie Heights High School, Simon Kenton High School, Scott High School, Twenhofel Middle School, Turkey Foot Middle School, Summit View Middle School, Woodland Middle School</p>	Professional Learning	07/01/2014	06/30/2015	\$138500	Title II Part A	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning

Strategy 2:

Data-Based Instruction/Intervention Toward College Readiness - All students in grades 6-12 will receive targeted instruction based on data indicating skill deficits.

Category: Professional Learning & Support

Research Cited: EPAS, NWEA, Scholastic

Activity - Administrator Data Analysis Trainings and Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Administrator training and monitoring in:</p> <ul style="list-style-type: none"> - Item analysis for EPAS assessment results - Analysis of individual student EPAS/MAP/SRI/SPI assessment results - Goal setting with students based on individual needs - Flexible grouping/scheduling students based on assessment results -Strategies for adjusting instruction based on student progress <p>Schools: Dixie Heights High School, Simon Kenton High School, Scott High School, Twenhofel Middle School, Turkey Foot Middle School, Summit View Middle School, Woodland Middle School</p>	Professional Learning	07/01/2014	06/30/2015	\$0	No Funding Required	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning

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Activity - Teacher Data Analysis Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teacher training in:</p> <ul style="list-style-type: none"> - Item analysis for EPAS assessment results - Analysis of individual student EPAS/MAP/SRI/SPI assessment results - Goal setting with students based on individual needs - Flexible grouping students based on assessment results - Delivery of targeted instruction to address skill deficits <p>Schools: Dixie Heights High School, Simon Kenton High School, Scott High School, Twenhofel Middle School, Turkey Foot Middle School, Summit View Middle School, Woodland Middle School</p>	Professional Learning	07/01/2014	06/30/2015	\$0	No Funding Required	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning

Strategy 3:

Integration of 21st Century Career Pathways - Incorporating new career pathways that integrate with KCAS classes in order to prepare students for both college and career readiness through:

- Biomedical Sciences: addition of two classes to complete the pathway (Medical Intervention & Biomedical Innovations)
- Engineering: development of plans for integration of new female only pathway
- Media Arts: addition of Adobe certification
- Informatics: addition of Project Lead the Way (PLTW) Computer Sciences & Software Engineering
- High Performance Production Technology
- Sustainable Energy Technology Engineering: addition of Southern Region Education Board (SREB) Clean Energy pathway
- Military Science: addition of JROTC/NDCC (National Defense Cadet Corps)
- Future Education Academy: development of plans for new career pathway

Category: Career Readiness Pathways

Research Cited: District/Regional Research on identification of needed career pathways in STEM

Activity - Teacher training in the seven areas of the report card	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Interdisciplinary teams of teachers will improve instructional techniques through continued development in:</p> <ul style="list-style-type: none"> - Inquiry-based instruction - Project-based instruction - Student presentation-based instruction - Collaborative lesson design across career and KCAS - Motivational-based education <p>Schools: Dixie Heights High School, Simon Kenton High School, Scott High School</p>	Professional Learning	07/01/2014	06/30/2015	\$100000	Career and Technical Education Funds	Executive Director of College/Career Readiness

Activity - Program Development of Student-Choice Career Academies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Physical and curricular establishment of collaborative teaching and learning in specific career pathways: -Biomedical Sciences - Sustainable Energy Technology Engineering - Engineering - High Performance Production Technology - Media Arts - Informatics - Military Prep - College/ Dual Credit - Future Educator Schools: Dixie Heights High School, Simon Kenton High School, Scott High School	Career Preparation/Orientation	07/01/2014	06/30/2015	\$20000	Perkins	Executive Director of College/ Career Readiness
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Strategy 4:

Post-School Outcomes - Students will be provided with tiered levels of instructional/vocational supports to prepare them for post-school outcomes.

Category: Career Readiness Pathways

Activity - Community and Agency Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education staff will collaborate with various community organizations and agencies to develop an individualized student transition plan for post-school success (KCMP Indicator 13 and 14). Schools: All Schools	Career Preparation/Orientation	07/01/2014	06/30/2015	\$0	No Funding Required	Assistant Director of Special Education Director of Special Education

Strategy 5:

Academic Internship Development - During the Senior year, students will be engaged in learning experiences with a post-secondary/business & industry partner to support their career interest.

Category: Career Readiness Pathways

Activity - Teacher training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academy teachers will receive training in: - Work-based learning experiences - How to engage advisory members on developing learning experiences with students - How to work with advisory members on internship structure/requirements and selection of appropriate students Schools: Dixie Heights High School, Simon Kenton High School, Scott High School	Professional Learning	07/01/2014	06/30/2015	\$35000	General Fund, Perkins	Executive Director of College and Career Readiness

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Activity - Advisory Member Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advisory members (including both post-secondary and business/industry partners) will be trained on: - Requirements for academic internship - Procedures in required paperwork - Responsibilities of partner, students, and school Schools: Dixie Heights High School, Simon Kenton High School, Scott High School	Professional Learning	07/01/2014	06/30/2015	\$3000	Career and Technical Education Funds	Executive Director of College and Career Readiness

Activity - Academic Internship	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase the number of academic internships to be conducted. Schools: Dixie Heights High School, Simon Kenton High School, Scott High School	Career Preparation/Orientation	07/01/2014	06/30/2015	\$6000	Perkins	Executive Director of College and Career Readiness

Strategy 6:

CIITS - The principals will be provided training and support in CIITS to help teachers with the EDS, Lesson Planner, Assessments and Data Module.

Category: Professional Learning & Support

Activity - Lesson Planner	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will be provided training, tools, and support to help teachers develop and publish standards-aligned lessons in CIITS. (Race To The Top CIITS/Instructional Module-Goal is 75% of teachers will be using the lesson Planner in 2014-15) Schools: All Schools	Academic Support Program	07/01/2014	06/30/2015	\$0	No Funding Required	Instructional Technology Consultant

Activity - Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will be provided training and support in CIITS to help teachers develop and administer standards-aligned formative assessments in order to provide targeted instruction for their students. (Goal is 75% of teachers will be using the assessments in 2014-15.) Schools: All Schools	Professional Learning	07/01/2014	06/30/2015	\$0	No Funding Required	Instructional Technology Consultant

Activity - Data Module	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Principals will be provided training and support in CIITS to help teachers utilize the School and District Data module for viewing key performance indicators and creating reports to make decisions impacting classroom teaching and learning. Schools: All Schools	Professional Learning	07/01/2014	06/30/2015	\$0	No Funding Required	Instructional Technology Consultant
Activity - Educator Development Suite (EDS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will be provided training, tools, and support in order to manage professional learning and growth for teachers and administrators in CIITS. Schools: All Schools	Professional Learning	07/01/2014	06/30/2015	\$0	No Funding Required	Executive Director of Academic Services and Principal Leadership Assistant Superintendent of Certified Personnel

Goal 5: Freshman Cohort Graduation Rate

Measurable Objective 1:

collaborate to increase 5 year cohort graduation rate from 91.6% in 2014 to 92.4% by 10/01/2015 as measured by district report card graduation rate.

Strategy 1:

First Monday Meetings - District administrators will meet with school administrators monthly to review dropout data, and identify and problem solve strategies to prevent at risk students, including students with disabilities and homeless, from dropping out of high school.

Category: Persistence to Graduation

Activity - Persistence to Graduation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and school administrators will utilize the Persistence to Graduation tool to identify and intervene with at-risk students, including homeless students and those with Individual Education Plans (KCMP Indicator 1 and 2) Schools: All Schools	Behavioral Support Program	07/01/2014	06/30/2015	\$0	No Funding Required	Director of Student Support Services
Activity - Target and Support of 8th graders at-risk of not graduating with cohort	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Data will be analyzed following administration of Gallup Poll with all 8th graders. Individual students will be identified in order to provide additional academic and behavioral supports in order to increase success rates in high school. Schools: Dixie Heights High School, Simon Kenton High School, Scott High School, Twenhofel Middle School, Turkey Foot Middle School, Summit View Middle School, Woodland Middle School	Academic Support Program	07/01/2014	06/30/2015	\$0	No Funding Required	Director of Student Support Services
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Activity - Target and Support of 5th graders at-risk of not graduating with cohort	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data will be analyzed following administration of Gallup Poll with all 5th graders. Individual students will be identified in order to provide additional academic and behavioral supports in order to increase success rates in middle school. Schools: Ryland Heights Elementary School, Beechgrove Elementary School, Summit View Elementary School, Piner Elementary School, Taylor Mill Elementary School, River Ridge Elementary School, R C Hinsdale Elementary School, James A Caywood Elementary School, White's Tower Elementary School, Kenton Elementary School, Ft Wright Elementary School	Academic Support Program	07/01/2014	06/30/2015	\$0	No Funding Required	Director of Student Support Services

Strategy 2:

Fab Five Drop-Out Prevention Meetings - Interventions will be researched and identified in order to reduce barriers to at-risk students.

Category: Persistence to Graduation

Activity - School Level Fab Five Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Twice monthly, five critical members from each school (principal or designee, school nurse, attendance clerk, school counselor, Youth Service Center Coordinator) will meet in order to review data for each individual student in order to identify potential risk factors for drop-outs and identify a plan of action to prevent drop-outs. Schools: Dixie Heights High School, Simon Kenton High School, Scott High School, Twenhofel Middle School, Turkey Foot Middle School, Summit View Middle School, Woodland Middle School	Academic Support Program	07/01/2014	06/30/2015	\$10000	Senate Bill 97 Grant Funding	Director of Student Support Services

Goal 6: Combined Reading/Math K-Prep Proficiency Achievement

Measurable Objective 1:

collaborate to increase the average combined reading and math percent proficient or distinguished for middle school students from 56.1% in 2014 to 64.7% by 10/01/2015 as measured by district report card.

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Strategy 1:

Standards-Based Instruction - Teachers will implement KCAS instructional strategies using best practices in Math Design Collaborative (MDC), Literacy Design Collaborative (LDC), READ 180 Next Generation/System 44 Next Generation, Do the Math Now, and College Board Springboard throughout the year in all middle schools in the district.

Category: Professional Learning & Support

Research Cited: College Board and Research for Action, Scholastic research, Marilyn Burns research

Activity - Principal Curriculum, Instruction, and Assessment Strategies Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create resources and provide principal instruction in: - Effective Learning Targets - Formative Assessments - Collaborative Instructional Strategies - Usage of data to inform instruction - Analysis of student work -Strategies for effective coaching Schools: Twenhofel Middle School, Turkey Foot Middle School, Summit View Middle School, Woodland Middle School	Professional Learning	07/01/2014	06/30/2015	\$1000	District Funding	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Activity - Teacher Curriculum, Instruction, and Assessment Strategies Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training in: - MDC/LDC by course and content - Best practices by content - Springboard/ Scholastic instructional strategies - Usage of data to inform instruction - Analysis of student work - Providing feedback to move learners forward - Peer classroom observation and feedback Schools: Twenhofel Middle School, Turkey Foot Middle School, Summit View Middle School, Woodland Middle School	Professional Learning	07/01/2014	06/30/2015	\$0	No Funding Required	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning

Strategy 2:

Data-Based Instruction/Intervention Toward College Readiness & KCAS Proficiency - All students in grades 6-8 will receive targeted instruction based on data indicating skill deficits in EPAS/KCAS.

Category: Professional Learning & Support

Research Cited: EPAS, NWEA, Scholastic, Marilyn Burns

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Activity - Administrator Data Analysis Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator training in: - Item analysis for Explore assessment results - Analysis of individual student Explore/MAP/SRI/SPI, Do the Math Now assessments results - Goal setting with students based on individual needs - Flexible grouping/scheduling students based on assessment results Schools: Twenhofel Middle School, Turkey Foot Middle School, Summit View Middle School, Woodland Middle School	Professional Learning	07/01/2014	06/30/2015	\$0	No Funding Required	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning

Activity - Teacher Data Analysis Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training in: - Item analysis for EPAS assessment results - Analysis of individual student EPAS/MAP, READ 180 Next Generation System 44 Next Generation, Do the Math Now Assessment results - Goal setting with students based on individual needs - Flexible grouping/scheduling students based on assessment results - Delivery of targeted instruction to address skill deficits (KCMP Indicator 3) Schools: Twenhofel Middle School, Turkey Foot Middle School, Summit View Middle School, Woodland Middle School	Professional Learning	07/01/2014	06/30/2015	\$0	No Funding Required	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning

Measurable Objective 2:

collaborate to increase the average combined elementary reading and math K-PREP Proficiency scores from 60.9% in 2014 to 67.0% by 10/01/2015 as measured by school report card delivery targets.

Strategy 1:

Standards Based Instruction- Elementary - Teachers and Administrators will be trained and monitored in KCAS and best strategies for implementation.

Category: Professional Learning & Support

Activity - Principal Instruction in Curriculum , Instruction and Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Administrators will be trained and monitored in strategies that support the implementation of KCAS. These trainings will occur in Principals meetings, school level PLCs and District CIA meetings. The areas of training include: student engagement, close reading and text dependent questions, writing strategies, text complexity, math strategies for addition, subtraction, multiplication, division, place value, fractions, decimals and mathematical practices, Daily 5, formative assessment, student collaboration with individual accountability, accountable talk, Number Talks, data analysis and flexible grouping/scheduling of students, and effective Literacy and Math Design Collaborative (LDC/MDC) implementation.</p> <p>Schools: Ryland Heights Elementary School, Beechgrove Elementary School, Summit View Elementary School, Piner Elementary School, Taylor Mill Elementary School, River Ridge Elementary School, R C Hinsdale Elementary School, James A Caywood Elementary School, White's Tower Elementary School, Kenton Elementary School, Ft Wright Elementary School</p>	Professional Learning	07/01/2014	06/30/2015	\$157014	Title II Part A	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning Director of Early Childhood Education
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Activity - Teacher Curriculum, Assessment and Instruction Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will be trained in strategies that support the implementation of KCAS based on need. These trainings will occur in summer training sessions, faculty meetings, after-school professional learning and planning sessions, school level PLCs and webinars. The areas of training may include: student engagement, close reading and text dependent questions, vocabulary, grammar/language, writing strategies, text complexity, math strategies for addition, subtraction, multiplication, division, place value, fractions, decimals and mathematical practices, Daily 5, formative assessment, student collaboration with individual accountability, accountable talk, Number Talks, and effective Literacy and Math Design Collaborative (LDC/MDC) implementation.</p> <p>Schools: Ryland Heights Elementary School, Beechgrove Elementary School, Summit View Elementary School, Piner Elementary School, Taylor Mill Elementary School, River Ridge Elementary School, R C Hinsdale Elementary School, James A Caywood Elementary School, White's Tower Elementary School, Kenton Elementary School, Ft Wright Elementary School</p>	Professional Learning	07/01/2014	06/30/2015	\$199114	Title I Part A	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning Director of Early Childhood Education

Activity - Prep and Prep Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Schools will be provided district guidelines to follow for student placement in the Prep and Prep Plus programs. Schools will be provided strategies in all grades to enhance the learning for students who need acceleration. 4th and 5th grade teachers will be trained in LDC to meet the needs the students in the ELA Prep and Prep Plus. Third grade teachers will create an LDC module to be used in the third trimester to prepare students for advanced literacy work in 4th grade.</p> <p>Schools: Ryland Heights Elementary School, Beechgrove Elementary School, Summit View Elementary School, Piner Elementary School, Taylor Mill Elementary School, River Ridge Elementary School, R C Hinsdale Elementary School, James A Caywood Elementary School, White's Tower Elementary School, Kenton Elementary School, Ft Wright Elementary School</p>	Academic Support Program	07/01/2014	06/30/2015	\$2000	Other	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
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Strategy 2:

Title I Support/Monitoring - Title I services and support will be provided to Title I Schools.

Category: Continuous Improvement

Activity - District and School Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>To provide support to at risk students in Title I schools, including private schools, including but not limited to parent involvement activities, summer school programming, preschool professional development, homeless support to identified homeless students, training and professional learning in research based strategies and operational program expenses.</p> <p>Schools: All Schools</p>	Academic Support Program	07/01/2014	06/30/2015	\$219190	Title I Part A, Title I Part A	Director of Early Childhood (Title I Coordinator)

Goal 7: Equitable Distribution of Staff

Measurable Objective 1:

collaborate to equitably distribute resources, including human resources, to meet the needs of students by 06/30/2015 as measured by LEAD report.

Strategy 1:

Staffing Plan - District administrators will meet with school principals to develop an equitable staffing plan based on funding formula, student enrollment, number of students with disabilities, and other relevant factors.

Category: Human Capital Management

Activity - Allocation Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Each school principal will meet with district administrators twice annually to develop an equitable staffing plan. The staffing plan will take into consideration socioeconomic diversity, racial diversity, and highly qualified status of teachers. Schools: All Schools	Policy and Process	07/01/2014	06/30/2015	\$0	No Funding Required	Assistant Superintendent of Finance
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Goal 8: Student Support to Reduce Barriers to Learning

Measurable Objective 1:

collaborate to reduce the percentage of truant students with 6 or more unexcused absences from 10.09% in 2013-2014 to 9.5% in 2014-2015 by 06/30/2015 as measured by attendance data.

Strategy 1:

Early Intervention- Truancy - Analyze attendance data and implement a plan of intervention for students with three or more unexcused absences.

Category: Persistence to Graduation

Activity - Staff Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide written guidance and training to school personnel regarding attendance reports and interventions for students with three or more unexcused absences. Schools: All Schools	Professional Learning	07/01/2014	06/30/2015	\$28608	Title I Part A	Director of Student Support Services

Activity - Collaboration with School Personnel	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with school personnel to problem solve and determine next steps for students who have three or more unexcused absences. Schools: All Schools	Behavioral Support Program	07/01/2014	06/30/2015	\$0	No Funding Required	Director of Student Support Services

Measurable Objective 2:

collaborate to reduce the number of administrative hearings from 115 in 2013-2014 to 110 in 2014-2015 by 06/30/2015 as measured by district discipline data.

Strategy 1:

Provide strategic, targeted support for students - Facilitate the provision of strategic, targeted support for students with behavior, substance abuse, and mental health issues.

Category: Persistence to Graduation

Activity - Mental Health Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provide or refer students to appropriate mental health services based on targeted needs. Schools: All Schools	Behavioral Support Program	07/01/2014	06/30/2015	\$61606	General Fund	Director of Student Support Services
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Activity - Behavior	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Positive Behavior Intervention and Support programs in all schools. Provide support for schools to address Tier II and Tier III behavior issues through the use of district consultants. Schools: All Schools	Behavioral Support Program	07/01/2014	06/30/2015	\$82889	General Fund	Director of Student Support Services

Activity - Substance Abuse	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide an early intervention program for students with a drug or alcohol related discipline infraction as appropriate. Refer students/families with substance abuse issues to the appropriate services in the community. Collaborate with local agencies and parents to facilitate the enrollment of students in an intensive outpatient program for substance abuse as appropriate. Provide training and resources to school staff related to substance abuse. Schools: All Schools	Behavioral Support Program	07/01/2014	06/30/2015	\$0	No Funding Required	Director of Student Support Services

Measurable Objective 3:

collaborate to reduce the difference in suspension rate between students with disabilities and students without disabilities so the difference is no greater than 2% by 06/30/2015 as measured by Special Education Exiting Report (KCMP Indicator 4).

Strategy 1:

Suspension Reduction - Suspension rates for students with disabilities will be monitored monthly and schools will implement alternatives to suspension for students with disabilities.

Category: Persistence to Graduation

Activity - Suspension Data Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will run monthly ad hoc suspension reports which will be reviewed and analyzed at least monthly at school-level special education meetings. Schools: All Schools	Behavioral Support Program	07/01/2014	06/30/2015	\$0	No Funding Required	Director of Special Education

Activity - Alternatives to Suspension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School administrators and teachers will receive training in strategies to prevent/reduce out of school suspension and training in alternatives to suspension. Schools: All Schools	Professional Learning	07/01/2014	06/30/2015	\$0	No Funding Required	Directors of Special Education and Student Support Services
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Goal 9: Next Generation Professionals: Percentage of Proficient Teachers and Principals

Measurable Objective 1:

collaborate to increase the number of proficient teachers and principals from XX% on May 31, 2015 to YY% by 05/31/2020 as measured by evaluation results.

Strategy 1:

Implement TPGES, PPGES, and OPGES - A plan will be implemented to facilitate full implementation of TPGES, PPGES, and OPGES.

Category: Teacher PGES

Activity - Principal Professional Growth and Effectiveness System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will work with district administrators and principal evaluators to complete PPGES self reflection, to develop working conditions and student growth goals, and connect these pieces to develop a professional growth plan. They will also receive support and assistance, as needed, to enter items into CIITS. Schools: All Schools	Policy and Process	07/01/2014	06/30/2015	\$0	No Funding Required	District Leadership Team

Activity - Teacher Professional Growth and Effectiveness System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will engage in intense professional learning focused on the development of Student Growth Goals. The training will include enduring skills, appropriate assessments, growth and proficiency, monitoring progress, and creating an instructional plan to achieve the goal. Teachers will also engage in professional learning related to how to use self reflection and student growth goals to develop an appropriate professional growth plan. In addition, teachers will learn how to enter those goals into EDS/CIITS. Teachers will have further professional learning in how to use student voice information in the overall growth and effectiveness system and the determination and use of student growth percentiles. Schools: All Schools	Policy and Process	07/01/2014	06/30/2015	\$0	No Funding Required	District Leadership Team

Activity - Other Professional Growth and Effectiveness System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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One teacher in each area of OPGES will participate in the state-wide pilot. Those professionals will complete self reflection, student growth goal, student voice survey, professional growth plan, site visit by principal, and evaluation using the appropriate rubric. These professionals will also engage in the same professional learning as teachers related to development of student growth goals. Schools: All Schools	Policy and Process	07/01/2014	06/30/2015	\$0	No Funding Required	District Leadership Team
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Strategy 2:

Staff Retention and Development - TELL Survey, ValEd, and exit interview information will be collected and analyzed to evaluate cultural, fiscal and human resource needs.

Category: Continuous Improvement

Activity - Personnel Exit Interview	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to implement an exit interview for certified staff members who leave the district. Analyze the data at least annually to determine focus for retention and development activities. Schools: All Schools	Recruitment and Retention	07/01/2014	06/30/2015	\$0	No Funding Required	District Leadership Team

Activity - Personnel Effectiveness Interviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meet with building principals 2-3 times per year to analyze the effectiveness of certified staff and develop a plan of action to address issues or concerns. Schools: All Schools	Recruitment and Retention	07/01/2014	06/30/2015	\$0	No Funding Required	Principal Evaluators and Assistant Superintendent for Certified Personnel

Goal 10: Staffing Policy

Measurable Objective 1:

collaborate to implement an equitable staffing allocation policy in 100% of hiring by 07/01/2015 as measured by Review of LEAD Report.

Strategy 1:

Hiring Practices - Verify the certification and highly qualified status of each certified staff member who is hired.

Category: Human Capital Management

Activity - Hiring "Best Practices"	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Administrators will integrate "best practices" in reviewing applications, interviewing candidates, and reviewing credentials/references for each candidate for employment. These practices will include identifying "red flags" in applications, developing quality interview questions, implementing consistent interview practices, and questioning at least three references (including the direct supervisor of the applicant). Recommendation forms will be reviewed for evidence of three reference checks, including the direct supervisor of the applicant, and will not be processed without them. Schools: All Schools	Professional Learning	07/01/2014	06/30/2015	\$0	No Funding Required	Assistant Superintendent for Human Resources
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Goal 11: Graduation Rate for Students with Disabilities

Measurable Objective 1:

collaborate to increase the graduation rate for students with disabilities from 68.2% in 2014 to 71.9% by 10/01/2015 as measured by District Report Card.

Strategy 1:

Use of Persistence to Graduation Tool - Middle and high school teachers will analyze the Persistence to Graduation Tool data and identify appropriate interventions to increase the percentage of students who earn a diploma.

Category: Persistence to Graduation

Research Cited: Dropout Prevention Websites, Safe and Civil Schools, Ruby Payne, and PBIS

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Facilitate PLC meetings organized around Persistence to Graduation data analysis and targeted interventions for students (KCMP Indicator 1 and 2) Schools: Dixie Heights High School, Simon Kenton High School, Scott High School	Academic Support Program	07/01/2014	06/30/2015	\$0	No Funding Required	Assistant Director of Special Education Director of Special Education

Goal 12: Wellness Plan

Measurable Objective 1:

collaborate to create a plan to increase the awareness of the district Wellness Policy to all school leaders to 100% by 08/31/2015 as measured by survey results.

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Strategy 1:

Wellness Policy Awareness Plan - Leadership will develop a plan to create awareness and compliance with the KCSD Wellness Policy.

Category: Management Systems

Activity - Wellness Leadership Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A leadership committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy. Likewise, a survey will be developed to measure the effectiveness of the plan. Schools: All Schools	Policy and Process	09/01/2014	08/31/2015	\$0	No Funding Required	Director of Student Support Services

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher training in the seven areas of the report card	Interdisciplinary teams of teachers will improve instructional techniques through continued development in: - Inquiry-based instruction - Project-based instruction - Student presentation-based instruction - Collaborative lesson design across career and KCAS - Motivational-based education	Professional Learning	07/01/2014	06/30/2015	\$100000	Executive Director of College/Career Readiness
Advisory Member Training	Advisory members (including both post-secondary and business/industry partners) will be trained on: - Requirements for academic internship - Procedures in required paperwork - Responsibilities of partner, students, and school	Professional Learning	07/01/2014	06/30/2015	\$3000	Executive Director of College and Career Readiness
Total					\$103000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
K-3 Program Review Standard Implementation and Monitoring	Implementation of K-3 standards -Curriculum and Assessment development and alignment (both vertically and horizontally)	Academic Support Program	07/01/2014	06/30/2015	\$51461	Director of Federal and State Programs
Principal Instruction in Curriculum , Instruction and Assessment	Administrators will be trained and monitored in strategies that support the implementation of KCAS. These trainings will occur in Principals meetings, school level PLCs and District CIA meetings. The areas of training include: student engagement, close reading and text dependent questions, writing strategies, text complexity, math strategies for addition, subtraction, multiplication, division, place value, fractions, decimals and mathematical practices, Daily 5, formative assessment, student collaboration with individual accountability, accountable talk, Number Talks, data analysis and flexible grouping/scheduling of students, and effective Literacy and Math Design Collaborative (LDC/MDC) implementation.	Professional Learning	07/01/2014	06/30/2015	\$157014	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning Director of Early Childhood Education

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Teacher Curriculum, Instruction, and Assessment Strategies Training	Teacher training in: <ul style="list-style-type: none"> - MDC/LDC by course and content - Best practices by content - Springboard/ Scholastic instructional strategies - Usage of data to inform instruction - Analysis of student work - Providing feedback to move learners forward (e.g. Live Scoring) - Peer classroom observation and feedback (KCMP Indicator 3) 	Professional Learning	07/01/2014	06/30/2015	\$138500	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Total					\$346975	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Data Analysis Training	Teacher training in: <ul style="list-style-type: none"> - Item analysis for EPAS assessment results - Analysis of individual student EPAS/MAP/SRI/SPI assessment results - Goal setting with students based on individual needs - Flexible grouping students based on assessment results - Delivery of targeted instruction to address skill deficits 	Professional Learning	07/01/2014	06/30/2015	\$0	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
IEP Training	School administrators and special education teachers will continue to receive training in IEP development, with emphasis on implementing special education services and supports in the least restrictive environment.	Professional Learning	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Personnel Exit Interview	Continue to implement an exit interview for certified staff members who leave the district. Analyze the data at least annually to determine focus for retention and development activities.	Recruitment and Retention	07/01/2014	06/30/2015	\$0	District Leadership Team
Instructional Strategies-Reading	Teacher training through PLCs on implementing research based reading strategies, which includes the use of text readers.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Special Education
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education

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Data Module	Principals will be provided training and support in CIITS to help teachers utilize the School and District Data module for viewing key performance indicators and creating reports to make decisions impacting classroom teaching and learning.	Professional Learning	07/01/2014	06/30/2015	\$0	Instructional Technology Consultant
High School Reading Achievement	Special education teachers will engage in professional learning in the areas of Common Core, Springboard, and other general education curriculum and instruction initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Director of Special Education Assistant Director of Special Education
Instructional Practices-reading	Teacher training through PLCs on implementing research based reading strategies, which includes the use of text readers.	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Middle School Reading Achievement	Special education teachers will engage in professional learning in the areas of Common Core, Springboard, and other general education curriculum and instruction initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Director of Special Education
Other Professional Growth and Effectiveness System	One teacher in each area of OPGES will participate in the state-wide pilot. Those professionals will complete self reflection, student growth goal, student voice survey, professional growth plan, site visit by principal, and evaluation using the appropriate rubric. These professionals will also engage in the same professional learning as teachers related to development of student growth goals.	Policy and Process	07/01/2014	06/30/2015	\$0	District Leadership Team
Collaboration with School Personnel	Collaborate with school personnel to problem solve and determine next steps for students who have three or more unexcused absences.	Behavioral Support Program	07/01/2014	06/30/2015	\$0	Director of Student Support Services
Middle School Math Achievement	Special education teachers will engage in professional learning in the areas of the Common Core, Springboard, and other general education curriculum and instruction initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Target and Support of 8th graders at-risk of not graduating with cohort	Data will be analyzed following administration of Gallup Poll with all 8th graders. Individual students will be identified in order to provide additional academic and behavioral supports in order to increase success rates in high school.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Student Support Services
High School Math Achievement	Special education teachers will engage in professional learning in the areas KCAS, Springboard, and other general education curriculum and instruction initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education

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Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff.	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Teacher Professional Growth and Effectiveness System	All teachers will engage in intense professional learning focused on the development of Student Growth Goals. The training will include enduring skills, appropriate assessments, growth and proficiency, monitoring progress, and creating an instructional plan to achieve the goal. Teachers will also engage in professional learning related to how to use self reflection and student growth goals to develop an appropriate professional growth plan. In addition, teachers will learn how to enter those goals into EDS/CIITS. Teachers will have further professional learning in how to use student voice information in the overall growth and effectiveness system and the determination and use of student growth percentiles.	Policy and Process	07/01/2014	06/30/2015	\$0	District Leadership Team
Target and Support of 5th graders at-risk of not graduating with cohort	Data will be analyzed following administration of Gallup Poll with all 5th graders. Individual students will be identified in order to provide additional academic and behavioral supports in order to increase success rates in middle school.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Student Support Services
Administrator Data Analysis Trainings and Monitoring	Administrator training and monitoring in: - Item analysis for EPAS assessment results - Analysis of individual student EPAS/MAP/SRI/SPI assessment results - Goal setting with students based on individual needs - Flexible grouping/scheduling students based on assessment results -Strategies for adjusting instruction based on student progress	Professional Learning	07/01/2014	06/30/2015	\$0	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Data Analysis	Facilitate PLC meetings organized around Persistence to Graduation data analysis and targeted interventions for students (KCMP Indicator 1 and 2)	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education

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Instructional Strategies- Math	Teacher training through PLCs on implementing research based math strategies	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Wellness Leadership Development	A leadership committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy. Likewise, a survey will be developed to measure the effectiveness of the plan.	Policy and Process	09/01/2014	08/31/2015	\$0	Director of Student Support Services
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Special Education
Suspension Data Monitoring	District staff will run monthly ad hoc suspension reports which will be reviewed and analyzed at least monthly at school-level special education meetings.	Behavioral Support Program	07/01/2014	06/30/2015	\$0	Director of Special Education
Principal Professional Growth and Effectiveness System	Principals will work with district administrators and principal evaluators to complete PPGES self reflection, to develop working conditions and student growth goals, and connect these pieces to develop a professional growth plan. They will also receive support and assistance, as needed, to enter items into CIITS.	Policy and Process	07/01/2014	06/30/2015	\$0	District Leadership Team
Assessments	Principals will be provided training and support in CIITS to help teachers develop and administer standards-aligned formative assessments in order to provide targeted instruction for their students. (Goal is 75% of teachers will be using the assessments in 2014-15.)	Professional Learning	07/01/2014	06/30/2015	\$0	Instructional Technology Consultant
Teacher Curriculum, Instruction, and Assessment Strategies Training	Teacher training in: - MDC/LDC by course and content - Best practices by content - Springboard/ Scholastic instructional strategies - Usage of data to inform instruction - Analysis of student work - Providing feedback to move learners forward - Peer classroom observation and feedback	Professional Learning	07/01/2014	06/30/2015	\$0	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Community and Agency Support	Special education staff will collaborate with various community organizations and agencies to develop an individualized student transition plan for post-school success (KCMP Indicator 13 and 14).	Career Preparation/Orientation	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education

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Instructional Strategies-reading	Teacher training through PLCs on implementing research based reading strategies, which includes the use of text readers.	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Personnel Effectiveness Interviews	Meet with building principals 2-3 times per year to analyze the effectiveness of certified staff and develop a plan of action to address issues or concerns.	Recruitment and Retention	07/01/2014	06/30/2015	\$0	Principal Evaluators and Assistant Superintendent for Certified Personnel
Teacher Data Analysis Training	Teacher training in: - Item analysis for EPAS assessment results - Analysis of individual student EPAS/MAP, READ 180 Next Generation System 44 Next Generation, Do the Math Now Assessment results - Goal setting with students based on individual needs - Flexible grouping/scheduling students based on assessment results - Delivery of targeted instruction to address skill deficits (KCMP Indicator 3)	Professional Learning	07/01/2014	06/30/2015	\$0	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Elementary Math Achievement	Special education teachers will engage in professional learning in KCAS and other general education curriculum and instruction initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Persistence to Graduation	District and school administrators will utilize the Persistence to Graduation tool to identify and intervene with at-risk students, including homeless students and those with Individual Education Plans (KCMP Indicator 1 and 2)	Behavioral Support Program	07/01/2014	06/30/2015	\$0	Director of Student Support Services
Culture	Facilitate the development of plans at the elementary and secondary school below 80% to improve school culture through increased academic achievement of students.	Recruitment and Retention	07/01/2014	06/30/2015	\$0	Principal Evaluators
Lesson Planner	Principals will be provided training, tools, and support to help teachers develop and publish standards-aligned lessons in CIITS. (Race To The Top CIITS/Instructional Module-Goal is 75% of teachers will be using the lesson Planner in 2014-15)	Academic Support Program	07/01/2014	06/30/2015	\$0	Instructional Technology Consultant

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Hiring "Best Practices"	Administrators will integrate "best practices" in reviewing applications, interviewing candidates, and reviewing credentials/references for each candidate for employment. These practices will include identifying "red flags" in applications, developing quality interview questions, implementing consistent interview practices, and questioning at least three references (including the direct supervisor of the applicant). Recommendation forms will be reviewed for evidence of three reference checks, including the direct supervisor of the applicant, and will not be processed without them.	Professional Learning	07/01/2014	06/30/2015	\$0	Assistant Superintendent for Human Resources
Substance Abuse	Provide an early intervention program for students with a drug or alcohol related discipline infraction as appropriate. Refer students/families with substance abuse issues to the appropriate services in the community. Collaborate with local agencies and parents to facilitate the enrollment of students in an intensive outpatient program for substance abuse as appropriate. Provide training and resources to school staff related to substance abuse.	Behavioral Support Program	07/01/2014	06/30/2015	\$0	Director of Student Support Services
Allocation Meetings	Each school principal will meet with district administrators twice annually to develop an equitable staffing plan. The staffing plan will take into consideration socioeconomic diversity, racial diversity, and highly qualified status of teachers.	Policy and Process	07/01/2014	06/30/2015	\$0	Assistant Superintendent of Finance
Administrator Data Analysis Training	Administrator training in: - Item analysis for Explore assessment results - Analysis of individual student Explore/MAP/SRI/SPI, Do the Math Now assessments results - Goal setting with students based on individual needs - Flexible grouping/scheduling students based on assessment results	Professional Learning	07/01/2014	06/30/2015	\$0	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff.	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education

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Alternatives to Suspension	School administrators and teachers will receive training in strategies to prevent/reduce out of school suspension and training in alternatives to suspension.	Professional Learning	07/01/2014	06/30/2015	\$0	Directors of Special Education and Student Support Services
Educator Development Suite (EDS)	Principals will be provided training, tools, and support in order to manage professional learning and growth for teachers and administrators in CIITS.	Professional Learning	07/01/2014	06/30/2015	\$0	Executive Director of Academic Services and Principal Leadership Assistant Superintendent of Certified Personnel
Elementary Reading Achievement	Special education teachers will engage in professional learning in the KCAS and research-based interventions to support instructional initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Director of Special Education
Instructional Strategies- math	Teacher training through PLCs on implementing research based math strategies.	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Principal Curriculum, Instruction, and Assessment Strategies Training	Create resources and provide principal instruction in: - Effective Learning Targets - Formative Assessments - Collaborative Instructional Strategies - Usage of data to inform instruction - Analysis of student work -Strategies for effective coaching	Professional Learning	07/01/2014	06/30/2015	\$1000	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning

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Principal Curriculum, Instruction, and Assessment Strategies Training	Create resources and instruct principals in: <ul style="list-style-type: none"> - Effective Learning Targets - Formative Assessments - Collaborative Instructional Strategies - Usage of data to inform instruction - Analysis of student work - Effective coaching strategies 	Professional Learning	07/01/2014	06/30/2015	\$1000	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Total					\$2000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Behavior	Implement Positive Behavior Intervention and Support programs in all schools. Provide support for schools to address Tier II and Tier III behavior issues through the use of district consultants.	Behavioral Support Program	07/01/2014	06/30/2015	\$82889	Director of Student Support Services
Mental Health Services	Provide or refer students to appropriate mental health services based on targeted needs.	Behavioral Support Program	07/01/2014	06/30/2015	\$61606	Director of Student Support Services
Writing Program Review	Writing cluster leaders will receive training through a train-the-trainer model in monthly Writing Cluster Leader Meetings. This training will include analysis of writing program review rubric, developing a school writing plan focused on improving student performance, review and analyze school writing plans for strengths and areas of need, analyze Writing Program Review data.	Professional Learning	07/01/2014	06/30/2015	\$26282	Secondary Literacy Consultant
Teacher Training in Standards and Curriculum	-World Language- implementation of World Language standards -Curriculum and Assessment development and alignment (both vertically and horizontally) K-12 for AH, PLCS, and World Language - PLCS usage of PECAT (physical education) and HECAT (health education)	Professional Learning	06/01/2014	05/31/2015	\$82190	Visual and Performing Arts Consultant
Teacher training	Academy teachers will receive training in: <ul style="list-style-type: none"> - Work-based learning experiences - How to engage advisory members on developing learning experiences with students - How to work with advisory members on internship structure/requirements and selection of appropriate students 	Professional Learning	07/01/2014	06/30/2015	\$25000	Executive Director of College and Career Readiness
Total					\$277967	

Perkins

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Internship	Increase the number of academic internships to be conducted.	Career Preparation/Orientation	07/01/2014	06/30/2015	\$6000	Executive Director of College and Career Readiness
Teacher training	Academy teachers will receive training in: - Work-based learning experiences - How to engage advisory members on developing learning experiences with students - How to work with advisory members on internship structure/requirements and selection of appropriate students	Professional Learning	07/01/2014	06/30/2015	\$10000	Executive Director of College and Career Readiness
Program Development of Student-Choice Career Academies	Physical and curricular establishment of collaborative teaching and learning in specific career pathways: -Biomedical Sciences - Sustainable Energy Technology Engineering - Engineering - High Performance Production Technology - Media Arts - Informatics - Military Prep - College/ Dual Credit - Future Educator	Career Preparation/Orientation	07/01/2014	06/30/2015	\$20000	Executive Director of College/ Career Readiness
Total					\$36000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Strategies- Math	Teacher training through PLCs on implementing research based math strategies.	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Prep and Prep Plus	Schools will be provided district guidelines to follow for student placement in the Prep and Prep Plus programs. Schools will be provided strategies in all grades to enhance the learning for students who need acceleration. 4th and 5th grade teachers will be trained in LDC to meet the needs the students in the ELA Prep and Prep Plus. Third grade teachers will create an LDC module to be used in the third trimester to prepare students for advanced literacy work in 4th grade.	Academic Support Program	07/01/2014	06/30/2015	\$2000	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Total					\$2000	

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Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Curriculum, Assessment and Instruction Training	Teachers will be trained in strategies that support the implementation of KCAS based on need. These trainings will occur in summer training sessions, faculty meetings, after-school professional learning and planning sessions, school level PLCs and webinars. The areas of training may include: student engagement, close reading and text dependent questions, vocabulary, grammar/language, writing strategies, text complexity, math strategies for addition, subtraction, multiplication, division, place value, fractions, decimals and mathematical practices, Daily 5, formative assessment, student collaboration with individual accountability, accountable talk, Number Talks, and effective Literacy and Math Design Collaborative (LDC/MDC) implementation.	Professional Learning	07/01/2014	06/30/2015	\$199114	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning Director of Early Childhood Education
Staff Training	Provide written guidance and training to school personnel regarding attendance reports and interventions for students with three or more unexcused absences.	Professional Learning	07/01/2014	06/30/2015	\$28608	Director of Student Support Services
District and School Support	To provide support to at risk students in Title I schools, including private schools, including but not limited to parent involvement activities, summer school programming, preschool professional development, homeless support to identified homeless students, training and professional learning in research based strategies and operational program expenses.	Academic Support Program	07/01/2014	06/30/2015	\$167729	Director of Early Childhood (Title I Coordinator)
District and School Support	To provide support to at risk students in Title I schools, including private schools, including but not limited to parent involvement activities, summer school programming, preschool professional development, homeless support to identified homeless students, training and professional learning in research based strategies and operational program expenses.	Academic Support Program	07/01/2014	06/30/2015	\$51461	Director of Early Childhood (Title I Coordinator)
Total					\$446912	

Senate Bill 97 Grant Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Level Fab Five Meetings	Twice monthly, five critical members from each school (principal or designee, school nurse, attendance clerk, school counselor, Youth Service Center Coordinator) will meet in order to review data for each individual student in order to identify potential risk factors for drop-outs and identify a plan of action to prevent drop-outs.	Academic Support Program	07/01/2014	06/30/2015	\$10000	Director of Student Support Services
Total					\$10000	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training in Standards and Curriculum	-World Language- implementation of World Language standards -Curriculum and Assessment development and alignment (both vertically and horizontally) K-12 for AH, PLCS, and World Language - PLCS usage of PECAT (physical education) and HECAT (health education)	Professional Learning	06/01/2014	05/31/2015	\$82190	Visual and Performing Arts Consultant
Staff Training	Provide written guidance and training to school personnel regarding attendance reports and interventions for students with three or more unexcused absences.	Professional Learning	07/01/2014	06/30/2015	\$28608	Director of Student Support Services
Collaboration with School Personnel	Collaborate with school personnel to problem solve and determine next steps for students who have three or more unexcused absences.	Behavioral Support Program	07/01/2014	06/30/2015	\$0	Director of Student Support Services
Mental Health Services	Provide or refer students to appropriate mental health services based on targeted needs.	Behavioral Support Program	07/01/2014	06/30/2015	\$61606	Director of Student Support Services
Behavior	Implement Positive Behavior Intervention and Support programs in all schools. Provide support for schools to address Tier II and Tier III behavior issues through the use of district consultants.	Behavioral Support Program	07/01/2014	06/30/2015	\$82889	Director of Student Support Services
Persistence to Graduation	District and school administrators will utilize the Persistence to Graduation tool to identify and intervene with at-risk students, including homeless students and those with Individual Education Plans (KCMP Indicator 1 and 2)	Behavioral Support Program	07/01/2014	06/30/2015	\$0	Director of Student Support Services
IEP Training	School administrators and special education teachers will continue to receive training in IEP development, with emphasis on implementing special education services and supports in the least restrictive environment.	Professional Learning	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education

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Community and Agency Support	Special education staff will collaborate with various community organizations and agencies to develop an individualized student transition plan for post-school success (KCMP Indicator 13 and 14).	Career Preparation/Orientation	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Suspension Data Monitoring	District staff will run monthly ad hoc suspension reports which will be reviewed and analyzed at least monthly at school-level special education meetings.	Behavioral Support Program	07/01/2014	06/30/2015	\$0	Director of Special Education
Alternatives to Suspension	School administrators and teachers will receive training in strategies to prevent/reduce out of school suspension and training in alternatives to suspension.	Professional Learning	07/01/2014	06/30/2015	\$0	Directors of Special Education and Student Support Services
Culture	Facilitate the development of plans at the elementary and secondary school below 80% to improve school culture through increased academic achievement of students.	Recruitment and Retention	07/01/2014	06/30/2015	\$0	Principal Evaluators
Hiring "Best Practices"	Administrators will integrate "best practices" in reviewing applications, interviewing candidates, and reviewing credentials/references for each candidate for employment. These practices will include identifying "red flags" in applications, developing quality interview questions, implementing consistent interview practices, and questioning at least three references (including the direct supervisor of the applicant). Recommendation forms will be reviewed for evidence of three reference checks, including the direct supervisor of the applicant, and will not be processed without them.	Professional Learning	07/01/2014	06/30/2015	\$0	Assistant Superintendent for Human Resources
Writing Program Review	Writing cluster leaders will receive training through a train-the-trainer model in monthly Writing Cluster Leader Meetings. This training will include analysis of writing program review rubric, developing a school writing plan focused on improving student performance, review and analyze school writing plans for strengths and areas of need, analyze Writing Program Review data.	Professional Learning	07/01/2014	06/30/2015	\$26282	Secondary Literacy Consultant
Allocation Meetings	Each school principal will meet with district administrators twice annually to develop an equitable staffing plan. The staffing plan will take into consideration socioeconomic diversity, racial diversity, and highly qualified status of teachers.	Policy and Process	07/01/2014	06/30/2015	\$0	Assistant Superintendent of Finance
Principal Professional Growth and Effectiveness System	Principals will work with district administrators and principal evaluators to complete PPGES self reflection, to develop working conditions and student growth goals, and connect these pieces to develop a professional growth plan. They will also receive support and assistance, as needed, to enter items into CIITS.	Policy and Process	07/01/2014	06/30/2015	\$0	District Leadership Team

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Teacher Professional Growth and Effectiveness System	All teachers will engage in intense professional learning focused on the development of Student Growth Goals. The training will include enduring skills, appropriate assessments, growth and proficiency, monitoring progress, and creating an instructional plan to achieve the goal. Teachers will also engage in professional learning related to how to use self reflection and student growth goals to develop an appropriate professional growth plan. In addition, teachers will learn how to enter those goals into EDS/CIITS. Teachers will have further professional learning in how to use student voice information in the overall growth and effectiveness system and the determination and use of student growth percentiles.	Policy and Process	07/01/2014	06/30/2015	\$0	District Leadership Team
Personnel Exit Interview	Continue to implement an exit interview for certified staff members who leave the district. Analyze the data at least annually to determine focus for retention and development activities.	Recruitment and Retention	07/01/2014	06/30/2015	\$0	District Leadership Team
District and School Support	To provide support to at risk students in Title I schools, including private schools, including but not limited to parent involvement activities, summer school programming, preschool professional development, homeless support to identified homeless students, training and professional learning in research based strategies and operational program expenses.	Academic Support Program	07/01/2014	06/30/2015	\$219190	Director of Early Childhood (Title I Coordinator)
Lesson Planner	Principals will be provided training, tools, and support to help teachers develop and publish standards-aligned lessons in CIITS. (Race To The Top CIITS/Instructional Module-Goal is 75% of teachers will be using the lesson Planner in 2014-15)	Academic Support Program	07/01/2014	06/30/2015	\$0	Instructional Technology Consultant
Assessments	Principals will be provided training and support in CIITS to help teachers develop and administer standards-aligned formative assessments in order to provide targeted instruction for their students. (Goal is 75% of teachers will be using the assessments in 2014-15.)	Professional Learning	07/01/2014	06/30/2015	\$0	Instructional Technology Consultant
Data Module	Principals will be provided training and support in CIITS to help teachers utilize the School and District Data module for viewing key performance indicators and creating reports to make decisions impacting classroom teaching and learning.	Professional Learning	07/01/2014	06/30/2015	\$0	Instructional Technology Consultant
Wellness Leadership Development	A leadership committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy. Likewise, a survey will be developed to measure the effectiveness of the plan.	Policy and Process	09/01/2014	08/31/2015	\$0	Director of Student Support Services

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Other Professional Growth and Effectiveness System	One teacher in each area of OPGES will participate in the state-wide pilot. Those professionals will complete self reflection, student growth goal, student voice survey, professional growth plan, site visit by principal, and evaluation using the appropriate rubric. These professionals will also engage in the same professional learning as teachers related to development of student growth goals.	Policy and Process	07/01/2014	06/30/2015	\$0	District Leadership Team
Personnel Effectiveness Interviews	Meet with building principals 2-3 times per year to analyze the effectiveness of certified staff and develop a plan of action to address issues or concerns.	Recruitment and Retention	07/01/2014	06/30/2015	\$0	Principal Evaluators and Assistant Superintendent for Certified Personnel
Substance Abuse	Provide an early intervention program for students with a drug or alcohol related discipline infraction as appropriate. Refer students/families with substance abuse issues to the appropriate services in the community. Collaborate with local agencies and parents to facilitate the enrollment of students in an intensive outpatient program for substance abuse as appropriate. Provide training and resources to school staff related to substance abuse.	Behavioral Support Program	07/01/2014	06/30/2015	\$0	Director of Student Support Services
Educator Development Suite (EDS)	Principals will be provided training, tools, and support in order to manage professional learning and growth for teachers and administrators in CIITS.	Professional Learning	07/01/2014	06/30/2015	\$0	Executive Director of Academic Services and Principal Leadership Assistant Superintendent of Certified Personnel
Total					\$500765	

Woodland Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Principal Curriculum, Instruction, and Assessment Strategies Training	Create resources and instruct principals in: <ul style="list-style-type: none"> - Effective Learning Targets - Formative Assessments - Collaborative Instructional Strategies - Usage of data to inform instruction - Analysis of student work - Effective coaching strategies 	Professional Learning	07/01/2014	06/30/2015	\$1000	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning

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Teacher Curriculum, Instruction, and Assessment Strategies Training	Teacher training in: <ul style="list-style-type: none"> - MDC/LDC by course and content - Best practices by content - Springboard/ Scholastic instructional strategies - Usage of data to inform instruction - Analysis of student work - Providing feedback to move learners forward (e.g. Live Scoring) - Peer classroom observation and feedback (KCMP Indicator 3) 	Professional Learning	07/01/2014	06/30/2015	\$138500	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Principal Curriculum, Instruction, and Assessment Strategies Training	Create resources and provide principal instruction in: <ul style="list-style-type: none"> - Effective Learning Targets - Formative Assessments - Collaborative Instructional Strategies - Usage of data to inform instruction - Analysis of student work - Strategies for effective coaching 	Professional Learning	07/01/2014	06/30/2015	\$1000	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Teacher Curriculum, Instruction, and Assessment Strategies Training	Teacher training in: <ul style="list-style-type: none"> - MDC/LDC by course and content - Best practices by content - Springboard/ Scholastic instructional strategies - Usage of data to inform instruction - Analysis of student work - Providing feedback to move learners forward - Peer classroom observation and feedback 	Professional Learning	07/01/2014	06/30/2015	\$0	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Administrator Data Analysis Trainings and Monitoring	Administrator training and monitoring in: <ul style="list-style-type: none"> - Item analysis for EPAS assessment results - Analysis of individual student EPAS/MAP/SRI/SPI assessment results - Goal setting with students based on individual needs - Flexible grouping/scheduling students based on assessment results - Strategies for adjusting instruction based on student progress 	Professional Learning	07/01/2014	06/30/2015	\$0	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Administrator Data Analysis Training	Administrator training in: <ul style="list-style-type: none"> - Item analysis for Explore assessment results - Analysis of individual student Explore/MAP/SRI/SPI, Do the Math Now assessments results - Goal setting with students based on individual needs - Flexible grouping/scheduling students based on assessment results 	Professional Learning	07/01/2014	06/30/2015	\$0	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning

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Teacher Data Analysis Training	Teacher training in: - Item analysis for EPAS assessment results - Analysis of individual student EPAS/MAP/SRI/SPI assessment results - Goal setting with students based on individual needs - Flexible grouping students based on assessment results - Delivery of targeted instruction to address skill deficits	Professional Learning	07/01/2014	06/30/2015	\$0	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Teacher Data Analysis Training	Teacher training in: - Item analysis for EPAS assessment results - Analysis of individual student EPAS/MAP, READ 180 Next Generation System 44 Next Generation, Do the Math Now Assessment results - Goal setting with students based on individual needs - Flexible grouping/scheduling students based on assessment results - Delivery of targeted instruction to address skill deficits (KCMP Indicator 3)	Professional Learning	07/01/2014	06/30/2015	\$0	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Middle School Reading Achievement	Special education teachers will engage in professional learning in the areas of Common Core, Springboard, and other general education curriculum and instruction initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Director of Special Education
Instructional Strategies-reading	Teacher training through PLCs on implementing research based reading strategies, which includes the use of text readers.	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff.	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Middle School Math Achievement	Special education teachers will engage in professional learning in the areas of the Common Core, Springboard, and other general education curriculum and instruction initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Instructional Strategies- Math	Teacher training through PLCs on implementing research based math strategies.	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education

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Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Target and Support of 8th graders at-risk of not graduating with cohort	Data will be analyzed following administration of Gallup Poll with all 8th graders. Individual students will be identified in order to provide additional academic and behavioral supports in order to increase success rates in high school.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Student Support Services
School Level Fab Five Meetings	Twice monthly, five critical members from each school (principal or designee, school nurse, attendance clerk, school counselor, Youth Service Center Coordinator) will meet in order to review data for each individual student in order to identify potential risk factors for drop-outs and identify a plan of action to prevent drop-outs.	Academic Support Program	07/01/2014	06/30/2015	\$10000	Director of Student Support Services
Total					\$150500	

White's Tower Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Principal Instruction in Curriculum , Instruction and Assessment	Administrators will be trained and monitored in strategies that support the implementation of KCAS. These trainings will occur in Principals meetings, school level PLCs and District CIA meetings. The areas of training include: student engagement. close reading and text dependent questions, writing strategies, text complexity, math strategies for addition, subtraction, multiplication, division, place value, fractions, decimals and mathematical practices, Daily 5, formative assessment, student collaboration with individual accountability, accountable talk, Number Talks, data analysis and flexible grouping/scheduling of students, and effective Literacy and Math Design Collaborative (LDC/MDC) implementation.	Professional Learning	07/01/2014	06/30/2015	\$157014	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning Director of Early Childhood Education

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Teacher Curriculum, Assessment and Instruction Training	Teachers will be trained in strategies that support the implementation of KCAS based on need. These trainings will occur in summer training sessions, faculty meetings, after-school professional learning and planning sessions, school level PLCs and webinars. The areas of training may include: student engagement, close reading and text dependent questions, vocabulary, grammar/language, writing strategies, text complexity, math strategies for addition, subtraction, multiplication, division, place value, fractions, decimals and mathematical practices, Daily 5, formative assessment, student collaboration with individual accountability, accountable talk, Number Talks, and effective Literacy and Math Design Collaborative (LDC/MDC) implementation.	Professional Learning	07/01/2014	06/30/2015	\$199114	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning Director of Early Childhood Education
Prep and Prep Plus	Schools will be provided district guidelines to follow for student placement in the Prep and Prep Plus programs. Schools will be provided strategies in all grades to enhance the learning for students who need acceleration. 4th and 5th grade teachers will be trained in LDC to meet the needs the students in the ELA Prep and Prep Plus. Third grade teachers will create an LDC module to be used in the third trimester to prepare students for advanced literacy work in 4th grade.	Academic Support Program	07/01/2014	06/30/2015	\$2000	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Elementary Reading Achievement	Special education teachers will engage in professional learning in the KCAS and research-based interventions to support instructional initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Director of Special Education
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Special Education
Elementary Math Achievement	Special education teachers will engage in professional learning in KCAS and other general education curriculum and instruction initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Instructional Strategies- Math	Teacher training through PLCs on implementing research based math strategies	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education

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Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Target and Support of 5th graders at-risk of not graduating with cohort	Data will be analyzed following administration of Gallup Poll with all 5th graders. Individual students will be identified in order to provide additional academic and behavioral supports in order to increase success rates in middle school.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Student Support Services
Instructional Strategies-Reading	Teacher training through PLCs on implementing research based reading strategies, which includes the use of text readers.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Special Education
K-3 Program Review Standard Implementation and Monitoring	Implementation of K-3 standards -Curriculum and Assessment development and alignment (both vertically and horizontally)	Academic Support Program	07/01/2014	06/30/2015	\$51461	Director of Federal and State Programs
Total					\$409589	

Twenhofel Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Principal Curriculum, Instruction, and Assessment Strategies Training	Create resources and instruct principals in: <ul style="list-style-type: none"> - Effective Learning Targets - Formative Assessments - Collaborative Instructional Strategies - Usage of data to inform instruction - Analysis of student work - Effective coaching strategies 	Professional Learning	07/01/2014	06/30/2015	\$1000	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Teacher Curriculum, Instruction, and Assessment Strategies Training	Teacher training in: <ul style="list-style-type: none"> - MDC/LDC by course and content - Best practices by content - Springboard/ Scholastic instructional strategies - Usage of data to inform instruction - Analysis of student work - Providing feedback to move learners forward (e.g. Live Scoring) - Peer classroom observation and feedback (KCMP Indicator 3) 	Professional Learning	07/01/2014	06/30/2015	\$138500	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning

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Principal Curriculum, Instruction, and Assessment Strategies Training	Create resources and provide principal instruction in: - Effective Learning Targets - Formative Assessments - Collaborative Instructional Strategies - Usage of data to inform instruction - Analysis of student work -Strategies for effective coaching	Professional Learning	07/01/2014	06/30/2015	\$1000	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Teacher Curriculum, Instruction, and Assessment Strategies Training	Teacher training in: - MDC/LDC by course and content - Best practices by content - Springboard/ Scholastic instructional strategies - Usage of data to inform instruction - Analysis of student work - Providing feedback to move learners forward - Peer classroom observation and feedback	Professional Learning	07/01/2014	06/30/2015	\$0	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Administrator Data Analysis Trainings and Monitoring	Administrator training and monitoring in: - Item analysis for EPAS assessment results - Analysis of individual student EPAS/MAP/SRI/SPI assessment results - Goal setting with students based on individual needs - Flexible grouping/scheduling students based on assessment results -Strategies for adjusting instruction based on student progress	Professional Learning	07/01/2014	06/30/2015	\$0	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Administrator Data Analysis Training	Administrator training in: - Item analysis for Explore assessment results - Analysis of individual student Explore/MAP/SRI/SPI, Do the Math Now assessments results - Goal setting with students based on individual needs - Flexible grouping/scheduling students based on assessment results	Professional Learning	07/01/2014	06/30/2015	\$0	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Teacher Data Analysis Training	Teacher training in: - Item analysis for EPAS assessment results - Analysis of individual student EPAS/MAP/SRI/SPI assessment results - Goal setting with students based on individual needs - Flexible grouping students based on assessment results - Delivery of targeted instruction to address skill deficits	Professional Learning	07/01/2014	06/30/2015	\$0	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning

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Teacher Data Analysis Training	Teacher training in: - Item analysis for EPAS assessment results - Analysis of individual student EPAS/MAP, READ 180 Next Generation System 44 Next Generation, Do the Math Now Assessment results - Goal setting with students based on individual needs - Flexible grouping/scheduling students based on assessment results - Delivery of targeted instruction to address skill deficits (KCMP Indicator 3)	Professional Learning	07/01/2014	06/30/2015	\$0	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Middle School Reading Achievement	Special education teachers will engage in professional learning in the areas of Common Core, Springboard, and other general education curriculum and instruction initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Director of Special Education
Instructional Strategies-reading	Teacher training through PLCs on implementing research based reading strategies, which includes the use of text readers.	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff.	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Middle School Math Achievement	Special education teachers will engage in professional learning in the areas of the Common Core, Springboard, and other general education curriculum and instruction initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Instructional Strategies- Math	Teacher training through PLCs on implementing research based math strategies.	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education

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Target and Support of 8th graders at-risk of not graduating with cohort	Data will be analyzed following administration of Gallup Poll with all 8th graders. Individual students will be identified in order to provide additional academic and behavioral supports in order to increase success rates in high school.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Student Support Services
School Level Fab Five Meetings	Twice monthly, five critical members from each school (principal or designee, school nurse, attendance clerk, school counselor, Youth Service Center Coordinator) will meet in order to review data for each individual student in order to identify potential risk factors for drop-outs and identify a plan of action to prevent drop-outs.	Academic Support Program	07/01/2014	06/30/2015	\$10000	Director of Student Support Services
Total					\$150500	

Turkey Foot Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Principal Curriculum, Instruction, and Assessment Strategies Training	Create resources and instruct principals in: <ul style="list-style-type: none"> - Effective Learning Targets - Formative Assessments - Collaborative Instructional Strategies - Usage of data to inform instruction - Analysis of student work - Effective coaching strategies 	Professional Learning	07/01/2014	06/30/2015	\$1000	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Teacher Curriculum, Instruction, and Assessment Strategies Training	Teacher training in: <ul style="list-style-type: none"> - MDC/LDC by course and content - Best practices by content - Springboard/ Scholastic instructional strategies - Usage of data to inform instruction - Analysis of student work - Providing feedback to move learners forward (e.g. Live Scoring) - Peer classroom observation and feedback (KCMP Indicator 3) 	Professional Learning	07/01/2014	06/30/2015	\$138500	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Principal Curriculum, Instruction, and Assessment Strategies Training	Create resources and provide principal instruction in: <ul style="list-style-type: none"> - Effective Learning Targets - Formative Assessments - Collaborative Instructional Strategies - Usage of data to inform instruction - Analysis of student work - Strategies for effective coaching 	Professional Learning	07/01/2014	06/30/2015	\$1000	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning

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Teacher Curriculum, Instruction, and Assessment Strategies Training	Teacher training in: - MDC/LDC by course and content - Best practices by content - Springboard/ Scholastic instructional strategies - Usage of data to inform instruction - Analysis of student work - Providing feedback to move learners forward - Peer classroom observation and feedback	Professional Learning	07/01/2014	06/30/2015	\$0	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Administrator Data Analysis Trainings and Monitoring	Administrator training and monitoring in: - Item analysis for EPAS assessment results - Analysis of individual student EPAS/MAP/SRI/SPI assessment results - Goal setting with students based on individual needs - Flexible grouping/scheduling students based on assessment results -Strategies for adjusting instruction based on student progress	Professional Learning	07/01/2014	06/30/2015	\$0	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Administrator Data Analysis Training	Administrator training in: - Item analysis for Explore assessment results - Analysis of individual student Explore/MAP/SRI/SPI, Do the Math Now assessments results - Goal setting with students based on individual needs - Flexible grouping/scheduling students based on assessment results	Professional Learning	07/01/2014	06/30/2015	\$0	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Teacher Data Analysis Training	Teacher training in: - Item analysis for EPAS assessment results - Analysis of individual student EPAS/MAP/SRI/SPI assessment results - Goal setting with students based on individual needs - Flexible grouping students based on assessment results - Delivery of targeted instruction to address skill deficits	Professional Learning	07/01/2014	06/30/2015	\$0	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Teacher Data Analysis Training	Teacher training in: - Item analysis for EPAS assessment results - Analysis of individual student EPAS/MAP, READ 180 Next Generation System 44 Next Generation, Do the Math Now Assessment results - Goal setting with students based on individual needs - Flexible grouping/scheduling students based on assessment results - Delivery of targeted instruction to address skill deficits (KCMP Indicator 3)	Professional Learning	07/01/2014	06/30/2015	\$0	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Middle School Reading Achievement	Special education teachers will engage in professional learning in the areas of Common Core, Springboard, and other general education curriculum and instruction initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Director of Special Education

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Instructional Strategies-reading	Teacher training through PLCs on implementing research based reading strategies, which includes the use of text readers.	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff.	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Middle School Math Achievement	Special education teachers will engage in professional learning in the areas of the Common Core, Springboard, and other general education curriculum and instruction initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Instructional Strategies- Math	Teacher training through PLCs on implementing research based math strategies.	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Target and Support of 8th graders at-risk of not graduating with cohort	Data will be analyzed following administration of Gallup Poll with all 8th graders. Individual students will be identified in order to provide additional academic and behavioral supports in order to increase success rates in high school.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Student Support Services
School Level Fab Five Meetings	Twice monthly, five critical members from each school (principal or designee, school nurse, attendance clerk, school counselor, Youth Service Center Coordinator) will meet in order to review data for each individual student in order to identify potential risk factors for drop-outs and identify a plan of action to prevent drop-outs.	Academic Support Program	07/01/2014	06/30/2015	\$10000	Director of Student Support Services
Total					\$150500	

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Taylor Mill Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Principal Instruction in Curriculum , Instruction and Assessment	Administrators will be trained and monitored in strategies that support the implementation of KCAS. These trainings will occur in Principals meetings, school level PLCs and District CIA meetings. The areas of training include: student engagement, close reading and text dependent questions, writing strategies, text complexity, math strategies for addition, subtraction, multiplication, division, place value, fractions, decimals and mathematical practices, Daily 5, formative assessment, student collaboration with individual accountability, accountable talk, Number Talks, data analysis and flexible grouping/scheduling of students, and effective Literacy and Math Design Collaborative (LDC/MDC) implementation.	Professional Learning	07/01/2014	06/30/2015	\$157014	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning Director of Early Childhood Education
Teacher Curriculum, Assessment and Instruction Training	Teachers will be trained in strategies that support the implementation of KCAS based on need. These trainings will occur in summer training sessions, faculty meetings, after-school professional learning and planning sessions, school level PLCs and webinars. The areas of training may include: student engagement, close reading and text dependent questions, vocabulary, grammar/language, writing strategies, text complexity, math strategies for addition, subtraction, multiplication, division, place value, fractions, decimals and mathematical practices, Daily 5, formative assessment, student collaboration with individual accountability, accountable talk, Number Talks, and effective Literacy and Math Design Collaborative (LDC/MDC) implementation.	Professional Learning	07/01/2014	06/30/2015	\$199114	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning Director of Early Childhood Education
Prep and Prep Plus	Schools will be provided district guidelines to follow for student placement in the Prep and Prep Plus programs. Schools will be provided strategies in all grades to enhance the learning for students who need acceleration. 4th and 5th grade teachers will be trained in LDC to meet the needs the students in the ELA Prep and Prep Plus. Third grade teachers will create an LDC module to be used in the third trimester to prepare students for advanced literacy work in 4th grade.	Academic Support Program	07/01/2014	06/30/2015	\$2000	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Elementary Reading Achievement	Special education teachers will engage in professional learning in the KCAS and research-based interventions to support instructional initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Director of Special Education
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Special Education

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Elementary Math Achievement	Special education teachers will engage in professional learning in KCAS and other general education curriculum and instruction initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Instructional Strategies- Math	Teacher training through PLCs on implementing research based math strategies	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Target and Support of 5th graders at-risk of not graduating with cohort	Data will be analyzed following administration of Gallup Poll with all 5th graders. Individual students will be identified in order to provide additional academic and behavioral supports in order to increase success rates in middle school.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Student Support Services
Instructional Strategies- Reading	Teacher training through PLCs on implementing research based reading strategies, which includes the use of text readers.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Special Education
K-3 Program Review Standard Implementation and Monitoring	Implementation of K-3 standards -Curriculum and Assessment development and alignment (both vertically and horizontally)	Academic Support Program	07/01/2014	06/30/2015	\$51461	Director of Federal and State Programs
Total					\$409589	

Summit View Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Principal Curriculum, Instruction, and Assessment Strategies Training	Create resources and instruct principals in: <ul style="list-style-type: none"> - Effective Learning Targets - Formative Assessments - Collaborative Instructional Strategies - Usage of data to inform instruction - Analysis of student work - Effective coaching strategies 	Professional Learning	07/01/2014	06/30/2015	\$1000	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning

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Teacher Curriculum, Instruction, and Assessment Strategies Training	Teacher training in: <ul style="list-style-type: none"> - MDC/LDC by course and content - Best practices by content - Springboard/ Scholastic instructional strategies - Usage of data to inform instruction - Analysis of student work - Providing feedback to move learners forward (e.g. Live Scoring) - Peer classroom observation and feedback (KCMP Indicator 3) 	Professional Learning	07/01/2014	06/30/2015	\$138500	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Principal Curriculum, Instruction, and Assessment Strategies Training	Create resources and provide principal instruction in: <ul style="list-style-type: none"> - Effective Learning Targets - Formative Assessments - Collaborative Instructional Strategies - Usage of data to inform instruction - Analysis of student work - Strategies for effective coaching 	Professional Learning	07/01/2014	06/30/2015	\$1000	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Teacher Curriculum, Instruction, and Assessment Strategies Training	Teacher training in: <ul style="list-style-type: none"> - MDC/LDC by course and content - Best practices by content - Springboard/ Scholastic instructional strategies - Usage of data to inform instruction - Analysis of student work - Providing feedback to move learners forward - Peer classroom observation and feedback 	Professional Learning	07/01/2014	06/30/2015	\$0	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Administrator Data Analysis Trainings and Monitoring	Administrator training and monitoring in: <ul style="list-style-type: none"> - Item analysis for EPAS assessment results - Analysis of individual student EPAS/MAP/SRI/SPI assessment results - Goal setting with students based on individual needs - Flexible grouping/scheduling students based on assessment results - Strategies for adjusting instruction based on student progress 	Professional Learning	07/01/2014	06/30/2015	\$0	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Administrator Data Analysis Training	Administrator training in: <ul style="list-style-type: none"> - Item analysis for Explore assessment results - Analysis of individual student Explore/MAP/SRI/SPI, Do the Math Now assessments results - Goal setting with students based on individual needs - Flexible grouping/scheduling students based on assessment results 	Professional Learning	07/01/2014	06/30/2015	\$0	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning

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Teacher Data Analysis Training	Teacher training in: - Item analysis for EPAS assessment results - Analysis of individual student EPAS/MAP/SRI/SPI assessment results - Goal setting with students based on individual needs - Flexible grouping students based on assessment results - Delivery of targeted instruction to address skill deficits	Professional Learning	07/01/2014	06/30/2015	\$0	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Teacher Data Analysis Training	Teacher training in: - Item analysis for EPAS assessment results - Analysis of individual student EPAS/MAP, READ 180 Next Generation System 44 Next Generation, Do the Math Now Assessment results - Goal setting with students based on individual needs - Flexible grouping/scheduling students based on assessment results - Delivery of targeted instruction to address skill deficits (KCMP Indicator 3)	Professional Learning	07/01/2014	06/30/2015	\$0	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Middle School Reading Achievement	Special education teachers will engage in professional learning in the areas of Common Core, Springboard, and other general education curriculum and instruction initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Director of Special Education
Instructional Strategies-reading	Teacher training through PLCs on implementing research based reading strategies, which includes the use of text readers.	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff.	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Middle School Math Achievement	Special education teachers will engage in professional learning in the areas of the Common Core, Springboard, and other general education curriculum and instruction initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Instructional Strategies- Math	Teacher training through PLCs on implementing research based math strategies.	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education

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Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Target and Support of 8th graders at-risk of not graduating with cohort	Data will be analyzed following administration of Gallup Poll with all 8th graders. Individual students will be identified in order to provide additional academic and behavioral supports in order to increase success rates in high school.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Student Support Services
School Level Fab Five Meetings	Twice monthly, five critical members from each school (principal or designee, school nurse, attendance clerk, school counselor, Youth Service Center Coordinator) will meet in order to review data for each individual student in order to identify potential risk factors for drop-outs and identify a plan of action to prevent drop-outs.	Academic Support Program	07/01/2014	06/30/2015	\$10000	Director of Student Support Services
Total					\$150500	

Summit View Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Principal Instruction in Curriculum , Instruction and Assessment	Administrators will be trained and monitored in strategies that support the implementation of KCAS. These trainings will occur in Principals meetings, school level PLCs and District CIA meetings. The areas of training include: student engagement. close reading and text dependent questions, writing strategies, text complexity, math strategies for addition, subtraction, multiplication, division, place value, fractions, decimals and mathematical practices, Daily 5, formative assessment, student collaboration with individual accountability, accountable talk, Number Talks, data analysis and flexible grouping/scheduling of students, and effective Literacy and Math Design Collaborative (LDC/MDC) implementation.	Professional Learning	07/01/2014	06/30/2015	\$157014	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning Director of Early Childhood Education

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Teacher Curriculum, Assessment and Instruction Training	Teachers will be trained in strategies that support the implementation of KCAS based on need. These trainings will occur in summer training sessions, faculty meetings, after-school professional learning and planning sessions, school level PLCs and webinars. The areas of training may include: student engagement, close reading and text dependent questions, vocabulary, grammar/language, writing strategies, text complexity, math strategies for addition, subtraction, multiplication, division, place value, fractions, decimals and mathematical practices, Daily 5, formative assessment, student collaboration with individual accountability, accountable talk, Number Talks, and effective Literacy and Math Design Collaborative (LDC/MDC) implementation.	Professional Learning	07/01/2014	06/30/2015	\$199114	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning Director of Early Childhood Education
Prep and Prep Plus	Schools will be provided district guidelines to follow for student placement in the Prep and Prep Plus programs. Schools will be provided strategies in all grades to enhance the learning for students who need acceleration. 4th and 5th grade teachers will be trained in LDC to meet the needs the students in the ELA Prep and Prep Plus. Third grade teachers will create an LDC module to be used in the third trimester to prepare students for advanced literacy work in 4th grade.	Academic Support Program	07/01/2014	06/30/2015	\$2000	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Elementary Reading Achievement	Special education teachers will engage in professional learning in the KCAS and research-based interventions to support instructional initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Director of Special Education
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Special Education
Elementary Math Achievement	Special education teachers will engage in professional learning in KCAS and other general education curriculum and instruction initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Instructional Strategies- Math	Teacher training through PLCs on implementing research based math strategies	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education

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Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Target and Support of 5th graders at-risk of not graduating with cohort	Data will be analyzed following administration of Gallup Poll with all 5th graders. Individual students will be identified in order to provide additional academic and behavioral supports in order to increase success rates in middle school.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Student Support Services
Instructional Strategies-Reading	Teacher training through PLCs on implementing research based reading strategies, which includes the use of text readers.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Special Education
K-3 Program Review Standard Implementation and Monitoring	Implementation of K-3 standards -Curriculum and Assessment development and alignment (both vertically and horizontally)	Academic Support Program	07/01/2014	06/30/2015	\$51461	Director of Federal and State Programs
Total					\$409589	

Simon Kenton High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Principal Curriculum, Instruction, and Assessment Strategies Training	Create resources and instruct principals in: <ul style="list-style-type: none"> - Effective Learning Targets - Formative Assessments - Collaborative Instructional Strategies - Usage of data to inform instruction - Analysis of student work - Effective coaching strategies 	Professional Learning	07/01/2014	06/30/2015	\$1000	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Teacher Curriculum, Instruction, and Assessment Strategies Training	Teacher training in: <ul style="list-style-type: none"> - MDC/LDC by course and content - Best practices by content - Springboard/ Scholastic instructional strategies - Usage of data to inform instruction - Analysis of student work - Providing feedback to move learners forward (e.g. Live Scoring) - Peer classroom observation and feedback (KCMP Indicator 3) 	Professional Learning	07/01/2014	06/30/2015	\$138500	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning

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Administrator Data Analysis Trainings and Monitoring	Administrator training and monitoring in: <ul style="list-style-type: none"> - Item analysis for EPAS assessment results - Analysis of individual student EPAS/MAP/SRI/SPI assessment results - Goal setting with students based on individual needs - Flexible grouping/scheduling students based on assessment results - Strategies for adjusting instruction based on student progress 	Professional Learning	07/01/2014	06/30/2015	\$0	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Teacher Data Analysis Training	Teacher training in: <ul style="list-style-type: none"> - Item analysis for EPAS assessment results - Analysis of individual student EPAS/MAP/SRI/SPI assessment results - Goal setting with students based on individual needs - Flexible grouping students based on assessment results - Delivery of targeted instruction to address skill deficits 	Professional Learning	07/01/2014	06/30/2015	\$0	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Teacher training in the seven areas of the report card	Interdisciplinary teams of teachers will improve instructional techniques through continued development in: <ul style="list-style-type: none"> - Inquiry-based instruction - Project-based instruction - Student presentation-based instruction - Collaborative lesson design across career and KCAS - Motivational-based education 	Professional Learning	07/01/2014	06/30/2015	\$100000	Executive Director of College/Career Readiness
Program Development of Student-Choice Career Academies	Physical and curricular establishment of collaborative teaching and learning in specific career pathways: <ul style="list-style-type: none"> - Biomedical Sciences - Sustainable Energy Technology Engineering - Engineering - High Performance Production Technology - Media Arts - Informatics - Military Prep - College/ Dual Credit - Future Educator 	Career Preparation/Orientation	07/01/2014	06/30/2015	\$20000	Executive Director of College/Career Readiness
High School Reading Achievement	Special education teachers will engage in professional learning in the areas of Common Core, Springboard, and other general education curriculum and instruction initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Director of Special Education Assistant Director of Special Education
Instructional Practices-reading	Teacher training through PLCs on implementing research based reading strategies, which includes the use of text readers.	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education

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Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff.	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
High School Math Achievement	Special education teachers will engage in professional learning in the areas KCAS, Springboard, and other general education curriculum and instruction initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education
Instructional Strategies- math	Teacher training through PLCs on implementing research based math strategies.	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Target and Support of 8th graders at-risk of not graduating with cohort	Data will be analyzed following administration of Gallup Poll with all 8th graders. Individual students will be identified in order to provide additional academic and behavioral supports in order to increase success rates in high school.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Student Support Services
Teacher training	Academy teachers will receive training in: - Work-based learning experiences - How to engage advisory members on developing learning experiences with students - How to work with advisory members on internship structure/requirements and selection of appropriate students	Professional Learning	07/01/2014	06/30/2015	\$35000	Executive Director of College and Career Readiness
Advisory Member Training	Advisory members (including both post-secondary and business/industry partners) will be trained on: - Requirements for academic internship - Procedures in required paperwork - Responsibilities of partner, students, and school	Professional Learning	07/01/2014	06/30/2015	\$3000	Executive Director of College and Career Readiness
Academic Internship	Increase the number of academic internships to be conducted.	Career Preparation/Orientation	07/01/2014	06/30/2015	\$6000	Executive Director of College and Career Readiness

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Data Analysis	Facilitate PLC meetings organized around Persistence to Graduation data analysis and targeted interventions for students (KCMP Indicator 1 and 2)	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
School Level Fab Five Meetings	Twice monthly, five critical members from each school (principal or designee, school nurse, attendance clerk, school counselor, Youth Service Center Coordinator) will meet in order to review data for each individual student in order to identify potential risk factors for drop-outs and identify a plan of action to prevent drop-outs.	Academic Support Program	07/01/2014	06/30/2015	\$10000	Director of Student Support Services
Total					\$313500	

Scott High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Principal Curriculum, Instruction, and Assessment Strategies Training	Create resources and instruct principals in: <ul style="list-style-type: none"> - Effective Learning Targets - Formative Assessments - Collaborative Instructional Strategies - Usage of data to inform instruction - Analysis of student work - Effective coaching strategies 	Professional Learning	07/01/2014	06/30/2015	\$1000	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Teacher Curriculum, Instruction, and Assessment Strategies Training	Teacher training in: <ul style="list-style-type: none"> - MDC/LDC by course and content - Best practices by content - Springboard/ Scholastic instructional strategies - Usage of data to inform instruction - Analysis of student work - Providing feedback to move learners forward (e.g. Live Scoring) - Peer classroom observation and feedback (KCMP Indicator 3) 	Professional Learning	07/01/2014	06/30/2015	\$138500	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Administrator Data Analysis Trainings and Monitoring	Administrator training and monitoring in: <ul style="list-style-type: none"> - Item analysis for EPAS assessment results - Analysis of individual student EPAS/MAP/SRI/SPI assessment results - Goal setting with students based on individual needs - Flexible grouping/scheduling students based on assessment results - Strategies for adjusting instruction based on student progress 	Professional Learning	07/01/2014	06/30/2015	\$0	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning

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Teacher Data Analysis Training	Teacher training in: <ul style="list-style-type: none"> - Item analysis for EPAS assessment results - Analysis of individual student EPAS/MAP/SRI/SPI assessment results - Goal setting with students based on individual needs - Flexible grouping students based on assessment results - Delivery of targeted instruction to address skill deficits 	Professional Learning	07/01/2014	06/30/2015	\$0	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Teacher training in the seven areas of the report card	Interdisciplinary teams of teachers will improve instructional techniques through continued development in: <ul style="list-style-type: none"> - Inquiry-based instruction - Project-based instruction - Student presentation-based instruction - Collaborative lesson design across career and KCAS - Motivational-based education 	Professional Learning	07/01/2014	06/30/2015	\$100000	Executive Director of College/Career Readiness
Program Development of Student-Choice Career Academies	Physical and curricular establishment of collaborative teaching and learning in specific career pathways: <ul style="list-style-type: none"> -Biomedical Sciences - Sustainable Energy Technology Engineering - Engineering - High Performance Production Technology - Media Arts - Informatics - Military Prep - College/ Dual Credit - Future Educator 	Career Preparation/Orientation	07/01/2014	06/30/2015	\$20000	Executive Director of College/ Career Readiness
High School Reading Achievement	Special education teachers will engage in professional learning in the areas of Common Core, Springboard, and other general education curriculum and instruction initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Director of Special Education Assistant Director of Special Education
Instructional Practices-reading	Teacher training through PLCs on implementing research based reading strategies, which includes the use of text readers.	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff.	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education

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High School Math Achievement	Special education teachers will engage in professional learning in the areas KCAS, Springboard, and other general education curriculum and instruction initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education
Instructional Strategies- math	Teacher training through PLCs on implementing research based math strategies.	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Target and Support of 8th graders at-risk of not graduating with cohort	Data will be analyzed following administration of Gallup Poll with all 8th graders. Individual students will be identified in order to provide additional academic and behavioral supports in order to increase success rates in high school.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Student Support Services
Teacher training	Academy teachers will receive training in: - Work-based learning experiences - How to engage advisory members on developing learning experiences with students - How to work with advisory members on internship structure/requirements and selection of appropriate students	Professional Learning	07/01/2014	06/30/2015	\$35000	Executive Director of College and Career Readiness
Advisory Member Training	Advisory members (including both post-secondary and business/industry partners) will be trained on: - Requirements for academic internship - Procedures in required paperwork - Responsibilities of partner, students, and school	Professional Learning	07/01/2014	06/30/2015	\$3000	Executive Director of College and Career Readiness
Academic Internship	Increase the number of academic internships to be conducted.	Career Preparation/Orientation	07/01/2014	06/30/2015	\$6000	Executive Director of College and Career Readiness
Data Analysis	Facilitate PLC meetings organized around Persistence to Graduation data analysis and targeted interventions for students (KCMP Indicator 1 and 2)	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education

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School Level Fab Five Meetings	Twice monthly, five critical members from each school (principal or designee, school nurse, attendance clerk, school counselor, Youth Service Center Coordinator) will meet in order to review data for each individual student in order to identify potential risk factors for drop-outs and identify a plan of action to prevent drop-outs.	Academic Support Program	07/01/2014	06/30/2015	\$10000	Director of Student Support Services
Total					\$313500	

Ryland Heights Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Principal Instruction in Curriculum , Instruction and Assessment	Administrators will be trained and monitored in strategies that support the implementation of KCAS. These trainings will occur in Principals meetings, school level PLCs and District CIA meetings. The areas of training include: student engagement. close reading and text dependent questions, writing strategies, text complexity, math strategies for addition, subtraction, multiplication, division, place value, fractions, decimals and mathematical practices, Daily 5, formative assessment, student collaboration with individual accountability, accountable talk, Number Talks, data analysis and flexible grouping/scheduling of students, and effective Literacy and Math Design Collaborative (LDC/MDC) implementation.	Professional Learning	07/01/2014	06/30/2015	\$157014	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning Director of Early Childhood Education
Teacher Curriculum, Assessment and Instruction Training	Teachers will be trained in strategies that support the implementation of KCAS based on need. These trainings will occur in summer training sessions, faculty meetings, after-school professional learning and planning sessions, school level PLCs and webinars. The areas of training may include: student engagement, close reading and text dependent questions, vocabulary, grammar/language, writing strategies, text complexity, math strategies for addition, subtraction, multiplication, division, place value, fractions, decimals and mathematical practices, Daily 5, formative assessment, student collaboration with individual accountability, accountable talk, Number Talks, and effective Literacy and Math Design Collaborative (LDC/MDC) implementation.	Professional Learning	07/01/2014	06/30/2015	\$199114	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning Director of Early Childhood Education
Prep and Prep Plus	Schools will be provided district guidelines to follow for student placement in the Prep and Prep Plus programs. Schools will be provided strategies in all grades to enhance the learning for students who need acceleration. 4th and 5th grade teachers will be trained in LDC to meet the needs the students in the ELA Prep and Prep Plus. Third grade teachers will create an LDC module to be used in the third trimester to prepare students for advanced literacy work in 4th grade.	Academic Support Program	07/01/2014	06/30/2015	\$2000	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning

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Elementary Reading Achievement	Special education teachers will engage in professional learning in the KCAS and research-based interventions to support instructional initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Director of Special Education
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Special Education
Elementary Math Achievement	Special education teachers will engage in professional learning in KCAS and other general education curriculum and instruction initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Instructional Strategies- Math	Teacher training through PLCs on implementing research based math strategies	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Target and Support of 5th graders at-risk of not graduating with cohort	Data will be analyzed following administration of Gallup Poll with all 5th graders. Individual students will be identified in order to provide additional academic and behavioral supports in order to increase success rates in middle school.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Student Support Services
Instructional Strategies-Reading	Teacher training through PLCs on implementing research based reading strategies, which includes the use of text readers.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Special Education
K-3 Program Review Standard Implementation and Monitoring	Implementation of K-3 standards -Curriculum and Assessment development and alignment (both vertically and horizontally)	Academic Support Program	07/01/2014	06/30/2015	\$51461	Director of Federal and State Programs
Total					\$409589	

River Ridge Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

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Principal Instruction in Curriculum , Instruction and Assessment	Administrators will be trained and monitored in strategies that support the implementation of KCAS. These trainings will occur in Principals meetings, school level PLCs and District CIA meetings. The areas of training include: student engagement. close reading and text dependent questions, writing strategies, text complexity, math strategies for addition, subtraction, multiplication, division, place value, fractions, decimals and mathematical practices, Daily 5, formative assessment, student collaboration with individual accountability, accountable talk, Number Talks, data analysis and flexible grouping/scheduling of students, and effective Literacy and Math Design Collaborative (LDC/MDC) implementation.	Professional Learning	07/01/2014	06/30/2015	\$157014	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning Director of Early Childhood Education
Teacher Curriculum, Assessment and Instruction Training	Teachers will be trained in strategies that support the implementation of KCAS based on need. These trainings will occur in summer training sessions, faculty meetings, after-school professional learning and planning sessions, school level PLCs and webinars. The areas of training may include: student engagement, close reading and text dependent questions, vocabulary, grammar/language, writing strategies, text complexity, math strategies for addition, subtraction, multiplication, division, place value, fractions, decimals and mathematical practices, Daily 5, formative assessment, student collaboration with individual accountability, accountable talk, Number Talks, and effective Literacy and Math Design Collaborative (LDC/MDC) implementation.	Professional Learning	07/01/2014	06/30/2015	\$199114	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning Director of Early Childhood Education
Prep and Prep Plus	Schools will be provided district guidelines to follow for student placement in the Prep and Prep Plus programs. Schools will be provided strategies in all grades to enhance the learning for students who need acceleration. 4th and 5th grade teachers will be trained in LDC to meet the needs the students in the ELA Prep and Prep Plus. Third grade teachers will create an LDC module to be used in the third trimester to prepare students for advanced literacy work in 4th grade.	Academic Support Program	07/01/2014	06/30/2015	\$2000	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Elementary Reading Achievement	Special education teachers will engage in professional learning in the KCAS and research-based interventions to support instructional initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Director of Special Education
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Special Education

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Elementary Math Achievement	Special education teachers will engage in professional learning in KCAS and other general education curriculum and instruction initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Instructional Strategies- Math	Teacher training through PLCs on implementing research based math strategies	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Target and Support of 5th graders at-risk of not graduating with cohort	Data will be analyzed following administration of Gallup Poll with all 5th graders. Individual students will be identified in order to provide additional academic and behavioral supports in order to increase success rates in middle school.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Student Support Services
Instructional Strategies- Reading	Teacher training through PLCs on implementing research based reading strategies, which includes the use of text readers.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Special Education
K-3 Program Review Standard Implementation and Monitoring	Implementation of K-3 standards -Curriculum and Assessment development and alignment (both vertically and horizontally)	Academic Support Program	07/01/2014	06/30/2015	\$51461	Director of Federal and State Programs
Total					\$409589	

R C Hinsdale Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Kenton County

Principal Instruction in Curriculum , Instruction and Assessment	Administrators will be trained and monitored in strategies that support the implementation of KCAS. These trainings will occur in Principals meetings, school level PLCs and District CIA meetings. The areas of training include: student engagement. close reading and text dependent questions, writing strategies, text complexity, math strategies for addition, subtraction, multiplication, division, place value, fractions, decimals and mathematical practices, Daily 5, formative assessment, student collaboration with individual accountability, accountable talk, Number Talks, data analysis and flexible grouping/scheduling of students, and effective Literacy and Math Design Collaborative (LDC/MDC) implementation.	Professional Learning	07/01/2014	06/30/2015	\$157014	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning Director of Early Childhood Education
Teacher Curriculum, Assessment and Instruction Training	Teachers will be trained in strategies that support the implementation of KCAS based on need. These trainings will occur in summer training sessions, faculty meetings, after-school professional learning and planning sessions, school level PLCs and webinars. The areas of training may include: student engagement, close reading and text dependent questions, vocabulary, grammar/language, writing strategies, text complexity, math strategies for addition, subtraction, multiplication, division, place value, fractions, decimals and mathematical practices, Daily 5, formative assessment, student collaboration with individual accountability, accountable talk, Number Talks, and effective Literacy and Math Design Collaborative (LDC/MDC) implementation.	Professional Learning	07/01/2014	06/30/2015	\$199114	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning Director of Early Childhood Education
Prep and Prep Plus	Schools will be provided district guidelines to follow for student placement in the Prep and Prep Plus programs. Schools will be provided strategies in all grades to enhance the learning for students who need acceleration. 4th and 5th grade teachers will be trained in LDC to meet the needs the students in the ELA Prep and Prep Plus. Third grade teachers will create an LDC module to be used in the third trimester to prepare students for advanced literacy work in 4th grade.	Academic Support Program	07/01/2014	06/30/2015	\$2000	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Elementary Reading Achievement	Special education teachers will engage in professional learning in the KCAS and research-based interventions to support instructional initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Director of Special Education
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Special Education

KDE Comprehensive Improvement Plan for Districts

Kenton County

Elementary Math Achievement	Special education teachers will engage in professional learning in KCAS and other general education curriculum and instruction initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Instructional Strategies- Math	Teacher training through PLCs on implementing research based math strategies	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Target and Support of 5th graders at-risk of not graduating with cohort	Data will be analyzed following administration of Gallup Poll with all 5th graders. Individual students will be identified in order to provide additional academic and behavioral supports in order to increase success rates in middle school.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Student Support Services
Instructional Strategies- Reading	Teacher training through PLCs on implementing research based reading strategies, which includes the use of text readers.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Special Education
K-3 Program Review Standard Implementation and Monitoring	Implementation of K-3 standards -Curriculum and Assessment development and alignment (both vertically and horizontally)	Academic Support Program	07/01/2014	06/30/2015	\$51461	Director of Federal and State Programs
Total					\$409589	

Piner Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Kenton County

Principal Instruction in Curriculum , Instruction and Assessment	Administrators will be trained and monitored in strategies that support the implementation of KCAS. These trainings will occur in Principals meetings, school level PLCs and District CIA meetings. The areas of training include: student engagement. close reading and text dependent questions, writing strategies, text complexity, math strategies for addition, subtraction, multiplication, division, place value, fractions, decimals and mathematical practices, Daily 5, formative assessment, student collaboration with individual accountability, accountable talk, Number Talks, data analysis and flexible grouping/scheduling of students, and effective Literacy and Math Design Collaborative (LDC/MDC) implementation.	Professional Learning	07/01/2014	06/30/2015	\$157014	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning Director of Early Childhood Education
Teacher Curriculum, Assessment and Instruction Training	Teachers will be trained in strategies that support the implementation of KCAS based on need. These trainings will occur in summer training sessions, faculty meetings, after-school professional learning and planning sessions, school level PLCs and webinars. The areas of training may include: student engagement, close reading and text dependent questions, vocabulary, grammar/language, writing strategies, text complexity, math strategies for addition, subtraction, multiplication, division, place value, fractions, decimals and mathematical practices, Daily 5, formative assessment, student collaboration with individual accountability, accountable talk, Number Talks, and effective Literacy and Math Design Collaborative (LDC/MDC) implementation.	Professional Learning	07/01/2014	06/30/2015	\$199114	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning Director of Early Childhood Education
Prep and Prep Plus	Schools will be provided district guidelines to follow for student placement in the Prep and Prep Plus programs. Schools will be provided strategies in all grades to enhance the learning for students who need acceleration. 4th and 5th grade teachers will be trained in LDC to meet the needs the students in the ELA Prep and Prep Plus. Third grade teachers will create an LDC module to be used in the third trimester to prepare students for advanced literacy work in 4th grade.	Academic Support Program	07/01/2014	06/30/2015	\$2000	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Elementary Reading Achievement	Special education teachers will engage in professional learning in the KCAS and research-based interventions to support instructional initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Director of Special Education
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Special Education

KDE Comprehensive Improvement Plan for Districts

Kenton County

Elementary Math Achievement	Special education teachers will engage in professional learning in KCAS and other general education curriculum and instruction initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Instructional Strategies- Math	Teacher training through PLCs on implementing research based math strategies	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Target and Support of 5th graders at-risk of not graduating with cohort	Data will be analyzed following administration of Gallup Poll with all 5th graders. Individual students will be identified in order to provide additional academic and behavioral supports in order to increase success rates in middle school.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Student Support Services
Instructional Strategies- Reading	Teacher training through PLCs on implementing research based reading strategies, which includes the use of text readers.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Special Education
K-3 Program Review Standard Implementation and Monitoring	Implementation of K-3 standards -Curriculum and Assessment development and alignment (both vertically and horizontally)	Academic Support Program	07/01/2014	06/30/2015	\$51461	Director of Federal and State Programs
Total					\$409589	

Kenton Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Kenton County

Principal Instruction in Curriculum , Instruction and Assessment	Administrators will be trained and monitored in strategies that support the implementation of KCAS. These trainings will occur in Principals meetings, school level PLCs and District CIA meetings. The areas of training include: student engagement. close reading and text dependent questions, writing strategies, text complexity, math strategies for addition, subtraction, multiplication, division, place value, fractions, decimals and mathematical practices, Daily 5, formative assessment, student collaboration with individual accountability, accountable talk, Number Talks, data analysis and flexible grouping/scheduling of students, and effective Literacy and Math Design Collaborative (LDC/MDC) implementation.	Professional Learning	07/01/2014	06/30/2015	\$157014	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning Director of Early Childhood Education
Teacher Curriculum, Assessment and Instruction Training	Teachers will be trained in strategies that support the implementation of KCAS based on need. These trainings will occur in summer training sessions, faculty meetings, after-school professional learning and planning sessions, school level PLCs and webinars. The areas of training may include: student engagement, close reading and text dependent questions, vocabulary, grammar/language, writing strategies, text complexity, math strategies for addition, subtraction, multiplication, division, place value, fractions, decimals and mathematical practices, Daily 5, formative assessment, student collaboration with individual accountability, accountable talk, Number Talks, and effective Literacy and Math Design Collaborative (LDC/MDC) implementation.	Professional Learning	07/01/2014	06/30/2015	\$199114	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning Director of Early Childhood Education
Prep and Prep Plus	Schools will be provided district guidelines to follow for student placement in the Prep and Prep Plus programs. Schools will be provided strategies in all grades to enhance the learning for students who need acceleration. 4th and 5th grade teachers will be trained in LDC to meet the needs the students in the ELA Prep and Prep Plus. Third grade teachers will create an LDC module to be used in the third trimester to prepare students for advanced literacy work in 4th grade.	Academic Support Program	07/01/2014	06/30/2015	\$2000	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Elementary Reading Achievement	Special education teachers will engage in professional learning in the KCAS and research-based interventions to support instructional initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Director of Special Education
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Special Education

KDE Comprehensive Improvement Plan for Districts

Kenton County

Elementary Math Achievement	Special education teachers will engage in professional learning in KCAS and other general education curriculum and instruction initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Instructional Strategies- Math	Teacher training through PLCs on implementing research based math strategies	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Target and Support of 5th graders at-risk of not graduating with cohort	Data will be analyzed following administration of Gallup Poll with all 5th graders. Individual students will be identified in order to provide additional academic and behavioral supports in order to increase success rates in middle school.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Student Support Services
Instructional Strategies- Reading	Teacher training through PLCs on implementing research based reading strategies, which includes the use of text readers.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Special Education
K-3 Program Review Standard Implementation and Monitoring	Implementation of K-3 standards -Curriculum and Assessment development and alignment (both vertically and horizontally)	Academic Support Program	07/01/2014	06/30/2015	\$51461	Director of Federal and State Programs
Total					\$409589	

James A Caywood Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Kenton County

Principal Instruction in Curriculum , Instruction and Assessment	Administrators will be trained and monitored in strategies that support the implementation of KCAS. These trainings will occur in Principals meetings, school level PLCs and District CIA meetings. The areas of training include: student engagement. close reading and text dependent questions, writing strategies, text complexity, math strategies for addition, subtraction, multiplication, division, place value, fractions, decimals and mathematical practices, Daily 5, formative assessment, student collaboration with individual accountability, accountable talk, Number Talks, data analysis and flexible grouping/scheduling of students, and effective Literacy and Math Design Collaborative (LDC/MDC) implementation.	Professional Learning	07/01/2014	06/30/2015	\$157014	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning Director of Early Childhood Education
Teacher Curriculum, Assessment and Instruction Training	Teachers will be trained in strategies that support the implementation of KCAS based on need. These trainings will occur in summer training sessions, faculty meetings, after-school professional learning and planning sessions, school level PLCs and webinars. The areas of training may include: student engagement, close reading and text dependent questions, vocabulary, grammar/language, writing strategies, text complexity, math strategies for addition, subtraction, multiplication, division, place value, fractions, decimals and mathematical practices, Daily 5, formative assessment, student collaboration with individual accountability, accountable talk, Number Talks, and effective Literacy and Math Design Collaborative (LDC/MDC) implementation.	Professional Learning	07/01/2014	06/30/2015	\$199114	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning Director of Early Childhood Education
Prep and Prep Plus	Schools will be provided district guidelines to follow for student placement in the Prep and Prep Plus programs. Schools will be provided strategies in all grades to enhance the learning for students who need acceleration. 4th and 5th grade teachers will be trained in LDC to meet the needs the students in the ELA Prep and Prep Plus. Third grade teachers will create an LDC module to be used in the third trimester to prepare students for advanced literacy work in 4th grade.	Academic Support Program	07/01/2014	06/30/2015	\$2000	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Elementary Reading Achievement	Special education teachers will engage in professional learning in the KCAS and research-based interventions to support instructional initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Director of Special Education
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Special Education

KDE Comprehensive Improvement Plan for Districts

Kenton County

Elementary Math Achievement	Special education teachers will engage in professional learning in KCAS and other general education curriculum and instruction initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Instructional Strategies- Math	Teacher training through PLCs on implementing research based math strategies	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Target and Support of 5th graders at-risk of not graduating with cohort	Data will be analyzed following administration of Gallup Poll with all 5th graders. Individual students will be identified in order to provide additional academic and behavioral supports in order to increase success rates in middle school.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Student Support Services
Instructional Strategies- Reading	Teacher training through PLCs on implementing research based reading strategies, which includes the use of text readers.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Special Education
K-3 Program Review Standard Implementation and Monitoring	Implementation of K-3 standards -Curriculum and Assessment development and alignment (both vertically and horizontally)	Academic Support Program	07/01/2014	06/30/2015	\$51461	Director of Federal and State Programs
Total					\$409589	

Ft Wright Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Kenton County

Principal Instruction in Curriculum , Instruction and Assessment	Administrators will be trained and monitored in strategies that support the implementation of KCAS. These trainings will occur in Principals meetings, school level PLCs and District CIA meetings. The areas of training include: student engagement. close reading and text dependent questions, writing strategies, text complexity, math strategies for addition, subtraction, multiplication, division, place value, fractions, decimals and mathematical practices, Daily 5, formative assessment, student collaboration with individual accountability, accountable talk, Number Talks, data analysis and flexible grouping/scheduling of students, and effective Literacy and Math Design Collaborative (LDC/MDC) implementation.	Professional Learning	07/01/2014	06/30/2015	\$157014	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning Director of Early Childhood Education
Teacher Curriculum, Assessment and Instruction Training	Teachers will be trained in strategies that support the implementation of KCAS based on need. These trainings will occur in summer training sessions, faculty meetings, after-school professional learning and planning sessions, school level PLCs and webinars. The areas of training may include: student engagement, close reading and text dependent questions, vocabulary, grammar/language, writing strategies, text complexity, math strategies for addition, subtraction, multiplication, division, place value, fractions, decimals and mathematical practices, Daily 5, formative assessment, student collaboration with individual accountability, accountable talk, Number Talks, and effective Literacy and Math Design Collaborative (LDC/MDC) implementation.	Professional Learning	07/01/2014	06/30/2015	\$199114	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning Director of Early Childhood Education
Prep and Prep Plus	Schools will be provided district guidelines to follow for student placement in the Prep and Prep Plus programs. Schools will be provided strategies in all grades to enhance the learning for students who need acceleration. 4th and 5th grade teachers will be trained in LDC to meet the needs the students in the ELA Prep and Prep Plus. Third grade teachers will create an LDC module to be used in the third trimester to prepare students for advanced literacy work in 4th grade.	Academic Support Program	07/01/2014	06/30/2015	\$2000	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Elementary Reading Achievement	Special education teachers will engage in professional learning in the KCAS and research-based interventions to support instructional initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Director of Special Education
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Special Education

KDE Comprehensive Improvement Plan for Districts

Kenton County

Elementary Math Achievement	Special education teachers will engage in professional learning in KCAS and other general education curriculum and instruction initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Instructional Strategies- Math	Teacher training through PLCs on implementing research based math strategies	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Target and Support of 5th graders at-risk of not graduating with cohort	Data will be analyzed following administration of Gallup Poll with all 5th graders. Individual students will be identified in order to provide additional academic and behavioral supports in order to increase success rates in middle school.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Student Support Services
Instructional Strategies- Reading	Teacher training through PLCs on implementing research based reading strategies, which includes the use of text readers.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Special Education
K-3 Program Review Standard Implementation and Monitoring	Implementation of K-3 standards -Curriculum and Assessment development and alignment (both vertically and horizontally)	Academic Support Program	07/01/2014	06/30/2015	\$51461	Director of Federal and State Programs
Total					\$409589	

Dixie Heights High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Principal Curriculum, Instruction, and Assessment Strategies Training	Create resources and instruct principals in: <ul style="list-style-type: none"> - Effective Learning Targets - Formative Assessments - Collaborative Instructional Strategies - Usage of data to inform instruction - Analysis of student work - Effective coaching strategies 	Professional Learning	07/01/2014	06/30/2015	\$1000	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning

KDE Comprehensive Improvement Plan for Districts

Kenton County

Teacher Curriculum, Instruction, and Assessment Strategies Training	Teacher training in: <ul style="list-style-type: none"> - MDC/LDC by course and content - Best practices by content - Springboard/ Scholastic instructional strategies - Usage of data to inform instruction - Analysis of student work - Providing feedback to move learners forward (e.g. Live Scoring) - Peer classroom observation and feedback (KCMP Indicator 3) 	Professional Learning	07/01/2014	06/30/2015	\$138500	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Administrator Data Analysis Trainings and Monitoring	Administrator training and monitoring in: <ul style="list-style-type: none"> - Item analysis for EPAS assessment results - Analysis of individual student EPAS/MAP/SRI/SPI assessment results - Goal setting with students based on individual needs - Flexible grouping/scheduling students based on assessment results -Strategies for adjusting instruction based on student progress 	Professional Learning	07/01/2014	06/30/2015	\$0	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Teacher Data Analysis Training	Teacher training in: <ul style="list-style-type: none"> - Item analysis for EPAS assessment results - Analysis of individual student EPAS/MAP/SRI/SPI assessment results - Goal setting with students based on individual needs - Flexible grouping students based on assessment results - Delivery of targeted instruction to address skill deficits 	Professional Learning	07/01/2014	06/30/2015	\$0	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Teacher training in the seven areas of the report card	Interdisciplinary teams of teachers will improve instructional techniques through continued development in: <ul style="list-style-type: none"> - Inquiry-based instruction - Project-based instruction - Student presentation-based instruction - Collaborative lesson design across career and KCAS - Motivational-based education 	Professional Learning	07/01/2014	06/30/2015	\$100000	Executive Director of College/Career Readiness
Program Development of Student-Choice Career Academies	Physical and curricular establishment of collaborative teaching and learning in specific career pathways: <ul style="list-style-type: none"> -Biomedical Sciences - Sustainable Energy Technology Engineering - Engineering - High Performance Production Technology - Media Arts - Informatics - Military Prep - College/ Dual Credit - Future Educator 	Career Preparation/Orientation	07/01/2014	06/30/2015	\$20000	Executive Director of College/ Career Readiness

KDE Comprehensive Improvement Plan for Districts

Kenton County

High School Reading Achievement	Special education teachers will engage in professional learning in the areas of Common Core, Springboard, and other general education curriculum and instruction initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Director of Special Education Assistant Director of Special Education
Instructional Practices-reading	Teacher training through PLCs on implementing research based reading strategies, which includes the use of text readers.	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff.	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
High School Math Achievement	Special education teachers will engage in professional learning in the areas KCAS, Springboard, and other general education curriculum and instruction initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education
Instructional Strategies- math	Teacher training through PLCs on implementing research based math strategies.	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Target and Support of 8th graders at-risk of not graduating with cohort	Data will be analyzed following administration of Gallup Poll with all 8th graders. Individual students will be identified in order to provide additional academic and behavioral supports in order to increase success rates in high school.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Student Support Services
Teacher training	Academy teachers will receive training in: - Work-based learning experiences - How to engage advisory members on developing learning experiences with students - How to work with advisory members on internship structure/requirements and selection of appropriate students	Professional Learning	07/01/2014	06/30/2015	\$35000	Executive Director of College and Career Readiness

KDE Comprehensive Improvement Plan for Districts

Kenton County

Advisory Member Training	Advisory members (including both post-secondary and business/industry partners) will be trained on: - Requirements for academic internship - Procedures in required paperwork - Responsibilities of partner, students, and school	Professional Learning	07/01/2014	06/30/2015	\$3000	Executive Director of College and Career Readiness
Academic Internship	Increase the number of academic internships to be conducted.	Career Preparation/Orientation	07/01/2014	06/30/2015	\$6000	Executive Director of College and Career Readiness
Data Analysis	Facilitate PLC meetings organized around Persistence to Graduation data analysis and targeted interventions for students (KCMP Indicator 1 and 2)	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
School Level Fab Five Meetings	Twice monthly, five critical members from each school (principal or designee, school nurse, attendance clerk, school counselor, Youth Service Center Coordinator) will meet in order to review data for each individual student in order to identify potential risk factors for drop-outs and identify a plan of action to prevent drop-outs.	Academic Support Program	07/01/2014	06/30/2015	\$10000	Director of Student Support Services
Total					\$313500	

Beechgrove Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Principal Instruction in Curriculum, Instruction and Assessment	Administrators will be trained and monitored in strategies that support the implementation of KCAS. These trainings will occur in Principals meetings, school level PLCs and District CIA meetings. The areas of training include: student engagement, close reading and text dependent questions, writing strategies, text complexity, math strategies for addition, subtraction, multiplication, division, place value, fractions, decimals and mathematical practices, Daily 5, formative assessment, student collaboration with individual accountability, accountable talk, Number Talks, data analysis and flexible grouping/scheduling of students, and effective Literacy and Math Design Collaborative (LDC/MDC) implementation.	Professional Learning	07/01/2014	06/30/2015	\$157014	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning Director of Early Childhood Education

KDE Comprehensive Improvement Plan for Districts

Kenton County

Teacher Curriculum, Assessment and Instruction Training	Teachers will be trained in strategies that support the implementation of KCAS based on need. These trainings will occur in summer training sessions, faculty meetings, after-school professional learning and planning sessions, school level PLCs and webinars. The areas of training may include: student engagement, close reading and text dependent questions, vocabulary, grammar/language, writing strategies, text complexity, math strategies for addition, subtraction, multiplication, division, place value, fractions, decimals and mathematical practices, Daily 5, formative assessment, student collaboration with individual accountability, accountable talk, Number Talks, and effective Literacy and Math Design Collaborative (LDC/MDC) implementation.	Professional Learning	07/01/2014	06/30/2015	\$199114	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning Director of Early Childhood Education
Prep and Prep Plus	Schools will be provided district guidelines to follow for student placement in the Prep and Prep Plus programs. Schools will be provided strategies in all grades to enhance the learning for students who need acceleration. 4th and 5th grade teachers will be trained in LDC to meet the needs the students in the ELA Prep and Prep Plus. Third grade teachers will create an LDC module to be used in the third trimester to prepare students for advanced literacy work in 4th grade.	Academic Support Program	07/01/2014	06/30/2015	\$2000	Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Elementary Reading Achievement	Special education teachers will engage in professional learning in the KCAS and research-based interventions to support instructional initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Director of Special Education
Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Special Education
Elementary Math Achievement	Special education teachers will engage in professional learning in KCAS and other general education curriculum and instruction initiatives.	Professional Learning	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Instructional Strategies- Math	Teacher training through PLCs on implementing research based math strategies	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education

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Monitoring Instructional Practices	Special education instructional practices will be monitored through PPR (Professional Practices Rubric) walks with school administrators and coaching/support visits from district special education staff	Academic Support Program	07/01/2014	06/30/2015	\$0	Assistant Director of Special Education Director of Special Education
Target and Support of 5th graders at-risk of not graduating with cohort	Data will be analyzed following administration of Gallup Poll with all 5th graders. Individual students will be identified in order to provide additional academic and behavioral supports in order to increase success rates in middle school.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Student Support Services
Instructional Strategies-Reading	Teacher training through PLCs on implementing research based reading strategies, which includes the use of text readers.	Academic Support Program	07/01/2014	06/30/2015	\$0	Director of Special Education
K-3 Program Review Standard Implementation and Monitoring	Implementation of K-3 standards -Curriculum and Assessment development and alignment (both vertically and horizontally)	Academic Support Program	07/01/2014	06/30/2015	\$51461	Director of Federal and State Programs
Total					\$409589	

KDE Needs Assessment

Introduction

The purpose of the School District (system) Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

The Kenton County School District was classified as Proficient with an Overall Accountability Performance score of 71.4 ranking 45th among all 173 districts in Kentucky. Three elementary schools were classified as Distinguished/Progressing including Ryland Elementary who was designated also as a School of Distinction. Ryland Elementary ranked at the 97th percentile among all other elementary schools in the state. The other two Distinguished schools were R. C. Hindsdale Elementary and Beechgrove Elementary who were also designated as High Performing Schools. Five elementary school received the status of Proficient including River Ridge, Fort Wright, Kenton, Piner and Summit View Elementary. At the secondary level, Turkey Foot Middle was named a Distinguished/Progressing school, while Twenhofel and Woodland were designated as Proficient schools. All three of our high schools, Dixie, Scott and Simon Kenton were classified as Proficient schools as well.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

In reviewing the Next-Generation data, our schools at all three levels, elementary, middle, and high surpass the state average in nearly all areas. Upon taking a closer look at our elementary Schools of Distinction and Proficiency, we continue to see a significant difference in overall growth of students and reduction in Gap Learners as compared to the other elementary schools. In addition, Fort Wright Elementary realized more than a 10-point increase in their overall score followed by Ryland and Beechgrove with at least a 7-point increase, and Kenton Elementary with a 6.1 point increase. At the secondary level, Turkey Foot Middle had more than a 6-point increase in the overall score, and Scott High school raised their Next-Generation Learner Overall score 10 points. Scott also increased the percentage of students reaching proficiency in English II and Algebra II (End-of-Course) by 6.8% and 12.7% respectively.

As a district, the 2014 Five Year Adjusted Cohort Graduation Report shows that 91.6% of our students have become completers and received their high school diploma. While 377 of 863 high school students met all benchmarks on the ACT assessment, 103 additional students met college status through college placement testing after intervention strategies were implemented.

Across the district, at the elementary (5%), middle (2%) and high (6%) school levels, data shows a decrease in the number of students who scored at the novice level in the area of reading. At the elementary and high school levels, over 60% of our students are now proficient in reading. This is an increase of 10% as compared to last year's results. At the middle school, more than 56% of our students are now proficient in reading. Data is similar in math at the elementary (60%) and middle (56%) school levels. In reviewing writing scores at all levels, the data shows that more than 44% of elementary and high school students are scoring in the proficient and distinguished range, while more than 53% of our middle level students are at least proficient in writing skills.

Analysis of Targets Met on the State Performance Plan for Special Education:

Least Restrictive Environment

- o 80.12% of students receive instruction in the general education environment. This percentage has remained fairly consistent over the past 3 years.
- o 6.11% of students with disabilities receiving instruction in a special education classroom for at least 4 hours or more per day. This percentage has remained fairly consistent over the past 3 years.
- o 0% of students enrolled in separate schools or programs specifically for children with disabilities. This percentage decreased slightly from 0.17% in 2009-2010 to 0% for the past three years.

Successful Transition Rate

- o 24.49% of students with disabilities are enrolled in higher education, which is an increase from last year.
- o 69.39% of students with disabilities are enrolled in higher education or competitively employed in the year since exit, which is also an increase from last year.
- o 81.63% of students with disabilities enrolled in high education, competitively employed, enrolled in other education/training, or in some type of employment in the year since exit. This is another substantial increase since last year.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

Data reveals that the gap in proficiency between our students with disabilities and without disabilities continues to be significant in the areas of both reading and math at all levels. At the elementary level, reading data reveals around a 35 percentage point difference between those students with a disability scoring proficiency as compared to all students. In math, this gap increases to 40%. This gap has widened in these two areas as compared to last year.

This gap increases at the middle level in reading showing almost a 48% difference, and in math 43%. At the high school level, reading data indicates a difference of 50% when comparing proficiency between those students with disabilities and all students. In math, approximately 35% of all high school students were proficient as compared to only 5.5% of our high school students with disabilities.

When analyzing data in the area of literacy, data also reveals a wide gap at the high school level in the area of writing. There is 36.6% difference in proficiency in writing when comparing students with a disability (7.8%) to all students (44.4%).

Plans to implement instructional strategies and formative assessments in all classrooms have been put in place at all levels. In Middle and High Schools, plans to make sure instruction and assessments mirror the rigor and expectations of EXPLORE, PLAN, and ACT have also been implemented. To achieve success in the area of college and career readiness, professional development for teachers, goal setting with all students, monitoring of student progress, and consistent use of formative assessment are being conducted across the district. Our special education consultants are training all special education teachers in the KCAS, and strategies to close gaps are being coached.

In the area of College and Career Readiness at the high school level, our district compiled 57.2 points. 56.8% of our female students at the high school level are meeting the ACT benchmarks in all areas of college readiness, followed by only 38.3% of our students on free or reduced lunch. Our most successful group of students meeting college readiness standards are our male students (57.6%). Support of the enrollment of more students in the Kenton County Academies of Innovation and Technology will help improve access to more industry certifications for students to be counted as career ready in the accountability calculation. Support is also needed from middle and high school SBDM councils toward CTE programs that lead to industry certifications at the high school level for career readiness and accountability. Again, a focus on rigorous instruction and monitoring of student progress will also be a key factor to success.

In regards to graduation, we surpass the state in graduation rate by 3.6%, our ACT results show that 61% of our students are meeting the college readiness benchmark in English, 49% in math, and 53% in the area of reading. However, we need to work at eliminating dropouts across the board. Monthly meetings are held to identify students who are potential dropouts and provide supports for them to remain in school and experience success in reaching college and career readiness standards. Elementary and Middle school students are currently being targeted through administration of the Gallup Survey. Those identified with multiple risk factors will be asked to participate in a program to offset negative factors and grow positive school experiences and to support their college and career readiness.

For suspension rates, the district has consistently made progress in decreasing the number of student suspensions when comparing regular education students and students with disabilities. In 2010-2011, the suspension rate was at 5.68% higher than regular education students, decreasing to a difference of 5.41% in 2011-2012 and most recently decreasing to 5.18%. Most recently, the difference between suspension rates continues that downward trend with a suspension rate difference of only 4.04%.

The district also notes the value of perception data such as the TELL Survey. We collaborate to increase the percentage of teachers in all schools agreeing that their school is a great place to work to at least 80% by 2015 Tell Survey Results.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

The Kenton County School District Central Office Administrators will be tasked with monitoring the goals and objectives of the CDIP. This will be accomplished by Department Directors under the direct supervision of the Assistant Superintendent for Academics and Certified Personnel and the Deputy Superintendent.

This monitoring will take place through various structures. First, each school in our district conducts minimum of two district-led PPR Walks per month. These walks allow CO Staff and building administrators to observe classroom instruction and provide immediate feedback and coaching for teachers. These PPR Walks also allow administrators to locate proficient examples of teaching to share among other teachers throughout the district. Through a Gates Integration Grant from KDE, an effort is also being made to capture proficient examples on video. In addition to District PPR Walks, monthly meetings for principals and assistant principals are conducted to improve leadership skills and coach administrators to be proactive sponsors of quality instruction and implementation of the Kentucky Core Academic Standards. Also, principals and assistant principals attend monthly after-school Curriculum, Instruction, and Assessment (CIA) trainings where deep work is conducted to equip them as true instructional leaders who can coach and model content strategies for their staff.

A third leg to the development of principals as instructional leaders are the Principal Summits that are held monthly. These bring principals together by level (elementary, middle, and high) to discuss issues related to instruction and implementation of district programs. These sessions provide for consistency of support across schools in the district.

To assure that district initiatives- SpringBoard, READ 180 Next Generation, System 44 Next Generation, Do the Math, LDC, MDC, etc- are implemented with fidelity throughout the district, coaching and data monitoring are used. Read 180 Next Generation and System 44 Next Generation data is collected monthly, analyzed at the district level and shared with principals. The District Literacy and Math Consultants hold monthly trainings with content teachers to sharpen their knowledge and delivery strategies. In the high school, department chairs visit classrooms in order to facilitate improvement discussions.

Other programs that are monitored by Central Office administrators for quality and fidelity are Special Education Services, Pre-School Services, Psychological Services, Assessment, Student Services, Federal Programs, EL, and Gifted. District Directors meet weekly to review district programs and problem solve implementation issues in district schools. Follow up to schools is provided and assistance strategies implemented to ensure quality.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

In order to maintain our status as a Proficient District, Kenton County Administrators are committed to a rigorous, planned, and strategic review and revision (where necessary) of all district initiatives to ensure quality instruction every day in every classroom for every student.

Compliance and Accountability - Districts

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

Our district ensure that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. **Equitable Distribution:** poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.

Goal 1:

Equitable Distribution of Staff

Measurable Objective 1:

collaborate to equitably distribute resources, including human resources, to meet the needs of students by 06/30/2015 as measured by LEAD report.

Strategy1:

Staffing Plan - District administrators will meet with school principals to develop an equitable staffing plan based on funding formula, student enrollment, number of students with disabilities, and other relevant factors.

Category: Human Capital Management

Research Cited:

Activity - Allocation Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school principal will meet with district administrators twice annually to develop an equitable staffing plan. The staffing plan will take into consideration socioeconomic diversity, racial diversity, and highly qualified status of teachers.	Policy and Process			07/01/2014	06/30/2015	\$0 - No Funding Required	Assistant Superintendent of Finance

Our district has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

Goal 1:

Tell Survey

Measurable Objective 1:

collaborate to increase the percentage of teachers in all schools agreeing that their school is a great place to work to at least 80% by 06/30/2015 as measured by 2015 Tell Survey Results.

KDE Comprehensive Improvement Plan for Districts

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Strategy1:

Job Satisfaction - Increase the academic achievement and overall job satisfaction of staff at schools where agreement ratings in the category "is a great place to work" were below 80%.

Category: Human Capital Management

Research Cited:

Activity - Culture	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Facilitate the development of plans at the elementary and secondary school below 80% to improve school culture through increased academic achievement of students.	Recruitment and Retention			07/01/2014	06/30/2015	\$0 - No Funding Required	Principal Evaluators

KDE Superintendent Assurances

Introduction

Assurances are intended to provide evidence that the Superintendent has shared and discussed in open board meetings the progress and performance in the areas of goals and targets for student achievement that have/have not been met as well as the operational requirements for the district and the operational needs for schools and support staff.

Evidence of these discussions is required to support all responses through the upload of Board Meeting Minutes that includes each of the areas and feedback received in conjunction with a Comprehensive District Improvement Plan that outlines “the plan” to address, monitor, track progress and sustainability in student achievement, and operational needs for both the district and schools.

Delivery Targets

Five year delivery goals are set for schools and districts to ensure that students are college and career-ready. Within the school and district goals Delivery Targets are set to identify the annual incremental growth needed to achieve the five year goal in the areas of Proficiency, College and Career Readiness, Achievement Gap, and Graduation Rate. These targets shall be used to set goals and monitor progress in student achievement throughout the instructional year.

Next Generation Professionals will be addressed through identifying the district’s plan for implementation of the Professional Growth and Effectiveness System for Teachers and Principals in the 2014-2015 school year. Supporting documentation for these responses can be provided by additional narrative responses, the district Certified Evaluation Plan and an APPROVED Waiver if applicable.

The Superintendent has communicated in open board meetings the progress of the goals and targets throughout the instructional year and has communicated the vision and strategy for moving the work forward through the Comprehensive District Improvement Plan (CDIP).

The CDIP discussions include updates on student achievement through the use of student performance data, goals and plans created to achieve and monitor student success and areas for improvement, sustainability of growth and resources used for student achievement, and measuring the effectiveness of teachers and principals.

	Statement or Question	Response	Rating
1. Proficiency:	Increase the averaged combined reading and math K-Prep scores for elementary students.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
2. Proficiency:	Increase the averaged combined reading and math K-Prep scores for middle students.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
3. Proficiency:	Increase the averaged combined reading and math EOC scores for high schools.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
4. Graduation Rate:	Increase the cohort graduation rate.	Has Met District Targets	N/A

	Statement or Question	Response	Rating
5. College and Career Readiness:	Increase the percentage of students who graduate college and career ready.	Has Not Met District Targets	N/A

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	Statement or Question	Response	Rating
6. Closing Achievement Gap:	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group.	Has Not Met District Targets	N/A

Label	Assurance	Response	Comment	Attachment
7. Next Generation Professionals for Teachers:	The district will:	Run dual systems using some/all of the Kentucky Professional Growth and Effectiveness System components and will not be used for personnel decisions for teachers in 2014-2015 as set forth in the district's Certified Evaluation Plan.		

Label	Assurance	Response	Comment	Attachment
8. Next Generation Professionals for Principals:	The district will:	Run dual systems using some/all of the Kentucky Professional Growth and Effectiveness System components and will not be used for personnel decisions for Principals in 2014-2015 as set forth in the district's Certified Evaluation Plan.		

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Label	Assurance	Response	Comment	Attachment
9.	Delivery Targets and PGES implementation artifacts have been documented in The LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes	While not all delivery targets were met across the district, we are proud of progress that is being made in each area. For example, both Gap proficiency and overall Combined Proficiency for elementary, middle and high schools increased at each level with high school College and Career Readiness showing excellent progress with 5.7% growth. *Please note from attachments that PGES was discussed as a component of the CDIP on the February 3, 2014 agenda along with the delivery targets.	Board minutes reviewing latest assessment data Board minutes regarding both CDIP and Delivery Targets with PGES as component

Resources and Support Systems

Resources and Support Systems identify the district’s operational areas and their status and progress. In open board meetings the Superintendent must have communicated the health and status of the operational budget for the district and ensures that the district is operating in compliance of all ethical, legal and policy standards of the district, state and federal government.

Label	Assurance	Response	Comment	Attachment
1. Operational Budget:	Establishes a balanced operational budget for school programs and activities which include correct prior year audit findings and submit a balanced working budget and tentative budget that includes the required 2% contingency.	Has developed a balanced Operational Budget		

Label	Assurance	Response	Comment	Attachment
2. Compliance:	Maintains compliance with legal, ethical and policy standards. External audit for 2014-2015 school year will indicate 0 violations of ethics and policy standards.	Is in compliance		

Label	Assurance	Response	Comment	Attachment
3. Direct Communication:	Effectively communicates the district's budget and resource allocation to the local board. Provides budget updates to the board at every regularly scheduled meeting.	Superintendent has provided budget and resource allocation updates		

Label	Assurance	Response	Comment	Attachment
4.	Delivery artifacts have been incorporated into the Superintendent assurances and documented in the artifacts in the areas of budget and resources of LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes		example of relevant Board minutes 5 example of relevant Board minutes 1 example of relevant Board minutes 4 example of relevant Board minutes 6 example of relevant Board minutes 2 example of relevant Board minutes 8 example of relevant Board minutes 3 example of relevant Board minutes 9 example of relevant Board minutes 7

Facilities/Support Systems

Facilities and Support Systems identify the operational needs and environment for district schools. In open board meetings the Superintendent must have communicated progress, actions taken and updates in the areas of instruction, materials, technology, educational materials and resources and overall environment from the KY TELL Survey. In non-KY TELL Survey years the Superintendent may explain progress and updates to the prior year targets.

	Statement or Question	Response	Rating
a)	Teachers have sufficient access to appropriate instructional materials.	Strongly Agree	N/A

	Statement or Question	Response	Rating
b)	Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	Strongly Agree	N/A

	Statement or Question	Response	Rating
c)	Teachers have access to reliable communication technology, including phones, faxes and email.	Strongly Agree	N/A

	Statement or Question	Response	Rating
d)	Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	Strongly Agree	N/A

	Statement or Question	Response	Rating
e)	Teachers have sufficient access to a broad range of professional support personnel.	Strongly Agree	N/A

	Statement or Question	Response	Rating
f)	The school environment is clean and well maintained.	Strongly Agree	N/A

	Statement or Question	Response	Rating
g)	Teachers have adequate space to work productively.	Strongly Agree	N/A

	Statement or Question	Response	Rating
h)	The physical environment of classrooms in the school supports teaching and learning.	Strongly Agree	N/A

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	Statement or Question	Response	Rating
i)	The reliability and speed of internet connections in the school are sufficient to support instructional practices.	Disagree	N/A

Label	Assurance	Response	Comment	Attachment
j)	Delivery artifacts have been incorporated into the Superintendent assurances and have been documented in the artifacts of LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes		example of relevant Board minutes 2 example of relevant Board minutes 1 example of relevant Board minutes 4 example of relevant Board minutes 3 example of relevant Board minutes 8 example of relevant Board minutes 9 example of relevant Board minutes 5 example of relevant Board minutes 7 example of relevant Board minutes 6

KDE Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes	All schools including Title I Schools	

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes	www.kenton.kyschools.us	

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes	All Title I Schools	

Label	Assurance	Response	Comment	Attachment
5.	All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	Our district provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes		

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Label	Assurance	Response	Comment	Attachment
8.	Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Our district ensure that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Our district ensure class-size reduction needs are determined by analysis of data compiled through such processes as achievement test results, needs assessments, and class size data reviews.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Our district ensure that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained.	Yes		

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Label	Assurance	Response	Comment	Attachment
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	Our district ensures proper maintenance of records according to federal program guidelines.	Yes		

Label	Assurance	Response	Comment	Attachment
19.	Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds.	Yes		

Label	Assurance	Response	Comment	Attachment
20.	Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes		

Label	Assurance	Response	Comment	Attachment
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget.	Yes		

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Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that setaside funds for neglected institutions in the district are expended on identified student needs.	Yes		

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	Yes		

Label	Assurance	Response	Comment	Attachment
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	Yes		

Label	Assurance	Response	Comment	Attachment
28.	Our district ensures that if it receives more than \$500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools.	Yes		

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes		

Label	Assurance	Response	Comment	Attachment
30.	Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.	Yes		

KDE Comprehensive Improvement Plan for Districts

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Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes		

Label	Assurance	Response	Comment	Attachment
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.	Yes		

Label	Assurance	Response	Comment	Attachment
34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes		