Comprehensive District Improvement

Plan

Kenton County

1055 Eaton Dr
Fort Wright, KY 41017

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Phase II - Assurances - District

Phase II - Compliance and Accountability - Districts

Executive Summary

Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf

Goals: http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf

Objectives: http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf

Strategies: http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf

Activities: http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf

Executive Summary: http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators District Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive District Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf

Equitable Access to Effective Educators - District

Label	Assurance	Response	Comment	Attachment
District Equity Data (1)	Complete the District Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the District Equity Data.		Equity Diagnostic

Provide a brief analysis the of district data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

-Teacher turnover for the Kenton County School district is 16%, compared to the state rate of teacher turnover of 17.8%.

-Overall teacher and leader effectiveness for the Kenton County School district is 96%, compared to the state rate of teacher and leader effectiveness of 93%.

-Overall student growth rating of teachers and leaders for the Kenton County School district is 98%, compared to the state rate of teacher and leader growth ratings of 96%.

Schools in the Kenton County School District engage in ongoing analysis of student data to determine staffing need, individualized for each building. For example, if data analysis identifies a need in the area of mathematics a staffing plan is developed by the school which emphasizes opportunities of math support and enrichment through classes with increased frequency, intensity or duration. Highly qualified and effective staff are then recruited and hired. Job fairs, collaboration with university partners and social media are a few methods that the district utilizes to recruit highly skilled teachers. In many cases, the district's excellent reputation and competitive salary structure entice diverse teachers and leaders to want to become part of the district's instructional team.

Teachers are hired using each school's SBDM consultation policy. Beyond the initial hiring process, administrators follow SBDM policies for student assignment when placing students into classes each year. All teachers are highly qualified for the courses they are teaching and extensive professional learning is given for those teaching LEP or Exceptional students regardless of their previous experience. No pattern of assigning inexperienced or ineffective teachers is noted at any schools.

The Kenton County School District emphasizes quality instructional practices in every classroom every day for every student. Our commitment to quality instructional practices guides our hiring screening process and yields a highly qualified and effective teaching staff. Through monthly feedback to teachers following Professional Practices Rubric (PPR) Walks, teachers refine their teaching practices to meet the differentiated needs of students in their classrooms.

Through dynamic leadership, administrative support and professional learning, teachers and leaders in the highest poverty schools have some of the highest overall accountability indices in the district. Nurturing the belief that all students can learn at high levels has been proven to be true through state and local assessment data. When schools or teachers struggle with meeting the needs of students, additional support and assistance is provided through instructional consultants, professional learning and targeted guidance.

Quality instructional practices are identified, recognized and rewarded in the Kenton County School District. Through PPR Walk Feedback Forms, teachers are provided written feedback and recognition of the effective instructional practices that were observed. The district webpage also identifies accomplishments and achievements of school staff. Furthermore, staff are also publicly recognized at the annual Excellence in Education Dinner and at monthly school board meetings.

After the data analysis is complete, the district will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Barriers that are sometimes seen in hiring highly skilled personnel include:

- Certification requirements in high schools coupled with changes in course guide offerings
- Availability of personnel with certification for teaching students with disabilities
- Availability of teachers with unique certifications such as world languages, business, and specific career fields
- Availability of teachers with certifications in specialized science fields such as biology, chemistry, and physics

We believe that the best way to retain quality teachers is to continue to train and help them grow to have success with their students. For this reason, we have established and continue to refine the following:

- District New Teacher Orientation/Professional Development Day: As a district we host an annual new teacher orientation/professional development session. All new teachers spend half of the day with district representatives getting acclimated on district level procedures/initiatives. During the other half of the day, the new teachers work with their building level leadership team on school specific procedures, etc. All schools submit an agenda for this professional learning day.
- All first year teachers complete the Kentucky Teacher Internship Program.
- Schools differentiate the professional learning offered to experienced, yet new teachers to the district through assigning a mentor, and/or having standing new teacher trainings to fill any necessary gaps of understanding with programs, procedures, structures, etc.
- District consultants are regularly used to support new teachers. Consultants work with teachers through Professional Learning Community meetings and in classrooms.
- Our district recently developed guidelines for teacher support and assistance. This document gives the evaluators guidance on how to provide tiered support and assistance to teachers in order to improve performance and meet performance expectations.
- District Expectation for principals/assistant principals: visit each classroom providing coaching feedback at least once per month.
- District Expectation for principal evaluators to participate in classroom walks two times per month at each school.
- Principals and Assistant Principals are trained monthly on best practices in curriculum, instruction, and assessment. Often times this is a train the trainer type session. A big part of this monthly meeting is the ongoing coaching and calibration with our Professional Practices Rubric/Quality Instruction Feedback.
- District Consultants are regularly used to support teachers. Consultants work with teachers through Professional Learning Community meetings and in the classrooms.
- PGA sessions are developed based on areas of neede as noted through PGES data and PPR Walks.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the District Equity Goals tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the District Equity Goals Data.		KCSD Equity Goals

Strategies and Activities Equitable access to effective educators must be reflected in the Comprehensive District Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the district in meeting the goals set in the previous section. If there are strategies and activities within one of the five major goals of the CDIP, which adequately addresses equitable access, the district may select the appropriate goal, objective, strategies and activities.

OR

The district may create a new goal to address equitable access to effective educators. Once a new goal has been created, the district will need to include appropriate objectives, strategies and activities.

The district may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Equitable Distribution of Staff

Measurable Objective 1:

collaborate to reduce the percentage of teacher turnover in the district from 16% in 2016 to 15% by 06/30/2017 as measured by the equity tab of the school report card.

Strategy1:

Recognizing Teacher Accomplishments - Retain experienced and qualified teachers in the district by recognizing their accomplioshments.

Category: Human Capital Management

Research Cited:

Activity - Teacher Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will formally and informally recognize and support teachers who engage in practices that improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/30/2016	$0 - No Funding Required	Principal Evaluators

Phase I - GAP Target Assurance

Introduction

Pursuant to KRS 158.649 (9) The superintendent shall report to the commissioner of education if a school fails to meet its targets to reduce the gap in student achievement for any student group for two (2) consecutive years. The schools improvement plan shall be subject to review and approval by the Kentucky Department of Education and the school shall submit an annual status report. The Department of Education may provide assistance to schools as it deems necessary to assist the school in meeting its goals.

Gap Target Assurance

Label	Assurance	Response	Comment	Attachment
	As superintendent of the district, I hereby certify that:	The following school(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below	River Ridge Elementary Taylor Mill Elementary Ryland Elementary Kenton Elementary Twenhofel Middle School Turkey Foot Middle School Woodland Middle School	

Phase I - 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?

Kenton County School District was classified as Distinguished with an overall accountability score of 70.6. Six elementary schools are classified as Distinguished: Beechgrove, Fort Wright, Kenton, Piner, Hinsdale, and Ryland. At the secondary level, one middle school and one high school are classified as Distinguished: Twenhofel Middle, and Dixie Heights High School. Four elementary schools are Proficient: Caywood, River Ridge, Summit View Academy, and Taylor Mill. At the secondary level, one middle school and two high schools are Proficient: Turkeyfoot Middle, Scott High School, and Simon Kenton High School. Two middle schools are classified as Needs Improvement: Summit View Academy and Woodland.

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. The Kenton County School District is classified as a Distinguished district. Kenton County has six Distinguished and four Proficient elementary schools, one Distinguished and two Proficient high schools, one Distinguished, one Proficient, and two Needs Improvement middle schools.

As a district, the 2015 Five Year Adjusted Cohort Graduation Report shows that 94.5% of our students have become completers and received their high school diploma. The average scores for the 965 high school students taking the ACT during the 2015-16 school year are: English 20.5, Math 20.3, Reading 21.1, Science 20.8, for an overall composite of 20.8. The content and composite averages are all above the state average. The overall district composite has increased from 19.9 to 20.8 over the last five years showing a steady increase in the percentage of students who are college ready.

At the elementary and high school levels, over 65% of our students are now proficient/distinguished in reading. At the elementary level, English Language (EL) students scoring novice decreased in reading. At the middle school level, 58.4% are proficient/distinguished in reading. At the middle school level, the percentage of students with disabilities scoring novice decreased. Math proficiency data shows 60.5% proficient/distinguished at the elementary, 54.2% proficient/distinguished at the middle, and 41.2% proficient/distinguished at the high school level. At the elementary level the percentage of Hispanic, free and reduced, and students with disabilities scoring novice decreased in math. At the middle school level, African American students scoring novice decreased in math. In reviewing writing scores at all levels, the data shows that more than 62.2% of elementary and 60.1% high school students are scoring in the proficient and distinguished range, while more than 42.1% of our middle level students are proficient in writing skills.

The KCSD works hard to ensure all students are college and career ready. A variety of post-secondary transition training options are provided to students with disabilities. Special education case managers work with outside agencies and the Office of Vocational Rehabilitation (OVR) to identify individualized training opportunities to prepare students for success after graduation. Job coaches, career exploration programs, community-based instruction, transportation training, and specific instruction in self-advocacy are just a few examples of how schools across the district are working to meet this goal.

Opportunities for Improvement

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

Plans to implement research based 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 expectation of the ACT have been implemented. CERT (College Equipped Readiness Tool) will be implemented in grades 9-12 in order to enhance college and career skill development. To increase student achievement 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 Kentucky Core Academic Standards and are providing training to close the achievement gap.

66.6 % of our students are College and Career Ready. At the high school level, 63.3% of our male students are meeting the ACT benchmarks in all areas of college readiness, followed by 42.9% of our students on free or reduced lunch. Our most successful group of students meeting the college readiness standards are our female students at 60.3%. The Kenton County Academies of Innovation and Technology are providing increased opportunities for students to attain industry and KOSSA certifications for students to be counted as career ready in the accountability calculation. Middle and high schools are exploring CTE programs that will lead to industry certification at the high school level for career readiness and accountability. The STEAM Academy at Summit View Academy also focuses on college and career readiness standards. Rigorous instruction and monitoring of student progress will also be a key factor to success.

Data reveals that the gaps in proficiency between students with and without disabilities continue to be significant in the areas of both reading and math at all levels.

Although still slightly below state average (3.9%), elementary students with disabilities scoring proficient for reading and math combined have shown a steady increase in performance over the past three years. Data indicates students with disabilities in our district have trend data moving from 23.0% (baseline year), 26.6%, to 27.9% proficient. With district proficiency rates of 63.1% for all students, the district will continue to work on gap reduction for students with disabilities.

Middle school students with IEP's scoring proficient/distinguished in both reading and math decreased slightly from 12.7% in 2013-2014 to 11.8% in 2015-2016. District-wide data indicate students with disabilities scored 9.2% points lower than the state average for students with IEP's.

High school students with IEP's are also scoring below state average. Trend data for students at Scott High School indicates students with disabilities have been consistently progressing, moving from 2.3%, 6.1% to 9.6% proficient/distinguished for reading and math combined. All three high schools are 4.8% points below the state average for students with disabilities in reading and math combined, making novice reduction for students with IEP's a continued area of focus.

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. Despite our success with college readiness and increases in our graduation rate, we need to continue to work to eliminate high school dropouts. This begins in kindergarten and targeting the families of students who are beginning to show problems with chronic absenteeism. Each month, administrators from all schools meet in feeder patterns to identify and discuss at-risk students using the Persistence to Graduate report and attendance as data points at the district level. The monthly meetings are an opportunity to share data, research based strategies, and model protocols for school based meetings. These meetings arm administrators with strategies to share at school based meetings and are focused on specific students. During the meeting, administrators collaborate in a roundtable model around a specific student. Strategies and interventions are shared and an update is given on the student the following month. This collaboration among elementary, middle, and high school is powerful because solving the drop out problem is not a one size fits all intervention or only a high school problem.

The district is also monitoring out of school suspension rates with the goal of reducing the number of out of school suspensions over the next

five years. Students cannot learn if they are not in school. By continuing to implement Positive Behavior Interventions and Supports (PBIS) with fidelity in all schools, increasing the knowledge of Tier 2 and Tier 3 behavior supports, and providing increased access to mental health and wellness services, out of school suspensions will be reduced. Additional access to services combined with continued professional learning around alternatives to suspension are key to reducing our out of school suspension rate and continuing to decrease the percentage of students with disabilities who are suspended out of school compared with the percentage of regular education students.

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 the faculty is recognized for accomplishments.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

The Kenton County School District Central Office Administrators are tasked with monitoring the goals and objectives of the CDIP. This will be accomplished by Department Directors under 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 a minimum of two district-led PPR Walks per month. These walks allow for CO staff and building administrators to calibrate their understanding of quality instruction and for 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 with other teachers across the district. 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 Curriculum, Instruction, and Assessment trainings where deep content curriculum work is conducted to equip them as true instructional leaders who can coach and model content strategies for their staff.

A third component 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, MATH 180, System 44, Do the Math, LDC, MDC, etc.) are implemented with fidelity throughout the district, coaching and data monitoring are used. Read 180 and System 44 data is collected monthly, analyzed at the district level and shared with principals. The District Science, 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 Academic Support Services, Special Education Services, Preschool Services, Psychological Services, Assessment, Student Services, Federal Programs, EL, and Gifted Services. 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 are 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 Distinguished District, Kenton County Administrators are committed to a rigorous, planned, and strategic review of all district initiatives to ensure quality instruction in every classroom for every student.

Plan for Comprehensive District Improvement Plan 2016-2017

Overview

Plan Name

Plan for Comprehensive District Improvement Plan 2016-2017

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: 2	Organizational	$0
2	Reduce novice for students in gap groups (KCMP Indicator 3)	Objectives: 3 Strategies: 3 Activities: 6	Organizational	$0
3	College/Career Readiness	Objectives: 1 Strategies: 5 Activities: 11	Organizational	$91000
4	Freshman Cohort Graduation Rate	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
5	Combined Reading/Math K-Prep Proficiency Achievement	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$551330
6	Student Support to Reduce Barriers to Learning	Objectives: 2 Strategies: 3 Activities: 9	Organizational	$66700
7	Tell Survey	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
8	Equitable Distribution of Staff	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
9	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 VPA from 9.2 to 9.5, and PLCS from 9.0 to 9.3 by 06/01/2017 as measured by 2017 Program Reviews.

Strategy 1:

Implement the integration of consistent KCAS standards-based curriculum - Use the program review data and next step diagnostic information to support schools in improving and enhancing the quality of teaching and learning for all students at all levels and in all programs. District will support schools to ensure a school wide integration of the Visual and Performing Arts, and Practical Living Career Studies program skills across all contents through consistent monitoring and feedback.

Category: Professional Learning & Support

Activity - PLCS, VPA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
VPA- Progressing: All schools will focus on aligning with the National Core Arts Standards that have been adopted by KDE as part of the KCAS for VPA. PLCS- Progressing: Schools have aligned with the KCAS for Health and PE and strengthen implementation of the PECAT and HECAT to assess their health and physical education curriculum for each grade level. Schools: Beechgrove Elementary School, Taylor Mill Elementary School, Simon Kenton High School, R C Hinsdale Elementary School, Scott High School, James A Caywood Elementary School, Summit View Academy, Twenhofel Middle School, Ft Wright Elementary School, Ryland Heights Elementary School, Piner Elementary School, Dixie Heights High School, River Ridge Elementary School, White's Tower Elementary School, Turkey Foot Middle School, Woodland Middle School, Kenton Elementary School	Professional Learning	07/01/2016	06/01/2017	$0	No Funding Required	G/T and Visual and Performing Arts Consultant

Activity - Training in purpose, rubrics, work plans, and evidence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will receive training/information during principal and assistant principals meetings as it relates to the purpose of the various program reviews, the revised rubrics, and ongoing support with supporting evidence and work plans. Schools: Beechgrove Elementary School, Taylor Mill Elementary School, Simon Kenton High School, R C Hinsdale Elementary School, Scott High School, James A Caywood Elementary School, Summit View Academy, Twenhofel Middle School, Ft Wright Elementary School, Ryland Heights Elementary School, Piner Elementary School, Dixie Heights High School, River Ridge Elementary School, White's Tower Elementary School, Turkey Foot Middle School, Woodland Middle School, Kenton Elementary School	Professional Learning	07/01/2016	06/01/2017	$0	No Funding Required	G/T and Visual and Performing Arts Consultant

Goal 2: Reduce novice for students in gap groups (KCMP Indicator 3)

Measurable Objective 1:

collaborate to decrease novice achievement for elementary school students with disabilities in the gap group so that the % of novice for reading decreases from 35.8% novice in 2016 to 32.2% in 2017 and in math from 35.0% in 2016 to 31.5% by 10/01/2017 as measured by school report card novice reduction targets.

Strategy 1:

Gap Instructional Strategies - Special education teachers will implement research-based instructional strategies in the area of reading and math throughout the year in all elementary schools in the district

Category: Professional Learning & Support

Activity - Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will engage in professional learning on using data to guide instruction through monthly special education PLC meetings. Schools: Ryland Heights Elementary School, Beechgrove Elementary School, Piner Elementary School, Taylor Mill Elementary School, River Ridge Elementary School, R C Hinsdale Elementary School, James A Caywood Elementary School, Summit View Academy, White's Tower Elementary School, Kenton Elementary School, Ft Wright Elementary School	Professional Learning	07/01/2016	06/01/2017	$0	No Funding Required	Director of Special Education

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will engage in professional learning of research-based reading interventions to support instructional initiatives through monthly special education PLC meetings. Schools: Ryland Heights Elementary School, Beechgrove Elementary School, Piner Elementary School, Taylor Mill Elementary School, River Ridge Elementary School, R C Hinsdale Elementary School, James A Caywood Elementary School, Summit View Academy, White's Tower Elementary School, Kenton Elementary School, Ft Wright Elementary School	Professional Learning	07/01/2016	06/01/2017	$0	No Funding Required	Director of Special Education

Measurable Objective 2:

collaborate to decrease novice achievement for middle school students with disabilities in the gap group so that the % of novice for reading decreases from 51.1% novice in 2016 to 46.0% in 2017 and in math from 45.8% in 2016 to 41.2% by 10/01/2017 as measured by school report card novice reduction targets.

Strategy 1:

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

Category: Professional Learning & Support

Activity - MS Gap Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will engage in professional learning of research-based reading interventions to support instructional initiatives through monthly special education PLC meetings. Schools: Summit View Academy, Twenhofel Middle School, Turkey Foot Middle School, Woodland Middle School	Professional Learning	07/01/2016	06/01/2017	$0	No Funding Required	Director of Special Education

Activity - Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will engage in professional learning on using data to guide instruction through monthly special education PLC meetings. Schools: Summit View Academy, Twenhofel Middle School, Turkey Foot Middle School, Woodland Middle School	Professional Learning	07/01/2016	06/01/2017	$0	No Funding Required	Director of Special Education

Measurable Objective 3:

collaborate to decrease novice achievement for high school students with disabilities in the gap group so that the % of novice for reading decreases from 78.5% novice in 2016 to 70.7% in 2017 and in math from 51.6% in 2016 to 46.4% by 10/01/2017 as measured by school report card novice reduction targets.

Strategy 1:

HS Gap Instructional Strategies - Teachers will implement research-based instructional strategies in Literacy and Math Design Collaborative (LDC/MDC), and College

Board Springboard throughout the year in all high schools in the district.

Category: Professional Learning & Support

Activity - Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will engage in professional learning on using data to guide instruction through monthly special education PLC meetings. Schools: Dixie Heights High School, Simon Kenton High School, Scott High School	Professional Learning	07/01/2016	06/01/2017	$0	No Funding Required	Director of Special Education

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Special education teachers will engage in professional learning of research-based reading interventions to support instructional initiatives through monthly special education PLC meetings. Schools: Dixie Heights High School, Simon Kenton High School, Scott High School	Professional Learning	07/01/2016	06/01/2017	$0	No Funding Required	Director of Special Education

Goal 3: College/Career Readiness

Measurable Objective 1:

collaborate to increase the percentage of students who are college/career ready from 66.6% in 2016 to 70.0% by 10/01/2017 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, Math 180 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
Create resources and instruct principals in: - Student Engagement - Accountable Talk - Effective Learning Targets - Formative Assessments - Collaborative Instructional Strategies - Usage of data to inform instruction - Analysis of student work - Effective coaching strategies Schools: Dixie Heights High School, Simon Kenton High School, Scott High School, Summit View Academy, Twenhofel Middle School, Turkey Foot Middle School, Woodland Middle School	Professional Learning	07/01/2016	06/01/2017	$1000	District Funding	Executive Director of Academic Services and Principal Leadership Executive Director of Assessment and College/Career Readiness 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 (e.g. Live Scoring)
- Peer classroom observation and feedback
- Curriculum design and integration of Next Generation Science Standards
- Strategies for student engagement
- Accountable Talk
- Strategies for formative assessment
- Strategies for student collaboration
(KCMP Indicator 3)

Schools: Dixie Heights High School, Simon Kenton High School, Scott High School, Summit View Academy, Twenhofel Middle School, Turkey Foot Middle School, Woodland Middle School | Professional Learning | 07/01/2016 | 06/01/2017 | $0 | No Funding Required | Executive Director of Assessment and College/Career Readiness 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: ACT, NWEA, Scholastic, and CERT

Activity - Administrator Data Analysis Trainings and Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator training and monitoring in: - Item analysis for ACT assessment results - Analysis of individual student ACT/MAP/SRI/SPI/SMI/CERT 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 Schools: Dixie Heights High School, Simon Kenton High School, Scott High School, Summit View Academy, Twenhofel Middle School, Turkey Foot Middle School, Woodland Middle School	Professional Learning	07/01/2016	06/01/2017	$0	No Funding Required	Executive Director of Assessment and College/Career Readiness 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 ACT assessment results - Analysis of individual student ACT/MAP/SRI/SPI/SMI/CERT 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 Schools: Dixie Heights High School, Simon Kenton High School, Scott High School, Summit View Academy, Twenhofel Middle School, Turkey Foot Middle School, Woodland Middle School	Professional Learning	07/01/2016	06/01/2017	$0	No Funding Required	Executive Director of Assessment and College/Career Readiness Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning

Strategy 3:

Integration of 21st Century Career Pathways - 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: Work with KDE CTE Division to develop an industry certification

- Structural Engineering: Work with KDE CTE to adopt an industrial certification in Autodesk

- Robotics Engineering: Work with KDE CTE to adopt an industrial certification in Autodesk

-        Woman in Engineering: Work with KDE CTE to adopt an industrial certification in Autodesk and adopt PLTW courses in Digital Electronics and Aerospace

Engineering

- Media Arts: Work with KDE CTE to adopt an industrial certification in Adobe

- Informatics: Pilot the fourth PLTW Computer Sciences course

- Green Engineering: Adopt the third SREB Clean Energy course

- Future Educator: Adopt the fourth Education Practicum course

- Military Prep: Refinement of implementation of military curriculum

Category: Career Readiness Pathways

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

Activity - Teacher training in the seven areas of the report card and ACT prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Inquiry-based instruction
Project-based (Touch) instruction
Presentation-based instruction by students
Co-teaching and collaborative lesson planning
Motivational-based education – Academy seven area report card
Kaplan ACT materials embedded into the Academy classes
College information integration into curriculum
Leadership skill-building implementation into curriculum

Schools: Dixie Heights High School, Simon Kenton High School, Scott High School | Professional Learning | 07/01/2016 | 06/01/2017 | $10000 | Career and Technical Education Funds | Executive Director of Assessment and College/Career Readiness Director of Innovation and Technology |

Activity - Program Development of Student-Choice Career Academies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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: Work with KDE CTE Division to develop an industry certification - Structural Engineering: Work with KDE CTE to adopt an industrial certification in Autodesk - Robotics Engineering: Work with KDE CTE to adopt an industrial certification in Autodesk - Woman in Engineering: Work with KDE CTE to adopt an industrial certification in Autodesk and adopt PLTW courses in Digital Electronics and Aerospace Engineering - Media Arts: Work with KDE CTE to adopt an industrial certification in Adobe - Informatics: Pilot the fourth PLTW Computer Sciences course - Green Engineering: Adopt the third SREB Clean Energy course - Future Educator: Adopt the fourth Education Practicum course - Military Prep: Refinement of implementation of military curriculum Schools: Dixie Heights High School, Simon Kenton High School, Scott High School	Career Preparation/Orientation	07/01/2016	07/01/2016	$20000	Career and Technical Education Funds	Executive Director of Assessment and College/Career Readiness Director of Innovation and Technology

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: Dixie Heights High School, Simon Kenton High School, Scott High School | Career Preparation/Orientation | 07/01/2016 | 06/01/2017 | $39000 | IDEA | Assistant Director of Special Education Director of Special Education |

Activity - Dual Credit College Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grow the Academies Dual Credit Program to have an increased number of scholars earn 30 college credit hours. - Gemini College: Establish 30 credit hours from sophomore to senior year Schools: Dixie Heights High School, Simon Kenton High School, Scott High School	Career Preparation/Orientation	07/01/2016	06/01/2017	$2000	Career and Technical Education Funds	Executive Director of Assessment and College/Career Readiness Director of Innovation and Technology

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	07/01/2016	06/01/2017	$10000	Perkins	Executive Director of Assessment and College and Career Readiness Director of Innovation and Technology

Activity - Advisory Member Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Advisory Members and Post Secondary will be trained on: Requirements and structure of Academic Internships Procedures in required paperwork Responsibilities of partners, scholars, and school

 Schools: Dixie Heights High School, Simon Kenton High School, Scott High School | Professional Learning | 07/01/2016 | 06/01/2017 | $3000 | Career and Technical Education Funds | Executive Director of Assessment and College and Career Readiness Director of Innovation and Technology |

Activity - Academic Internship	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase the quality and quantity of academic internships to be conducted to be 50 high quality internships to meet the needs of college and career needs in the Northern Kentucky region as well as the Commonwealth of Kentucky as a whole. Schools: Dixie Heights High School, Simon Kenton High School, Scott High School	Career Preparation/Orientation	07/01/2016	06/01/2017	$6000	Perkins	Executive Director of Assessment and College and Career Readiness Director of Innovation and Technology

Goal 4: Freshman Cohort Graduation Rate

Measurable Objective 1:

collaborate to increase 5 year cohort graduation rate from 94.5% in 2016 to 95.0% by 10/01/2017 as measured by district report card graduation rate.

Strategy 1:

RBTL Feeder Pattern Meetings - District administrators will meet with school administrors 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: Persistance to Graduation

Activity - Target and Support of at-risk of not graduating with cohort	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

• All Administrators will receive professional development surrounding the Persistence to Graduation report and strategies to support at-risk students. • Administrators from each school will participate in monthly Reducing Barriers to Learning meetings with the elementary through high school feeder schools. These meetings model strategies for at-risk students and promote discussion of at-risk students. The meetings model school level RBTL meetings. • Individual schools meet at least twice a month to discuss all at-risk students based on the district level RBTL model. • In February, schools will begin sharing information about targeted at-risk students with the next school staff. Intervention plans will be discussed and developed for the 2016-2017 school year. • RBTL interventionists will be assigned to these students and maintain a relationship with students and families throughout the summer and offer additional support as the students transition to high school. Schools: Beechgrove Elementary School, Taylor Mill Elementary School, Simon Kenton High School, R C Hinsdale Elementary School, Scott High School, James A Caywood Elementary School, Summit View Academy, Twenhofel Middle School, Ft Wright Elementary School, Ryland Heights Elementary School, Piner Elementary School, Dixie Heights High School, River Ridge Elementary School, White's Tower Elementary School, Turkey Foot Middle School, Woodland Middle School, Kenton Elementary School	Academic Support Program	07/01/2016	06/01/2017	$0	No Funding Required	Director of Reducing Barriers to Learning

Goal 5: Combined Reading/Math K-Prep Proficiency Achievement

Measurable Objective 1:

collaborate to increase the average combined elementary reading and math K-PREP Proficiency scores from 63.1% in 2016 to 69.3% and the average combined middle school score from 57% in 2016 to 67% by 10/01/2017 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

| Administrators will be trained and monitored in strategies that support the implementation of KCAS. These trainings will occur in Principals meetings, school level PLCs, RTI meetings, Principal PLCs (Summits) and District CIA meetings. The areas of training include: how to effectively differentiate for faculty needs, building capacity in teacher leaders, meaningful student engagement, content-specific strategies for building instructional capacity of teachers, formative assessment, student collaboration with individual accountability, accountable talk, data analysis and flexible grouping/scheduling of students, and effective implementation of research-based programs.

Schools: Beechgrove Elementary School, Taylor Mill Elementary School, R C Hinsdale Elementary School, James A Caywood Elementary School, Summit View Academy, Twenhofel Middle School, Ft Wright Elementary School, Ryland Heights Elementary School, Piner Elementary School, River Ridge Elementary School, White's Tower Elementary School, Turkey Foot Middle School, Kenton Elementary School, Woodland Middle School | Professional Learning | 07/01/2016 | 06/01/2017 | $0 | No Funding Required | Executive Director of Academic Services and Principal Leadership Executive Director of Assessment and Accountability and College/Career Readiness Director of Early Childhood Development Director of Leadership and Learning |

Activity - Teacher Curriculum, Assessment and Instruction Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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, formative assessment, student collaboration with individual accountability, accountable talk, Literacy and Math Design Collaborative (LDC/MDC), data analysis and flexible grouping/scheduling of students, and effective implementation of research-based programs. Support will alos be provided for effective implementation with fidelity to programs such as, but not limited to: Read180, System44, iRead, Math180, Springboard, and STMath. Schools: Beechgrove Elementary School, Taylor Mill Elementary School, R C Hinsdale Elementary School, James A Caywood Elementary School, Summit View Academy, Twenhofel Middle School, Ft Wright Elementary School, Ryland Heights Elementary School, Piner Elementary School, River Ridge Elementary School, White's Tower Elementary School, Turkey Foot Middle School, Kenton Elementary School, Woodland Middle School	Professional Learning	07/01/2016	06/01/2017	$260000	Title II Part A	Executive Director of Academic Services and Principal Leadership Executive Director of College and Career Readiness Director of Leadership and Learning Director of Early Childhood Education

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
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. Professional learning will include, but will not be limited to student engagement, accountable talk, student collaboration, formative assessment, data analysis, and progress monitoring. Schools: Ryland Heights Elementary School, Beechgrove Elementary School, Piner Elementary School, Taylor Mill Elementary School, River Ridge Elementary School, James A Caywood Elementary School, Summit View Academy, White's Tower Elementary School, Kenton Elementary School, Ft Wright Elementary School	Academic Support Program	07/01/2016	06/01/2017	$291330	Title I Part A	Director of Early Childhood (Title I Coordinator)

Goal 6: Student Support to Reduce Barriers to Learning

Measurable Objective 1:

collaborate to reduce the percentage of students with 6 or more unexcused absences from 9.24% in 2015-2016 to 9% by 06/01/2017 as measured by attendance data.

Strategy 1:

Early Intervention- Chronic Absenteeism and Truancy - Analyze attendance data at the school level and implement a plan of intervention for students

Category: Persistance to Graduation

Activity - Staff Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional learning to school personnel developed around the analysis of attendance reports, impacts of school absence, and effective interventions for truancy Schools: Beechgrove Elementary School, Taylor Mill Elementary School, Simon Kenton High School, R C Hinsdale Elementary School, Scott High School, James A Caywood Elementary School, Summit View Academy, Twenhofel Middle School, Ft Wright Elementary School, Ryland Heights Elementary School, Piner Elementary School, Dixie Heights High School, River Ridge Elementary School, White's Tower Elementary School, Turkey Foot Middle School, Woodland Middle School, Kenton Elementary School	Professional Learning	07/01/2016	06/01/2017	$0	No Funding Required	Director of Reducing Barriers to Learning

Activity - Collaboration with School Personnel	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Collaborate with school personnel during monthly Reducing Barriers to Learning meetings to determine next steps for students who have six or more absences for early intervention Schools: Beechgrove Elementary School, Taylor Mill Elementary School, Simon Kenton High School, R C Hinsdale Elementary School, Scott High School, James A Caywood Elementary School, Summit View Academy, Twenhofel Middle School, Ft Wright Elementary School, Ryland Heights Elementary School, Piner Elementary School, Dixie Heights High School, River Ridge Elementary School, White's Tower Elementary School, Turkey Foot Middle School, Woodland Middle School, Kenton Elementary School	Behavioral Support Program	07/01/2016	06/01/2017	$0	No Funding Required	Director of Reducing Barriers to Learning

Activity - Truancy Needs Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with school personnel to analyze Truancy Needs Assessments given to students with four unexcused absences to identify root causes of absences and to create personalized interventions for students Schools: Beechgrove Elementary School, Taylor Mill Elementary School, Simon Kenton High School, R C Hinsdale Elementary School, Scott High School, James A Caywood Elementary School, Summit View Academy, Twenhofel Middle School, Ft Wright Elementary School, Ryland Heights Elementary School, Piner Elementary School, Dixie Heights High School, River Ridge Elementary School, White's Tower Elementary School, Turkey Foot Middle School, Woodland Middle School, Kenton Elementary School	Behavioral Support Program	07/01/2016	06/01/2017	$0	No Funding Required	Director of Reducing Barriers to Learning Family Resource Youth Development Coordinators

Activity - RBTL Interventionists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with excessive absences. Schools: Beechgrove Elementary School, Taylor Mill Elementary School, Simon Kenton High School, R C Hinsdale Elementary School, Scott High School, James A Caywood Elementary School, Summit View Academy, Twenhofel Middle School, Ft Wright Elementary School, Ryland Heights Elementary School, Piner Elementary School, Dixie Heights High School, River Ridge Elementary School, White's Tower Elementary School, Turkey Foot Middle School, Woodland Middle School, Kenton Elementary School	Behavioral Support Program	07/01/2016	06/01/2017	$65700	General Fund	Director of Reducing Barriers to Learning

Measurable Objective 2:

collaborate to Collaborate to reduce the number of out of school suspensions from 975 incidents in 2014-2015 to 926 incidents by 06/30/2016 as measured by district discipline data.

Strategy 1:

Alternatives to Suspension - Provide strategic, targeted support for students in the areas of behavior, mental health, and substance abuse

Category: Persistance to Graduation

Activity - Alternatives to Suspension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
• Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Professional Learning: Provide training to school administrators on analysis of out of school suspension reports and alternatives to suspension. • Support schools in the development of a structure for in school suspension programs to prevent out of school suspension. Schools: Beechgrove Elementary School, Taylor Mill Elementary School, Simon Kenton High School, R C Hinsdale Elementary School, Scott High School, James A Caywood Elementary School, Summit View Academy, Twenhofel Middle School, Ft Wright Elementary School, Ryland Heights Elementary School, Piner Elementary School, Dixie Heights High School, River Ridge Elementary School, White's Tower Elementary School, Turkey Foot Middle School, Woodland Middle School, Kenton Elementary School	Behavioral Support Program	07/01/2016	06/01/2017	$0	No Funding Required	Director of Reducing Barriers to Learning

Activity - Positive Behavior Interventions and Support (PBIS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
• All schools will implement PBIS with fidelity to emphasize positive behaviors in the classroom and throughout the school. School teams will monitor behavior data monthly and make recommendations to the school program based on data. • Support schools to address Tier II and Tier III behavior issues through the use of district consultants and the PASS Program. • Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with behavior issues. Schools: Beechgrove Elementary School, Taylor Mill Elementary School, Simon Kenton High School, R C Hinsdale Elementary School, Scott High School, James A Caywood Elementary School, Summit View Academy, Twenhofel Middle School, Ft Wright Elementary School, Ryland Heights Elementary School, Piner Elementary School, Dixie Heights High School, River Ridge Elementary School, White's Tower Elementary School, Turkey Foot Middle School, Woodland Middle School, Kenton Elementary School	Behavioral Support Program	07/01/2016	06/01/2017	$0	No Funding Required	Director of Reducing Barriers to Learning

Activity - Mental Health Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| • Refer students and families to the proper mental health supports: Each school has a professional school counselor to work with students. Schools have access to outside mental health providers and school based therapists to refer students who need more intensive emotional support. Schools also collaborate with outside mental health providers and school based therapists to support students' individual treatment plans.
• Provide a Tier Three intervention program for our students with a diagnosed mental health issue in Grades 6-12
• Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with mental health issues.

Schools: Beechgrove Elementary School, Taylor Mill Elementary School, Simon Kenton High School, R C Hinsdale Elementary School, Scott High School, James A Caywood Elementary School, Summit View Academy, Twenhofel Middle School, Ft Wright Elementary School, Ryland Heights Elementary School, Piner Elementary School, Dixie Heights High School, River Ridge Elementary School, White's Tower Elementary School, Turkey Foot Middle School, Woodland Middle School, Kenton Elementary School | Behavioral Support Program | 07/01/2016 | 06/01/2017 | $0 | No Funding Required | Director of Reducing Barriers to Learning |

Activity - Substance Abuse Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
• Identify students who have a substance abuse problem and refer to the proper agency. • Collaborate with school personnel to create awareness of community resources for substance abuse. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with substance abuse issues. Schools: Beechgrove Elementary School, Taylor Mill Elementary School, Simon Kenton High School, R C Hinsdale Elementary School, Scott High School, James A Caywood Elementary School, Summit View Academy, Twenhofel Middle School, Ft Wright Elementary School, Ryland Heights Elementary School, Piner Elementary School, Dixie Heights High School, River Ridge Elementary School, White's Tower Elementary School, Turkey Foot Middle School, Woodland Middle School, Kenton Elementary School	Behavioral Support Program	07/01/2016	06/01/2017	$1000	General Fund	Director of Reducing Barriers to Learning

Strategy 2:

Reduction of suspensions - Suspension rates for students with disabilities will be monitored monthly and schools will implement alternative to suspension for students with disabilities. (KCMP Indicator 4)

Category: Persistance 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: Beechgrove Elementary School, Taylor Mill Elementary School, Simon Kenton High School, R C Hinsdale Elementary School, Scott High School, James A Caywood Elementary School, Summit View Academy, Twenhofel Middle School, Ft Wright Elementary School, Ryland Heights Elementary School, Piner Elementary School, Dixie Heights High School, River Ridge Elementary School, White's Tower Elementary School, Turkey Foot Middle School, Woodland Middle School, Kenton Elementary School	Behavioral Support Program	09/01/2016	06/01/2017	$0	No Funding Required	Director of Special Education

Goal 7: Tell Survey

Measurable Objective 1:

collaborate to increase the percentage of teachers that agree that the faculty is recognized for accomplishments from 79.8% in 2015 to 85% by 06/30/2017 as measured by 2017 Tell Survey Results.

Strategy 1:

Teacher Support - School leadership will consistently support teachers.

Category: Human Capital Management

Activity - Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will provide teachers written feedback that reinforces practices which improve instruction and student learning. Schools: Beechgrove Elementary School, Taylor Mill Elementary School, Simon Kenton High School, R C Hinsdale Elementary School, Scott High School, James A Caywood Elementary School, Summit View Academy, Twenhofel Middle School, Ft Wright Elementary School, Ryland Heights Elementary School, Piner Elementary School, Dixie Heights High School, River Ridge Elementary School, White's Tower Elementary School, Turkey Foot Middle School, Woodland Middle School, Kenton Elementary School	Recruitment and Retention	07/01/2015	06/01/2017	$0	No Funding Required	Principal Evaluators

Activity - Teacher Leadership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Principals will provide opportunities for teachers to participate in school leadership roles, specifically new teacher support. Schools: Beechgrove Elementary School, Taylor Mill Elementary School, Simon Kenton High School, R C Hinsdale Elementary School, Scott High School, James A Caywood Elementary School, Summit View Academy, Twenhofel Middle School, Ft Wright Elementary School, Ryland Heights Elementary School, Piner Elementary School, Dixie Heights High School, River Ridge Elementary School, White's Tower Elementary School, Turkey Foot Middle School, Woodland Middle School, Kenton Elementary School	Recruitment and Retention	07/01/2015	06/01/2017	$0	No Funding Required	Principal Evaluators

Goal 8: Equitable Distribution of Staff

Measurable Objective 1:

collaborate to reduce the percentage of teacher turnover in the district from 16% in 2016 to 15% by 06/30/2017 as measured by the equity tab of the school report card.

Strategy 1:

Recognizing Teacher Accomplishments - Retain experienced and qualified teachers in the district by recognizing their accomplioshments.

Category: Human Capital Management

Activity - Teacher Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will formally and informally recognize and support teachers who engage in practices that improve instruction and student learning. Schools: Beechgrove Elementary School, Taylor Mill Elementary School, Simon Kenton High School, R C Hinsdale Elementary School, Scott High School, James A Caywood Elementary School, Summit View Academy, Twenhofel Middle School, Ft Wright Elementary School, Ryland Heights Elementary School, Piner Elementary School, Dixie Heights High School, River Ridge Elementary School, White's Tower Elementary School, Turkey Foot Middle School, Woodland Middle School, Kenton Elementary School	Recruitment and Retention	07/01/2015	06/30/2016	$0	No Funding Required	Principal Evaluators

Goal 9: 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 08/31/2017 as measured by survey results.

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. Schools: Beechgrove Elementary School, Taylor Mill Elementary School, Simon Kenton High School, R C Hinsdale Elementary School, Scott High School, James A Caywood Elementary School, Summit View Academy, Twenhofel Middle School, Ft Wright Elementary School, Ryland Heights Elementary School, Piner Elementary School, Dixie Heights High School, River Ridge Elementary School, White's Tower Elementary School, Turkey Foot Middle School, Woodland Middle School, Kenton Elementary School	Policy and Process	09/01/2016	08/31/2017	$0	No Funding Required	Director of Student Engagement

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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. Professional learning will include, but will not be limited to student engagement, accountable talk, student collaboration, formative assessment, data analysis, and progress monitoring.	Academic Support Program	07/01/2016	06/01/2017	$291330	Director of Early Childhood (Title I Coordinator)
				Total	$291330	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RBTL Interventionists	Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with excessive absences.	Behavioral Support Program	07/01/2016	06/01/2017	$65700	Director of Reducing Barriers to Learning
Substance Abuse Support	• Identify students who have a substance abuse problem and refer to the proper agency. • Collaborate with school personnel to create awareness of community resources for substance abuse. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with substance abuse issues.	Behavioral Support Program	07/01/2016	06/01/2017	$1000	Director of Reducing Barriers to Learning
				Total	$66700	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Academic Internship	Increase the quality and quantity of academic internships to be conducted to be 50 high quality internships to meet the needs of college and career needs in the Northern Kentucky region as well as the Commonwealth of Kentucky as a whole.	Career Preparation/Orientation	07/01/2016	06/01/2017	$6000	Executive Director of Assessment and College and Career Readiness Director of Innovation and Technology
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	07/01/2016	06/01/2017	$10000	Executive Director of Assessment and College and Career Readiness Director of Innovation and Technology
				Total	$16000	

IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	07/01/2016	06/01/2017	$39000	Assistant Director of Special Education Director of Special Education
				Total	$39000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Comprehensive District Improvement Plan

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, formative assessment, student collaboration with individual accountability, accountable talk, Literacy and Math Design Collaborative (LDC/MDC), data analysis and flexible grouping/scheduling of students, and effective implementation of research-based programs. Support will alos be provided for effective implementation with fidelity to programs such as, but not limited to: Read180, System44, iRead, Math180, Springboard, and STMath.	Professional Learning	07/01/2016	06/01/2017	$260000	Executive Director of Academic Services and Principal Leadership Executive Director of College and Career Readiness Director of Leadership and Learning Director of Early Childhood Education
			Total		$260000	

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 instruct principals in: - Student Engagement - Accountable Talk - Effective Learning Targets - Formative Assessments - Collaborative Instructional Strategies - Usage of data to inform instruction - Analysis of student work - Effective coaching strategies	Professional Learning	07/01/2016	06/01/2017	$1000	Executive Director of Academic Services and Principal Leadership Executive Director of Assessment and College/Career Readiness Director of Leadership and Learning
			Total		$1000	

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 and ACT prep	Inquiry-based instruction Project-based (Touch) instruction Presentation-based instruction by students Co-teaching and collaborative lesson planning Motivational-based education – Academy seven area report card Kaplan ACT materials embedded into the Academy classes College information integration into curriculum Leadership skill-building implementation into curriculum	Professional Learning	07/01/2016	06/01/2017	$10000	Executive Director of Assessment and College/Career Readiness Director of Innovation and Technology
Program Development of Student-Choice Career Academies	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: Work with KDE CTE Division to develop an industry certification - Structural Engineering: Work with KDE CTE to adopt an industrial certification in Autodesk - Robotics Engineering: Work with KDE CTE to adopt an industrial certification in Autodesk - Woman in Engineering: Work with KDE CTE to adopt an industrial certification in Autodesk and adopt PLTW courses in Digital Electronics and Aerospace Engineering - Media Arts: Work with KDE CTE to adopt an industrial certification in Adobe - Informatics: Pilot the fourth PLTW Computer Sciences course - Green Engineering: Adopt the third SREB Clean Energy course - Future Educator: Adopt the fourth Education Practicum course - Military Prep: Refinement of implementation of military curriculum	Career Preparation/Orientation	07/01/2016	07/01/2016	$20000	Executive Director of Assessment and College/Career Readiness Director of Innovation and Technology
Dual Credit College Opportunities	Grow the Academies Dual Credit Program to have an increased number of scholars earn 30 college credit hours. - Gemini College: Establish 30 credit hours from sophomore to senior year	Career Preparation/Orientation	07/01/2016	06/01/2017	$2000	Executive Director of Assessment and College/Career Readiness Director of Innovation and Technology

Advisory Member Training	Advisory Members and Post Secondary will be trained on: Requirements and structure of Academic Internships Procedures in required paperwork Responsibilities of partners, scholars, and school	Professional Learning	07/01/2016	06/01/2017	$3000	Executive Director of Assessment and College and Career Readiness Director of Innovation and Technology
				Total	$35000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Feedback	Principals will provide teachers written feedback that reinforces practices which improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Alternatives to Suspension	• Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Professional Learning: Provide training to school administrators on analysis of out of school suspension reports and alternatives to suspension. • Support schools in the development of a structure for in school suspension programs to prevent out of school suspension.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Teacher Recognition	Principals will formally and informally recognize and support teachers who engage in practices that improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/30/2016	$0	Principal Evaluators
Positive Behavior Interventions and Support (PBIS)	• All schools will implement PBIS with fidelity to emphasize positive behaviors in the classroom and throughout the school. School teams will monitor behavior data monthly and make recommendations to the school program based on data. • Support schools to address Tier II and Tier III behavior issues through the use of district consultants and the PASS Program. • Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with behavior issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
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.	Policy and Process	09/01/2016	08/31/2017	$0	Director of Student Engagement

Training in purpose, rubrics, work plans, and evidence	Administrators will receive training/information during principal and assistant principals meetings as it relates to the purpose of the various program reviews, the revised rubrics, and ongoing support with supporting evidence and work plans.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant
PLCS, VPA	VPA- Progressing: All schools will focus on aligning with the National Core Arts Standards that have been adopted by KDE as part of the KCAS for VPA. PLCS- Progressing: Schools have aligned with the KCAS for Health and PE and strengthen implementation of the PECAT and HECAT to assess their health and physical education curriculum for each grade level.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts 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 (e.g. Live Scoring) - Peer classroom observation and feedback - Curriculum design and integration of Next Generation Science Standards - Strategies for student engagement - Accountable Talk - Strategies for formative assessment - Strategies for student collaboration (KCMP Indicator 3)	Professional Learning	07/01/2016	06/01/2017	$0	Executive Director of Assessment and College/Career Readiness Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Instructional Strategies	Special education teachers will engage in professional learning of research-based reading interventions to support instructional initiatives through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Instructional Practices	Special education teachers will engage in professional learning on using data to guide instruction through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Instructional Practices	Special education teachers will engage in professional learning on using data to guide instruction through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Teacher Leadership	Principals will provide opportunities for teachers to participate in school leadership roles, specifically new teacher support.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators

Administrator Data Analysis Trainings and Monitoring	Administrator training and monitoring in: - Item analysis for ACT assessment results - Analysis of individual student ACT/MAP/SRI/SPI/SMI/CERT 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	07/01/2016	06/01/2017	$0	Executive Director of Assessment and College/Career Readiness Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
MS Gap Instructional Strategies	Special education teachers will engage in professional learning of research-based reading interventions to support instructional initiatives through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Instructional Strategies	Special education teachers will engage in professional learning of research-based reading interventions to support instructional initiatives through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Target and Support of at-risk of not graduating with cohort	• All Administrators will receive professional development surrounding the Persistence to Graduation report and strategies to support at-risk students. • Administrators from each school will participate in monthly Reducing Barriers to Learning meetings with the elementary through high school feeder schools. These meetings model strategies for at-risk students and promote discussion of at-risk students. The meetings model school level RBTL meetings. • Individual schools meet at least twice a month to discuss all at-risk students based on the district level RBTL model. • In February, schools will begin sharing information about targeted at-risk students with the next school staff. Intervention plans will be discussed and developed for the 2016-2017 school year. • RBTL interventionists will be assigned to these students and maintain a relationship with students and families throughout the summer and offer additional support as the students transition to high school.	Academic Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Staff Training	Provide professional learning to school personnel developed around the analysis of attendance reports, impacts of school absence, and effective interventions for truancy	Professional Learning	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Collaboration with School Personnel	Collaborate with school personnel during monthly Reducing Barriers to Learning meetings to determine next steps for students who have six or more absences for early intervention	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning

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	09/01/2016	06/01/2017	$0	Director of Special Education
Truancy Needs Assessment	Collaborate with school personnel to analyze Truancy Needs Assessments given to students with four unexcused absences to identify root causes of absences and to create personalized interventions for students	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning Family Resource Youth Development Coordinators
Teacher Data Analysis Training	Teacher training in: - Item analysis for ACT assessment results - Analysis of individual student ACT/MAP/SRI/SPI/SMI/CERT 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	07/01/2016	06/01/2017	$0	Executive Director of Assessment and College/Career Readiness Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
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, RTI meetings, Principal PLCs (Summits) and District CIA meetings. The areas of training include: how to effectively differentiate for faculty needs, building capacity in teacher leaders, meaningful student engagement, content-specific strategies for building instructional capacity of teachers, formative assessment, student collaboration with individual accountability, accountable talk, data analysis and flexible grouping/scheduling of students, and effective implementation of research-based programs.	Professional Learning	07/01/2016	06/01/2017	$0	Executive Director of Academic Services and Principal Leadership Executive Director of Assessment and Accountability and College/Career Readiness Director of Early Childhood Development Director of Leadership and Learning

Mental Health Support	• Refer students and families to the proper mental health supports: Each school has a professional school counselor to work with students. Schools have access to outside mental health providers and school based therapists to refer students who need more intensive emotional support. Schools also collaborate with outside mental health providers and school based therapists to support students' individual treatment plans. • Provide a Tier Three intervention program for our students with a diagnosed mental health issue in Grades 6-12 • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with mental health issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Instructional Practices	Special education teachers will engage in professional learning on using data to guide instruction through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
				Total	$0	

Activity Summary by School

Below is a breakdown of activity by school.

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: - Student Engagement - Accountable Talk - Effective Learning Targets - Formative Assessments - Collaborative Instructional Strategies - Usage of data to inform instruction - Analysis of student work - Effective coaching strategies	Professional Learning	07/01/2016	06/01/2017	$1000	Executive Director of Academic Services and Principal Leadership Executive Director of Assessment and College/Career Readiness 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 (e.g. Live Scoring) - Peer classroom observation and feedback - Curriculum design and integration of Next Generation Science Standards - Strategies for student engagement - Accountable Talk - Strategies for formative assessment - Strategies for student collaboration (KCMP Indicator 3)	Professional Learning	07/01/2016	06/01/2017	$0	Executive Director of Assessment and College/Career Readiness 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 ACT assessment results - Analysis of individual student ACT/MAP/SRI/SPI/SMI/CERT 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	07/01/2016	06/01/2017	$0	Executive Director of Assessment and College/Career Readiness Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Teacher Data Analysis Training	Teacher training in: - Item analysis for ACT assessment results - Analysis of individual student ACT/MAP/SRI/SPI/SMI/CERT 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	07/01/2016	06/01/2017	$0	Executive Director of Assessment and College/Career Readiness Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
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, RTI meetings, Principal PLCs (Summits) and District CIA meetings. The areas of training include: how to effectively differentiate for faculty needs, building capacity in teacher leaders, meaningful student engagement, content-specific strategies for building instructional capacity of teachers, formative assessment, student collaboration with individual accountability, accountable talk, data analysis and flexible grouping/scheduling of students, and effective implementation of research-based programs.	Professional Learning	07/01/2016	06/01/2017	$0	Executive Director of Academic Services and Principal Leadership Executive Director of Assessment and Accountability and College/Career Readiness Director of Early Childhood Development Director of Leadership and Learning

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, formative assessment, student collaboration with individual accountability, accountable talk, Literacy and Math Design Collaborative (LDC/MDC), data analysis and flexible grouping/scheduling of students, and effective implementation of research-based programs. Support will alos be provided for effective implementation with fidelity to programs such as, but not limited to: Read180, System44, iRead, Math180, Springboard, and STMath.	Professional Learning	07/01/2016	06/01/2017	$260000	Executive Director of Academic Services and Principal Leadership Executive Director of College and Career Readiness Director of Leadership and Learning Director of Early Childhood Education
PLCS, VPA	VPA- Progressing: All schools will focus on aligning with the National Core Arts Standards that have been adopted by KDE as part of the KCAS for VPA. PLCS- Progressing: Schools have aligned with the KCAS for Health and PE and strengthen implementation of the PECAT and HECAT to assess their health and physical education curriculum for each grade level.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant
Staff Training	Provide professional learning to school personnel developed around the analysis of attendance reports, impacts of school absence, and effective interventions for truancy	Professional Learning	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Collaboration with School Personnel	Collaborate with school personnel during monthly Reducing Barriers to Learning meetings to determine next steps for students who have six or more absences for early intervention	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
MS Gap Instructional Strategies	Special education teachers will engage in professional learning of research-based reading interventions to support instructional initiatives through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Instructional Practices	Special education teachers will engage in professional learning on using data to guide instruction through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Feedback	Principals will provide teachers written feedback that reinforces practices which improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Teacher Recognition	Principals will formally and informally recognize and support teachers who engage in practices that improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/30/2016	$0	Principal Evaluators

Target and Support of at-risk of not graduating with cohort	• All Administrators will receive professional development surrounding the Persistence to Graduation report and strategies to support at-risk students. • Administrators from each school will participate in monthly Reducing Barriers to Learning meetings with the elementary through high school feeder schools. These meetings model strategies for at-risk students and promote discussion of at-risk students. The meetings model school level RBTL meetings. • Individual schools meet at least twice a month to discuss all at-risk students based on the district level RBTL model. • In February, schools will begin sharing information about targeted at-risk students with the next school staff. Intervention plans will be discussed and developed for the 2016-2017 school year. • RBTL interventionists will be assigned to these students and maintain a relationship with students and families throughout the summer and offer additional support as the students transition to high school.	Academic Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
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.	Policy and Process	09/01/2016	08/31/2017	$0	Director of Student Engagement
Teacher Leadership	Principals will provide opportunities for teachers to participate in school leadership roles, specifically new teacher support.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Training in purpose, rubrics, work plans, and evidence	Administrators will receive training/information during principal and assistant principals meetings as it relates to the purpose of the various program reviews, the revised rubrics, and ongoing support with supporting evidence and work plans.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant
Truancy Needs Assessment	Collaborate with school personnel to analyze Truancy Needs Assessments given to students with four unexcused absences to identify root causes of absences and to create personalized interventions for students	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning Family Resource Youth Development Coordinators
RBTL Interventionists	Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with excessive absences.	Behavioral Support Program	07/01/2016	06/01/2017	$65700	Director of Reducing Barriers to Learning

Alternatives to Suspension	• Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Professional Learning: Provide training to school administrators on analysis of out of school suspension reports and alternatives to suspension. • Support schools in the development of a structure for in school suspension programs to prevent out of school suspension.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Positive Behavior Interventions and Support (PBIS)	• All schools will implement PBIS with fidelity to emphasize positive behaviors in the classroom and throughout the school. School teams will monitor behavior data monthly and make recommendations to the school program based on data. • Support schools to address Tier II and Tier III behavior issues through the use of district consultants and the PASS Program. • Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with behavior issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Mental Health Support	• Refer students and families to the proper mental health supports: Each school has a professional school counselor to work with students. Schools have access to outside mental health providers and school based therapists to refer students who need more intensive emotional support. Schools also collaborate with outside mental health providers and school based therapists to support students' individual treatment plans. • Provide a Tier Three intervention program for our students with a diagnosed mental health issue in Grades 6-12 • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with mental health issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Substance Abuse Support	• Identify students who have a substance abuse problem and refer to the proper agency. • Collaborate with school personnel to create awareness of community resources for substance abuse. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with substance abuse issues.	Behavioral Support Program	07/01/2016	06/01/2017	$1000	Director of Reducing Barriers to Learning
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	09/01/2016	06/01/2017	$0	Director of Special Education
				Total	$327700	

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, RTI meetings, Principal PLCs (Summits) and District CIA meetings. The areas of training include: how to effectively differentiate for faculty needs, building capacity in teacher leaders, meaningful student engagement, content-specific strategies for building instructional capacity of teachers, formative assessment, student collaboration with individual accountability, accountable talk, data analysis and flexible grouping/scheduling of students, and effective implementation of research-based programs.	Professional Learning	07/01/2016	06/01/2017	$0	Executive Director of Academic Services and Principal Leadership Executive Director of Assessment and Accountability and College/Career Readiness Director of Early Childhood Development Director of Leadership and Learning
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, formative assessment, student collaboration with individual accountability, accountable talk, Literacy and Math Design Collaborative (LDC/MDC), data analysis and flexible grouping/scheduling of students, and effective implementation of research-based programs. Support will alos be provided for effective implementation with fidelity to programs such as, but not limited to: Read180, System44, iRead, Math180, Springboard, and STMath.	Professional Learning	07/01/2016	06/01/2017	$260000	Executive Director of Academic Services and Principal Leadership Executive Director of College and Career Readiness Director of Leadership and Learning Director of Early Childhood Education
PLCS, VPA	VPA- Progressing: All schools will focus on aligning with the National Core Arts Standards that have been adopted by KDE as part of the KCAS for VPA. PLCS- Progressing: Schools have aligned with the KCAS for Health and PE and strengthen implementation of the PECAT and HECAT to assess their health and physical education curriculum for each grade level.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant

Staff Training	Provide professional learning to school personnel developed around the analysis of attendance reports, impacts of school absence, and effective interventions for truancy	Professional Learning	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Collaboration with School Personnel	Collaborate with school personnel during monthly Reducing Barriers to Learning meetings to determine next steps for students who have six or more absences for early intervention	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Instructional Practices	Special education teachers will engage in professional learning on using data to guide instruction through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Feedback	Principals will provide teachers written feedback that reinforces practices which improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Teacher Recognition	Principals will formally and informally recognize and support teachers who engage in practices that improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/30/2016	$0	Principal Evaluators
Target and Support of at-risk of not graduating with cohort	• All Administrators will receive professional development surrounding the Persistence to Graduation report and strategies to support at-risk students. • Administrators from each school will participate in monthly Reducing Barriers to Learning meetings with the elementary through high school feeder schools. These meetings model strategies for at-risk students and promote discussion of at-risk students. The meetings model school level RBTL meetings. • Individual schools meet at least twice a month to discuss all at-risk students based on the district level RBTL model. • In February, schools will begin sharing information about targeted at-risk students with the next school staff. Intervention plans will be discussed and developed for the 2016-2017 school year. • RBTL interventionists will be assigned to these students and maintain a relationship with students and families throughout the summer and offer additional support as the students transition to high school.	Academic Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
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. Professional learning will include, but will not be limited to student engagement, accountable talk, student collaboration, formative assessment, data analysis, and progress monitoring.	Academic Support Program	07/01/2016	06/01/2017	$291330	Director of Early Childhood (Title I Coordinator)
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.	Policy and Process	09/01/2016	08/31/2017	$0	Director of Student Engagement

Instructional Strategies	Special education teachers will engage in professional learning of research-based reading interventions to support instructional initiatives through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Teacher Leadership	Principals will provide opportunities for teachers to participate in school leadership roles, specifically new teacher support.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Training in purpose, rubrics, work plans, and evidence	Administrators will receive training/information during principal and assistant principals meetings as it relates to the purpose of the various program reviews, the revised rubrics, and ongoing support with supporting evidence and work plans.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant
Truancy Needs Assessment	Collaborate with school personnel to analyze Truancy Needs Assessments given to students with four unexcused absences to identify root causes of absences and to create personalized interventions for students	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning Family Resource Youth Development Coordinators
RBTL Interventionists	Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with excessive absences.	Behavioral Support Program	07/01/2016	06/01/2017	$65700	Director of Reducing Barriers to Learning
Alternatives to Suspension	• Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Professional Learning: Provide training to school administrators on analysis of out of school suspension reports and alternatives to suspension. • Support schools in the development of a structure for in school suspension programs to prevent out of school suspension.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Positive Behavior Interventions and Support (PBIS)	• All schools will implement PBIS with fidelity to emphasize positive behaviors in the classroom and throughout the school. School teams will monitor behavior data monthly and make recommendations to the school program based on data. • Support schools to address Tier II and Tier III behavior issues through the use of district consultants and the PASS Program. • Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with behavior issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning

Comprehensive District Improvement Plan

Kenton County

Mental Health Support	• Refer students and families to the proper mental health supports: Each school has a professional school counselor to work with students. Schools have access to outside mental health providers and school based therapists to refer students who need more intensive emotional support. Schools also collaborate with outside mental health providers and school based therapists to support students' individual treatment plans. • Provide a Tier Three intervention program for our students with a diagnosed mental health issue in Grades 6-12 • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with mental health issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Substance Abuse Support	• Identify students who have a substance abuse problem and refer to the proper agency. • Collaborate with school personnel to create awareness of community resources for substance abuse. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with substance abuse issues.	Behavioral Support Program	07/01/2016	06/01/2017	$1000	Director of Reducing Barriers to Learning
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	09/01/2016	06/01/2017	$0	Director of Special Education
				Total	$618030	

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: - Student Engagement - Accountable Talk - Effective Learning Targets - Formative Assessments - Collaborative Instructional Strategies - Usage of data to inform instruction - Analysis of student work - Effective coaching strategies	Professional Learning	07/01/2016	06/01/2017	$1000	Executive Director of Academic Services and Principal Leadership Executive Director of Assessment and College/Career Readiness 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 (e.g. Live Scoring) - Peer classroom observation and feedback - Curriculum design and integration of Next Generation Science Standards - Strategies for student engagement - Accountable Talk - Strategies for formative assessment - Strategies for student collaboration (KCMP Indicator 3)	Professional Learning	07/01/2016	06/01/2017	$0	Executive Director of Assessment and College/Career Readiness 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 ACT assessment results - Analysis of individual student ACT/MAP/SRI/SPI/SMI/CERT 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	07/01/2016	06/01/2017	$0	Executive Director of Assessment and College/Career Readiness Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Teacher Data Analysis Training	Teacher training in: - Item analysis for ACT assessment results - Analysis of individual student ACT/MAP/SRI/SPI/SMI/CERT 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	07/01/2016	06/01/2017	$0	Executive Director of Assessment and College/Career Readiness Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning

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, RTI meetings, Principal PLCs (Summits) and District CIA meetings. The areas of training include: how to effectively differentiate for faculty needs, building capacity in teacher leaders, meaningful student engagement, content-specific strategies for building instructional capacity of teachers, formative assessment, student collaboration with individual accountability, accountable talk, data analysis and flexible grouping/scheduling of students, and effective implementation of research-based programs.	Professional Learning	07/01/2016	06/01/2017	$0	Executive Director of Academic Services and Principal Leadership Executive Director of Assessment and Accountability and College/Care er Readiness Director of Early Childhood Development Director of Leadership and Learning
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, formative assessment, student collaboration with individual accountability, accountable talk, Literacy and Math Design Collaborative (LDC/MDC), data analysis and flexible grouping/scheduling of students, and effective implementation of research-based programs. Support will alos be provided for effective implementation with fidelity to programs such as, but not limited to: Read180, System44, iRead, Math180, Springboard, and STMath.	Professional Learning	07/01/2016	06/01/2017	$260000	Executive Director of Academic Services and Principal Leadership Executive Director of College and Career Readiness Director of Leadership and Learning Director of Early Childhood Education
PLCS, VPA	VPA- Progressing: All schools will focus on aligning with the National Core Arts Standards that have been adopted by KDE as part of the KCAS for VPA. PLCS- Progressing: Schools have aligned with the KCAS for Health and PE and strengthen implementation of the PECAT and HECAT to assess their health and physical education curriculum for each grade level.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant
Staff Training	Provide professional learning to school personnel developed around the analysis of attendance reports, impacts of school absence, and effective interventions for truancy	Professional Learning	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning

Collaboration with School Personnel	Collaborate with school personnel during monthly Reducing Barriers to Learning meetings to determine next steps for students who have six or more absences for early intervention	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
MS Gap Instructional Strategies	Special education teachers will engage in professional learning of research-based reading interventions to support instructional initiatives through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Instructional Practices	Special education teachers will engage in professional learning on using data to guide instruction through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Feedback	Principals will provide teachers written feedback that reinforces practices which improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Teacher Recognition	Principals will formally and informally recognize and support teachers who engage in practices that improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/30/2016	$0	Principal Evaluators
Target and Support of at-risk of not graduating with cohort	• All Administrators will receive professional development surrounding the Persistence to Graduation report and strategies to support at-risk students. • Administrators from each school will participate in monthly Reducing Barriers to Learning meetings with the elementary through high school feeder schools. These meetings model strategies for at-risk students and promote discussion of at-risk students. The meetings model school level RBTL meetings. • Individual schools meet at least twice a month to discuss all at-risk students based on the district level RBTL model. • In February, schools will begin sharing information about targeted at-risk students with the next school staff. Intervention plans will be discussed and developed for the 2016-2017 school year. • RBTL interventionists will be assigned to these students and maintain a relationship with students and families throughout the summer and offer additional support as the students transition to high school.	Academic Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
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.	Policy and Process	09/01/2016	08/31/2017	$0	Director of Student Engagement
Teacher Leadership	Principals will provide opportunities for teachers to participate in school leadership roles, specifically new teacher support.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Training in purpose, rubrics, work plans, and evidence	Administrators will receive training/information during principal and assistant principals meetings as it relates to the purpose of the various program reviews, the revised rubrics, and ongoing support with supporting evidence and work plans.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant

Truancy Needs Assessment	Collaborate with school personnel to analyze Truancy Needs Assessments given to students with four unexcused absences to identify root causes of absences and to create personalized interventions for students	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning Family Resource Youth Development Coordinators
RBTL Interventionists	Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with excessive absences.	Behavioral Support Program	07/01/2016	06/01/2017	$65700	Director of Reducing Barriers to Learning
Alternatives to Suspension	• Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Professional Learning: Provide training to school administrators on analysis of out of school suspension reports and alternatives to suspension. • Support schools in the development of a structure for in school suspension programs to prevent out of school suspension.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Positive Behavior Interventions and Support (PBIS)	• All schools will implement PBIS with fidelity to emphasize positive behaviors in the classroom and throughout the school. School teams will monitor behavior data monthly and make recommendations to the school program based on data. • Support schools to address Tier II and Tier III behavior issues through the use of district consultants and the PASS Program. • Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with behavior issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Mental Health Support	• Refer students and families to the proper mental health supports: Each school has a professional school counselor to work with students. Schools have access to outside mental health providers and school based therapists to refer students who need more intensive emotional support. Schools also collaborate with outside mental health providers and school based therapists to support students' individual treatment plans. • Provide a Tier Three intervention program for our students with a diagnosed mental health issue in Grades 6-12 • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with mental health issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning

Comprehensive District Improvement Plan

Kenton County

Substance Abuse Support	• Identify students who have a substance abuse problem and refer to the proper agency. • Collaborate with school personnel to create awareness of community resources for substance abuse. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with substance abuse issues.	Behavioral Support Program	07/01/2016	06/01/2017	$1000	Director of Reducing Barriers to Learning
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	09/01/2016	06/01/2017	$0	Director of Special Education
				Total	$327700	

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: - Student Engagement - Accountable Talk - Effective Learning Targets - Formative Assessments - Collaborative Instructional Strategies - Usage of data to inform instruction - Analysis of student work - Effective coaching strategies	Professional Learning	07/01/2016	06/01/2017	$1000	Executive Director of Academic Services and Principal Leadership Executive Director of Assessment and College/Career Readiness 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 (e.g. Live Scoring) - Peer classroom observation and feedback - Curriculum design and integration of Next Generation Science Standards - Strategies for student engagement - Accountable Talk - Strategies for formative assessment - Strategies for student collaboration (KCMP Indicator 3)	Professional Learning	07/01/2016	06/01/2017	$0	Executive Director of Assessment and College/Career Readiness 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 ACT assessment results - Analysis of individual student ACT/MAP/SRI/SPI/SMI/CERT 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	07/01/2016	06/01/2017	$0	Executive Director of Assessment and College/Career Readiness Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Teacher Data Analysis Training	Teacher training in: - Item analysis for ACT assessment results - Analysis of individual student ACT/MAP/SRI/SPI/SMI/CERT 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	07/01/2016	06/01/2017	$0	Executive Director of Assessment and College/Career Readiness Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
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, RTI meetings, Principal PLCs (Summits) and District CIA meetings. The areas of training include: how to effectively differentiate for faculty needs, building capacity in teacher leaders, meaningful student engagement, content-specific strategies for building instructional capacity of teachers, formative assessment, student collaboration with individual accountability, accountable talk, data analysis and flexible grouping/scheduling of students, and effective implementation of research-based programs.	Professional Learning	07/01/2016	06/01/2017	$0	Executive Director of Academic Services and Principal Leadership Executive Director of Assessment and Accountability and College/Career Readiness Director of Early Childhood Development Director of Leadership and Learning

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, formative assessment, student collaboration with individual accountability, accountable talk, Literacy and Math Design Collaborative (LDC/MDC), data analysis and flexible grouping/scheduling of students, and effective implementation of research-based programs. Support will alos be provided for effective implementation with fidelity to programs such as, but not limited to: Read180, System44, iRead, Math180, Springboard, and STMath.	Professional Learning	07/01/2016	06/01/2017	$260000	Executive Director of Academic Services and Principal Leadership Executive Director of College and Career Readiness Director of Leadership and Learning Director of Early Childhood Education
PLCS, VPA	VPA- Progressing: All schools will focus on aligning with the National Core Arts Standards that have been adopted by KDE as part of the KCAS for VPA. PLCS- Progressing: Schools have aligned with the KCAS for Health and PE and strengthen implementation of the PECAT and HECAT to assess their health and physical education curriculum for each grade level.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant
Staff Training	Provide professional learning to school personnel developed around the analysis of attendance reports, impacts of school absence, and effective interventions for truancy	Professional Learning	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Collaboration with School Personnel	Collaborate with school personnel during monthly Reducing Barriers to Learning meetings to determine next steps for students who have six or more absences for early intervention	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
MS Gap Instructional Strategies	Special education teachers will engage in professional learning of research-based reading interventions to support instructional initiatives through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Instructional Practices	Special education teachers will engage in professional learning on using data to guide instruction through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Feedback	Principals will provide teachers written feedback that reinforces practices which improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Teacher Recognition	Principals will formally and informally recognize and support teachers who engage in practices that improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/30/2016	$0	Principal Evaluators

Target and Support of at-risk of not graduating with cohort	• All Administrators will receive professional development surrounding the Persistence to Graduation report and strategies to support at-risk students. • Administrators from each school will participate in monthly Reducing Barriers to Learning meetings with the elementary through high school feeder schools. These meetings model strategies for at-risk students and promote discussion of at-risk students. The meetings model school level RBTL meetings. • Individual schools meet at least twice a month to discuss all at-risk students based on the district level RBTL model. • In February, schools will begin sharing information about targeted at-risk students with the next school staff. Intervention plans will be discussed and developed for the 2016-2017 school year. • RBTL interventionists will be assigned to these students and maintain a relationship with students and families throughout the summer and offer additional support as the students transition to high school.	Academic Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
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.	Policy and Process	09/01/2016	08/31/2017	$0	Director of Student Engagement
Teacher Leadership	Principals will provide opportunities for teachers to participate in school leadership roles, specifically new teacher support.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Training in purpose, rubrics, work plans, and evidence	Administrators will receive training/information during principal and assistant principals meetings as it relates to the purpose of the various program reviews, the revised rubrics, and ongoing support with supporting evidence and work plans.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant
Truancy Needs Assessment	Collaborate with school personnel to analyze Truancy Needs Assessments given to students with four unexcused absences to identify root causes of absences and to create personalized interventions for students	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning Family Resource Youth Development Coordinators
RBTL Interventionists	Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with excessive absences.	Behavioral Support Program	07/01/2016	06/01/2017	$65700	Director of Reducing Barriers to Learning

Alternatives to Suspension	• Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Professional Learning: Provide training to school administrators on analysis of out of school suspension reports and alternatives to suspension. • Support schools in the development of a structure for in school suspension programs to prevent out of school suspension.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Positive Behavior Interventions and Support (PBIS)	• All schools will implement PBIS with fidelity to emphasize positive behaviors in the classroom and throughout the school. School teams will monitor behavior data monthly and make recommendations to the school program based on data. • Support schools to address Tier II and Tier III behavior issues through the use of district consultants and the PASS Program. • Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with behavior issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Mental Health Support	• Refer students and families to the proper mental health supports: Each school has a professional school counselor to work with students. Schools have access to outside mental health providers and school based therapists to refer students who need more intensive emotional support. Schools also collaborate with outside mental health providers and school based therapists to support students' individual treatment plans. • Provide a Tier Three intervention program for our students with a diagnosed mental health issue in Grades 6-12 • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with mental health issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Substance Abuse Support	• Identify students who have a substance abuse problem and refer to the proper agency. • Collaborate with school personnel to create awareness of community resources for substance abuse. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with substance abuse issues.	Behavioral Support Program	07/01/2016	06/01/2017	$1000	Director of Reducing Barriers to Learning
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	09/01/2016	06/01/2017	$0	Director of Special Education
				Total	$327700	

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, RTI meetings, Principal PLCs (Summits) and District CIA meetings. The areas of training include: how to effectively differentiate for faculty needs, building capacity in teacher leaders, meaningful student engagement, content-specific strategies for building instructional capacity of teachers, formative assessment, student collaboration with individual accountability, accountable talk, data analysis and flexible grouping/scheduling of students, and effective implementation of research-based programs.	Professional Learning	07/01/2016	06/01/2017	$0	Executive Director of Academic Services and Principal Leadership Executive Director of Assessment and Accountability and College/Career Readiness Director of Early Childhood Development Director of Leadership and Learning
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, formative assessment, student collaboration with individual accountability, accountable talk, Literacy and Math Design Collaborative (LDC/MDC), data analysis and flexible grouping/scheduling of students, and effective implementation of research-based programs. Support will alos be provided for effective implementation with fidelity to programs such as, but not limited to: Read180, System44, iRead, Math180, Springboard, and STMath.	Professional Learning	07/01/2016	06/01/2017	$260000	Executive Director of Academic Services and Principal Leadership Executive Director of College and Career Readiness Director of Leadership and Learning Director of Early Childhood Education
PLCS, VPA	VPA- Progressing: All schools will focus on aligning with the National Core Arts Standards that have been adopted by KDE as part of the KCAS for VPA. PLCS- Progressing: Schools have aligned with the KCAS for Health and PE and strengthen implementation of the PECAT and HECAT to assess their health and physical education curriculum for each grade level.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant

Staff Training	Provide professional learning to school personnel developed around the analysis of attendance reports, impacts of school absence, and effective interventions for truancy	Professional Learning	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Collaboration with School Personnel	Collaborate with school personnel during monthly Reducing Barriers to Learning meetings to determine next steps for students who have six or more absences for early intervention	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Instructional Practices	Special education teachers will engage in professional learning on using data to guide instruction through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Feedback	Principals will provide teachers written feedback that reinforces practices which improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Teacher Recognition	Principals will formally and informally recognize and support teachers who engage in practices that improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/30/2016	$0	Principal Evaluators
Target and Support of at-risk of not graduating with cohort	• All Administrators will receive professional development surrounding the Persistence to Graduation report and strategies to support at-risk students. • Administrators from each school will participate in monthly Reducing Barriers to Learning meetings with the elementary through high school feeder schools. These meetings model strategies for at-risk students and promote discussion of at-risk students. The meetings model school level RBTL meetings. • Individual schools meet at least twice a month to discuss all at-risk students based on the district level RBTL model. • In February, schools will begin sharing information about targeted at-risk students with the next school staff. Intervention plans will be discussed and developed for the 2016-2017 school year. • RBTL interventionists will be assigned to these students and maintain a relationship with students and families throughout the summer and offer additional support as the students transition to high school.	Academic Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
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. Professional learning will include, but will not be limited to student engagement, accountable talk, student collaboration, formative assessment, data analysis, and progress monitoring.	Academic Support Program	07/01/2016	06/01/2017	$291330	Director of Early Childhood (Title I Coordinator)
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.	Policy and Process	09/01/2016	08/31/2017	$0	Director of Student Engagement

Instructional Strategies	Special education teachers will engage in professional learning of research-based reading interventions to support instructional initiatives through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Teacher Leadership	Principals will provide opportunities for teachers to participate in school leadership roles, specifically new teacher support.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Training in purpose, rubrics, work plans, and evidence	Administrators will receive training/information during principal and assistant principals meetings as it relates to the purpose of the various program reviews, the revised rubrics, and ongoing support with supporting evidence and work plans.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant
Truancy Needs Assessment	Collaborate with school personnel to analyze Truancy Needs Assessments given to students with four unexcused absences to identify root causes of absences and to create personalized interventions for students	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning Family Resource Youth Development Coordinators
RBTL Interventionists	Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with excessive absences.	Behavioral Support Program	07/01/2016	06/01/2017	$65700	Director of Reducing Barriers to Learning
Alternatives to Suspension	• Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Professional Learning: Provide training to school administrators on analysis of out of school suspension reports and alternatives to suspension. • Support schools in the development of a structure for in school suspension programs to prevent out of school suspension.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Positive Behavior Interventions and Support (PBIS)	• All schools will implement PBIS with fidelity to emphasize positive behaviors in the classroom and throughout the school. School teams will monitor behavior data monthly and make recommendations to the school program based on data. • Support schools to address Tier II and Tier III behavior issues through the use of district consultants and the PASS Program. • Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with behavior issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning

Mental Health Support	• Refer students and families to the proper mental health supports: Each school has a professional school counselor to work with students. Schools have access to outside mental health providers and school based therapists to refer students who need more intensive emotional support. Schools also collaborate with outside mental health providers and school based therapists to support students' individual treatment plans. • Provide a Tier Three intervention program for our students with a diagnosed mental health issue in Grades 6-12 • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with mental health issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Substance Abuse Support	• Identify students who have a substance abuse problem and refer to the proper agency. • Collaborate with school personnel to create awareness of community resources for substance abuse. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with substance abuse issues.	Behavioral Support Program	07/01/2016	06/01/2017	$1000	Director of Reducing Barriers to Learning
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	09/01/2016	06/01/2017	$0	Director of Special Education

				Total	$618030	

Summit View Academy

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: - Student Engagement - Accountable Talk - Effective Learning Targets - Formative Assessments - Collaborative Instructional Strategies - Usage of data to inform instruction - Analysis of student work - Effective coaching strategies	Professional Learning	07/01/2016	06/01/2017	$1000	Executive Director of Academic Services and Principal Leadership Executive Director of Assessment and College/Career Readiness 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 (e.g. Live Scoring) - Peer classroom observation and feedback - Curriculum design and integration of Next Generation Science Standards - Strategies for student engagement - Accountable Talk - Strategies for formative assessment - Strategies for student collaboration (KCMP Indicator 3)	Professional Learning	07/01/2016	06/01/2017	$0	Executive Director of Assessment and College/Career Readiness 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 ACT assessment results - Analysis of individual student ACT/MAP/SRI/SPI/SMI/CERT 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	07/01/2016	06/01/2017	$0	Executive Director of Assessment and College/Career Readiness Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Teacher Data Analysis Training	Teacher training in: - Item analysis for ACT assessment results - Analysis of individual student ACT/MAP/SRI/SPI/SMI/CERT 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	07/01/2016	06/01/2017	$0	Executive Director of Assessment and College/Career Readiness Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning

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, RTI meetings, Principal PLCs (Summits) and District CIA meetings. The areas of training include: how to effectively differentiate for faculty needs, building capacity in teacher leaders, meaningful student engagement, content-specific strategies for building instructional capacity of teachers, formative assessment, student collaboration with individual accountability, accountable talk, data analysis and flexible grouping/scheduling of students, and effective implementation of research-based programs.	Professional Learning	07/01/2016	06/01/2017	$0	Executive Director of Academic Services and Principal Leadership Executive Director of Assessment and Accountability and College/Career Readiness Director of Early Childhood Development Director of Leadership and Learning
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, formative assessment, student collaboration with individual accountability, accountable talk, Literacy and Math Design Collaborative (LDC/MDC), data analysis and flexible grouping/scheduling of students, and effective implementation of research-based programs. Support will alos be provided for effective implementation with fidelity to programs such as, but not limited to: Read180, System44, iRead, Math180, Springboard, and STMath.	Professional Learning	07/01/2016	06/01/2017	$260000	Executive Director of Academic Services and Principal Leadership Executive Director of College and Career Readiness Director of Leadership and Learning Director of Early Childhood Education
PLCS, VPA	VPA- Progressing: All schools will focus on aligning with the National Core Arts Standards that have been adopted by KDE as part of the KCAS for VPA. PLCS- Progressing: Schools have aligned with the KCAS for Health and PE and strengthen implementation of the PECAT and HECAT to assess their health and physical education curriculum for each grade level.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant
Staff Training	Provide professional learning to school personnel developed around the analysis of attendance reports, impacts of school absence, and effective interventions for truancy	Professional Learning	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning

Collaboration with School Personnel	Collaborate with school personnel during monthly Reducing Barriers to Learning meetings to determine next steps for students who have six or more absences for early intervention	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
MS Gap Instructional Strategies	Special education teachers will engage in professional learning of research-based reading interventions to support instructional initiatives through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Instructional Practices	Special education teachers will engage in professional learning on using data to guide instruction through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Instructional Practices	Special education teachers will engage in professional learning on using data to guide instruction through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Feedback	Principals will provide teachers written feedback that reinforces practices which improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Teacher Recognition	Principals will formally and informally recognize and support teachers who engage in practices that improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/30/2016	$0	Principal Evaluators
Target and Support of at-risk of not graduating with cohort	• All Administrators will receive professional development surrounding the Persistence to Graduation report and strategies to support at-risk students. • Administrators from each school will participate in monthly Reducing Barriers to Learning meetings with the elementary through high school feeder schools. These meetings model strategies for at-risk students and promote discussion of at-risk students. The meetings model school level RBTL meetings. • Individual schools meet at least twice a month to discuss all at-risk students based on the district level RBTL model. • In February, schools will begin sharing information about targeted at-risk students with the next school staff. Intervention plans will be discussed and developed for the 2016-2017 school year. • RBTL interventionists will be assigned to these students and maintain a relationship with students and families throughout the summer and offer additional support as the students transition to high school.	Academic Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
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. Professional learning will include, but will not be limited to student engagement, accountable talk, student collaboration, formative assessment, data analysis, and progress monitoring.	Academic Support Program	07/01/2016	06/01/2017	$291330	Director of Early Childhood (Title I Coordinator)

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.	Policy and Process	09/01/2016	08/31/2017	$0	Director of Student Engagement
Instructional Strategies	Special education teachers will engage in professional learning of research-based reading interventions to support instructional initiatives through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Teacher Leadership	Principals will provide opportunities for teachers to participate in school leadership roles, specifically new teacher support.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Training in purpose, rubrics, work plans, and evidence	Administrators will receive training/information during principal and assistant principals meetings as it relates to the purpose of the various program reviews, the revised rubrics, and ongoing support with supporting evidence and work plans.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant
Truancy Needs Assessment	Collaborate with school personnel to analyze Truancy Needs Assessments given to students with four unexcused absences to identify root causes of absences and to create personalized interventions for students	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning Family Resource Youth Development Coordinators
RBTL Interventionists	Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with excessive absences.	Behavioral Support Program	07/01/2016	06/01/2017	$65700	Director of Reducing Barriers to Learning
Alternatives to Suspension	• Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Professional Learning: Provide training to school administrators on analysis of out of school suspension reports and alternatives to suspension. • Support schools in the development of a structure for in school suspension programs to prevent out of school suspension.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning

Positive Behavior Interventions and Support (PBIS)	• All schools will implement PBIS with fidelity to emphasize positive behaviors in the classroom and throughout the school. School teams will monitor behavior data monthly and make recommendations to the school program based on data. • Support schools to address Tier II and Tier III behavior issues through the use of district consultants and the PASS Program. • Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with behavior issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Mental Health Support	• Refer students and families to the proper mental health supports: Each school has a professional school counselor to work with students. Schools have access to outside mental health providers and school based therapists to refer students who need more intensive emotional support. Schools also collaborate with outside mental health providers and school based therapists to support students' individual treatment plans. • Provide a Tier Three intervention program for our students with a diagnosed mental health issue in Grades 6-12 • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with mental health issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Substance Abuse Support	• Identify students who have a substance abuse problem and refer to the proper agency. • Collaborate with school personnel to create awareness of community resources for substance abuse. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with substance abuse issues.	Behavioral Support Program	07/01/2016	06/01/2017	$1000	Director of Reducing Barriers to Learning
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	09/01/2016	06/01/2017	$0	Director of Special Education
				Total	$619030	

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: - Student Engagement - Accountable Talk - Effective Learning Targets - Formative Assessments - Collaborative Instructional Strategies - Usage of data to inform instruction - Analysis of student work - Effective coaching strategies	Professional Learning	07/01/2016	06/01/2017	$1000	Executive Director of Academic Services and Principal Leadership Executive Director of Assessment and College/Career Readiness 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 (e.g. Live Scoring) - Peer classroom observation and feedback - Curriculum design and integration of Next Generation Science Standards - Strategies for student engagement - Accountable Talk - Strategies for formative assessment - Strategies for student collaboration (KCMP Indicator 3)	Professional Learning	07/01/2016	06/01/2017	$0	Executive Director of Assessment and College/Career Readiness 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 ACT assessment results - Analysis of individual student ACT/MAP/SRI/SPI/SMI/CERT 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	07/01/2016	06/01/2017	$0	Executive Director of Assessment and College/Career Readiness Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning

Teacher Data Analysis Training	Teacher training in: - Item analysis for ACT assessment results - Analysis of individual student ACT/MAP/SRI/SPI/SMI/CERT 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	07/01/2016	06/01/2017	$0	Executive Director of Assessment and College/Career Readiness Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Teacher training in the seven areas of the report card and ACT prep	Inquiry-based instruction Project-based (Touch) instruction Presentation-based instruction by students Co-teaching and collaborative lesson planning Motivational-based education – Academy seven area report card Kaplan ACT materials embedded into the Academy classes College information integration into curriculum Leadership skill-building implementation into curriculum	Professional Learning	07/01/2016	06/01/2017	$10000	Executive Director of Assessment and College/Career Readiness Director of Innovation and Technology
Program Development of Student-Choice Career Academies	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: Work with KDE CTE Division to develop an industry certification - Structural Engineering: Work with KDE CTE to adopt an industrial certification in Autodesk - Robotics Engineering: Work with KDE CTE to adopt an industrial certification in Autodesk - Woman in Engineering: Work with KDE CTE to adopt an industrial certification in Autodesk and adopt PLTW courses in Digital Electronics and Aerospace Engineering - Media Arts: Work with KDE CTE to adopt an industrial certification in Adobe - Informatics: Pilot the fourth PLTW Computer Sciences course - Green Engineering: Adopt the third SREB Clean Energy course - Future Educator: Adopt the fourth Education Practicum course - Military Prep: Refinement of implementation of military curriculum	Career Preparation/Orientation	07/01/2016	07/01/2016	$20000	Executive Director of Assessment and College/ Career Readiness Director of Innovation and Technology

PLCS, VPA	VPA- Progressing: All schools will focus on aligning with the National Core Arts Standards that have been adopted by KDE as part of the KCAS for VPA. PLCS- Progressing: Schools have aligned with the KCAS for Health and PE and strengthen implementation of the PECAT and HECAT to assess their health and physical education curriculum for each grade level.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant
Staff Training	Provide professional learning to school personnel developed around the analysis of attendance reports, impacts of school absence, and effective interventions for truancy	Professional Learning	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Collaboration with School Personnel	Collaborate with school personnel during monthly Reducing Barriers to Learning meetings to determine next steps for students who have six or more absences for early intervention	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to 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	07/01/2016	06/01/2017	$39000	Assistant Director of Special Education Director of Special Education
Instructional Practices	Special education teachers will engage in professional learning on using data to guide instruction through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Instructional Strategies	Special education teachers will engage in professional learning of research-based reading interventions to support instructional initiatives through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Feedback	Principals will provide teachers written feedback that reinforces practices which improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Teacher Recognition	Principals will formally and informally recognize and support teachers who engage in practices that improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/30/2016	$0	Principal Evaluators

Target and Support of at-risk of not graduating with cohort	• All Administrators will receive professional development surrounding the Persistence to Graduation report and strategies to support at-risk students. • Administrators from each school will participate in monthly Reducing Barriers to Learning meetings with the elementary through high school feeder schools. These meetings model strategies for at-risk students and promote discussion of at-risk students. The meetings model school level RBTL meetings. • Individual schools meet at least twice a month to discuss all at-risk students based on the district level RBTL model. • In February, schools will begin sharing information about targeted at-risk students with the next school staff. Intervention plans will be discussed and developed for the 2016-2017 school year. • RBTL interventionists will be assigned to these students and maintain a relationship with students and families throughout the summer and offer additional support as the students transition to high school.	Academic Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
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	07/01/2016	06/01/2017	$10000	Executive Director of Assessment and College and Career Readiness Director of Innovation and Technology
Advisory Member Training	Advisory Members and Post Secondary will be trained on: Requirements and structure of Academic Internships Procedures in required paperwork Responsibilities of partners, scholars, and school	Professional Learning	07/01/2016	06/01/2017	$3000	Executive Director of Assessment and College and Career Readiness Director of Innovation and Technology
Academic Internship	Increase the quality and quantity of academic internships to be conducted to be 50 high quality internships to meet the needs of college and career needs in the Northern Kentucky region as well as the Commonwealth of Kentucky as a whole.	Career Preparation/Orientation	07/01/2016	06/01/2017	$6000	Executive Director of Assessment and College and Career Readiness Director of Innovation and Technology

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.	Policy and Process	09/01/2016	08/31/2017	$0	Director of Student Engagement
Dual Credit College Opportunities	Grow the Academies Dual Credit Program to have an increased number of scholars earn 30 college credit hours. - Gemini College: Establish 30 credit hours from sophomore to senior year	Career Preparation/Orientation	07/01/2016	06/01/2017	$2000	Executive Director of Assessment and College/Career Readiness Director of Innovation and Technology
Teacher Leadership	Principals will provide opportunities for teachers to participate in school leadership roles, specifically new teacher support.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Training in purpose, rubrics, work plans, and evidence	Administrators will receive training/information during principal and assistant principals meetings as it relates to the purpose of the various program reviews, the revised rubrics, and ongoing support with supporting evidence and work plans.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant
Truancy Needs Assessment	Collaborate with school personnel to analyze Truancy Needs Assessments given to students with four unexcused absences to identify root causes of absences and to create personalized interventions for students	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning Family Resource Youth Development Coordinators
RBTL Interventionists	Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with excessive absences.	Behavioral Support Program	07/01/2016	06/01/2017	$65700	Director of Reducing Barriers to Learning
Alternatives to Suspension	• Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Professional Learning: Provide training to school administrators on analysis of out of school suspension reports and alternatives to suspension. • Support schools in the development of a structure for in school suspension programs to prevent out of school suspension.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning

Positive Behavior Interventions and Support (PBIS)	• All schools will implement PBIS with fidelity to emphasize positive behaviors in the classroom and throughout the school. School teams will monitor behavior data monthly and make recommendations to the school program based on data. • Support schools to address Tier II and Tier III behavior issues through the use of district consultants and the PASS Program. • Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with behavior issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Mental Health Support	• Refer students and families to the proper mental health supports: Each school has a professional school counselor to work with students. Schools have access to outside mental health providers and school based therapists to refer students who need more intensive emotional support. Schools also collaborate with outside mental health providers and school based therapists to support students' individual treatment plans. • Provide a Tier Three intervention program for our students with a diagnosed mental health issue in Grades 6-12 • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with mental health issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Substance Abuse Support	• Identify students who have a substance abuse problem and refer to the proper agency. • Collaborate with school personnel to create awareness of community resources for substance abuse. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with substance abuse issues.	Behavioral Support Program	07/01/2016	06/01/2017	$1000	Director of Reducing Barriers to Learning
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	09/01/2016	06/01/2017	$0	Director of Special Education
				Total	$157700	

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: - Student Engagement - Accountable Talk - Effective Learning Targets - Formative Assessments - Collaborative Instructional Strategies - Usage of data to inform instruction - Analysis of student work - Effective coaching strategies	Professional Learning	07/01/2016	06/01/2017	$1000	Executive Director of Academic Services and Principal Leadership Executive Director of Assessment and College/Career Readiness 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 (e.g. Live Scoring) - Peer classroom observation and feedback - Curriculum design and integration of Next Generation Science Standards - Strategies for student engagement - Accountable Talk - Strategies for formative assessment - Strategies for student collaboration (KCMP Indicator 3)	Professional Learning	07/01/2016	06/01/2017	$0	Executive Director of Assessment and College/Career Readiness 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 ACT assessment results - Analysis of individual student ACT/MAP/SRI/SPI/SMI/CERT 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	07/01/2016	06/01/2017	$0	Executive Director of Assessment and College/Career Readiness Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning

Teacher Data Analysis Training	Teacher training in: - Item analysis for ACT assessment results - Analysis of individual student ACT/MAP/SRI/SPI/SMI/CERT 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	07/01/2016	06/01/2017	$0	Executive Director of Assessment and College/Career Readiness Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Teacher training in the seven areas of the report card and ACT prep	Inquiry-based instruction Project-based (Touch) instruction Presentation-based instruction by students Co-teaching and collaborative lesson planning Motivational-based education – Academy seven area report card Kaplan ACT materials embedded into the Academy classes College information integration into curriculum Leadership skill-building implementation into curriculum	Professional Learning	07/01/2016	06/01/2017	$10000	Executive Director of Assessment and College/Career Readiness Director of Innovation and Technology
Program Development of Student-Choice Career Academies	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: Work with KDE CTE Division to develop an industry certification - Structural Engineering: Work with KDE CTE to adopt an industrial certification in Autodesk - Robotics Engineering: Work with KDE CTE to adopt an industrial certification in Autodesk - Woman in Engineering: Work with KDE CTE to adopt an industrial certification in Autodesk and adopt PLTW courses in Digital Electronics and Aerospace Engineering - Media Arts: Work with KDE CTE to adopt an industrial certification in Adobe - Informatics: Pilot the fourth PLTW Computer Sciences course - Green Engineering: Adopt the third SREB Clean Energy course - Future Educator: Adopt the fourth Education Practicum course - Military Prep: Refinement of implementation of military curriculum	Career Preparation/Orientation	07/01/2016	07/01/2016	$20000	Executive Director of Assessment and College/Career Readiness Director of Innovation and Technology

PLCS, VPA	VPA- Progressing: All schools will focus on aligning with the National Core Arts Standards that have been adopted by KDE as part of the KCAS for VPA. PLCS- Progressing: Schools have aligned with the KCAS for Health and PE and strengthen implementation of the PECAT and HECAT to assess their health and physical education curriculum for each grade level.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant
Staff Training	Provide professional learning to school personnel developed around the analysis of attendance reports, impacts of school absence, and effective interventions for truancy	Professional Learning	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Collaboration with School Personnel	Collaborate with school personnel during monthly Reducing Barriers to Learning meetings to determine next steps for students who have six or more absences for early intervention	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to 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	07/01/2016	06/01/2017	$39000	Assistant Director of Special Education Director of Special Education
Instructional Practices	Special education teachers will engage in professional learning on using data to guide instruction through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Instructional Strategies	Special education teachers will engage in professional learning of research-based reading interventions to support instructional initiatives through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Feedback	Principals will provide teachers written feedback that reinforces practices which improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Teacher Recognition	Principals will formally and informally recognize and support teachers who engage in practices that improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/30/2016	$0	Principal Evaluators

Target and Support of at-risk of not graduating with cohort	• All Administrators will receive professional development surrounding the Persistence to Graduation report and strategies to support at-risk students. • Administrators from each school will participate in monthly Reducing Barriers to Learning meetings with the elementary through high school feeder schools. These meetings model strategies for at-risk students and promote discussion of at-risk students. The meetings model school level RBTL meetings. • Individual schools meet at least twice a month to discuss all at-risk students based on the district level RBTL model. • In February, schools will begin sharing information about targeted at-risk students with the next school staff. Intervention plans will be discussed and developed for the 2016-2017 school year. • RBTL interventionists will be assigned to these students and maintain a relationship with students and families throughout the summer and offer additional support as the students transition to high school.	Academic Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
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	07/01/2016	06/01/2017	$10000	Executive Director of Assessment and College and Career Readiness Director of Innovation and Technology
Advisory Member Training	Advisory Members and Post Secondary will be trained on: Requirements and structure of Academic Internships Procedures in required paperwork Responsibilities of partners, scholars, and school	Professional Learning	07/01/2016	06/01/2017	$3000	Executive Director of Assessment and College and Career Readiness Director of Innovation and Technology
Academic Internship	Increase the quality and quantity of academic internships to be conducted to be 50 high quality internships to meet the needs of college and career needs in the Northern Kentucky region as well as the Commonwealth of Kentucky as a whole.	Career Preparation/Orientation	07/01/2016	06/01/2017	$6000	Executive Director of Assessment and College and Career Readiness Director of Innovation and Technology

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.	Policy and Process	09/01/2016	08/31/2017	$0	Director of Student Engagement
Dual Credit College Opportunities	Grow the Academies Dual Credit Program to have an increased number of scholars earn 30 college credit hours. - Gemini College: Establish 30 credit hours from sophomore to senior year	Career Preparation/Orientation	07/01/2016	06/01/2017	$2000	Executive Director of Assessment and College/Career Readiness Director of Innovation and Technology
Teacher Leadership	Principals will provide opportunities for teachers to participate in school leadership roles, specifically new teacher support.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Training in purpose, rubrics, work plans, and evidence	Administrators will receive training/information during principal and assistant principals meetings as it relates to the purpose of the various program reviews, the revised rubrics, and ongoing support with supporting evidence and work plans.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant
Truancy Needs Assessment	Collaborate with school personnel to analyze Truancy Needs Assessments given to students with four unexcused absences to identify root causes of absences and to create personalized interventions for students	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning Family Resource Youth Development Coordinators
RBTL Interventionists	Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with excessive absences.	Behavioral Support Program	07/01/2016	06/01/2017	$65700	Director of Reducing Barriers to Learning
Alternatives to Suspension	• Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Professional Learning: Provide training to school administrators on analysis of out of school suspension reports and alternatives to suspension. • Support schools in the development of a structure for in school suspension programs to prevent out of school suspension.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning

Positive Behavior Interventions and Support (PBIS)	• All schools will implement PBIS with fidelity to emphasize positive behaviors in the classroom and throughout the school. School teams will monitor behavior data monthly and make recommendations to the school program based on data. • Support schools to address Tier II and Tier III behavior issues through the use of district consultants and the PASS Program. • Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with behavior issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Mental Health Support	• Refer students and families to the proper mental health supports: Each school has a professional school counselor to work with students. Schools have access to outside mental health providers and school based therapists to refer students who need more intensive emotional support. Schools also collaborate with outside mental health providers and school based therapists to support students' individual treatment plans. • Provide a Tier Three intervention program for our students with a diagnosed mental health issue in Grades 6-12 • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with mental health issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Substance Abuse Support	• Identify students who have a substance abuse problem and refer to the proper agency. • Collaborate with school personnel to create awareness of community resources for substance abuse. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with substance abuse issues.	Behavioral Support Program	07/01/2016	06/01/2017	$1000	Director of Reducing Barriers to Learning
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	09/01/2016	06/01/2017	$0	Director of Special Education
				Total	$157700	

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, RTI meetings, Principal PLCs (Summits) and District CIA meetings. The areas of training include: how to effectively differentiate for faculty needs, building capacity in teacher leaders, meaningful student engagement, content-specific strategies for building instructional capacity of teachers, formative assessment, student collaboration with individual accountability, accountable talk, data analysis and flexible grouping/scheduling of students, and effective implementation of research-based programs.	Professional Learning	07/01/2016	06/01/2017	$0	Executive Director of Academic Services and Principal Leadership Executive Director of Assessment and Accountability and College/Care er Readiness Director of Early Childhood Development Director of Leadership and Learning
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, formative assessment, student collaboration with individual accountability, accountable talk, Literacy and Math Design Collaborative (LDC/MDC), data analysis and flexible grouping/scheduling of students, and effective implementation of research-based programs. Support will alos be provided for effective implementation with fidelity to programs such as, but not limited to: Read180, System44, iRead, Math180, Springboard, and STMath.	Professional Learning	07/01/2016	06/01/2017	$260000	Executive Director of Academic Services and Principal Leadership Executive Director of College and Career Readiness Director of Leadership and Learning Director of Early Childhood Education
PLCS, VPA	VPA- Progressing: All schools will focus on aligning with the National Core Arts Standards that have been adopted by KDE as part of the KCAS for VPA.
PLCS- Progressing: Schools have aligned with the KCAS for Health and PE and strengthen implementation of the PECAT and HECAT to assess their health and physical education curriculum for each grade level.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant
Staff Training	Provide professional learning to school personnel developed around the analysis of attendance reports, impacts of school absence, and effective interventions for truancy	Professional Learning	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning

Collaboration with School Personnel	Collaborate with school personnel during monthly Reducing Barriers to Learning meetings to determine next steps for students who have six or more absences for early intervention	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Instructional Practices	Special education teachers will engage in professional learning on using data to guide instruction through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Feedback	Principals will provide teachers written feedback that reinforces practices which improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Teacher Recognition	Principals will formally and informally recognize and support teachers who engage in practices that improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/30/2016	$0	Principal Evaluators
Target and Support of at-risk of not graduating with cohort	• All Administrators will receive professional development surrounding the Persistence to Graduation report and strategies to support at-risk students. • Administrators from each school will participate in monthly Reducing Barriers to Learning meetings with the elementary through high school feeder schools. These meetings model strategies for at-risk students and promote discussion of at-risk students. The meetings model school level RBTL meetings. • Individual schools meet at least twice a month to discuss all at-risk students based on the district level RBTL model. • In February, schools will begin sharing information about targeted at-risk students with the next school staff. Intervention plans will be discussed and developed for the 2016-2017 school year. • RBTL interventionists will be assigned to these students and maintain a relationship with students and families throughout the summer and offer additional support as the students transition to high school.	Academic Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
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. Professional learning will include, but will not be limited to student engagement, accountable talk, student collaboration, formative assessment, data analysis, and progress monitoring.	Academic Support Program	07/01/2016	06/01/2017	$291330	Director of Early Childhood (Title I Coordinator)
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.	Policy and Process	09/01/2016	08/31/2017	$0	Director of Student Engagement
Instructional Strategies	Special education teachers will engage in professional learning of research-based reading interventions to support instructional initiatives through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education

Teacher Leadership	Principals will provide opportunities for teachers to participate in school leadership roles, specifically new teacher support.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Training in purpose, rubrics, work plans, and evidence	Administrators will receive training/information during principal and assistant principals meetings as it relates to the purpose of the various program reviews, the revised rubrics, and ongoing support with supporting evidence and work plans.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant
Truancy Needs Assessment	Collaborate with school personnel to analyze Truancy Needs Assessments given to students with four unexcused absences to identify root causes of absences and to create personalized interventions for students	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning Family Resource Youth Development Coordinators
RBTL Interventionists	Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with excessive absences.	Behavioral Support Program	07/01/2016	06/01/2017	$65700	Director of Reducing Barriers to Learning
Alternatives to Suspension	• Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Professional Learning: Provide training to school administrators on analysis of out of school suspension reports and alternatives to suspension. • Support schools in the development of a structure for in school suspension programs to prevent out of school suspension.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Positive Behavior Interventions and Support (PBIS)	• All schools will implement PBIS with fidelity to emphasize positive behaviors in the classroom and throughout the school. School teams will monitor behavior data monthly and make recommendations to the school program based on data. • Support schools to address Tier II and Tier III behavior issues through the use of district consultants and the PASS Program. • Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with behavior issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning

Mental Health Support	• Refer students and families to the proper mental health supports: Each school has a professional school counselor to work with students. Schools have access to outside mental health providers and school based therapists to refer students who need more intensive emotional support. Schools also collaborate with outside mental health providers and school based therapists to support students' individual treatment plans. • Provide a Tier Three intervention program for our students with a diagnosed mental health issue in Grades 6-12 • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with mental health issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Substance Abuse Support	• Identify students who have a substance abuse problem and refer to the proper agency. • Collaborate with school personnel to create awareness of community resources for substance abuse. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with substance abuse issues.	Behavioral Support Program	07/01/2016	06/01/2017	$1000	Director of Reducing Barriers to Learning
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	09/01/2016	06/01/2017	$0	Director of Special Education
				Total	$618030	

River Ridge 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, RTI meetings, Principal PLCs (Summits) and District CIA meetings. The areas of training include: how to effectively differentiate for faculty needs, building capacity in teacher leaders, meaningful student engagement, content-specific strategies for building instructional capacity of teachers, formative assessment, student collaboration with individual accountability, accountable talk, data analysis and flexible grouping/scheduling of students, and effective implementation of research-based programs.	Professional Learning	07/01/2016	06/01/2017	$0	Executive Director of Academic Services and Principal Leadership Executive Director of Assessment and Accountability and College/Career Readiness Director of Early Childhood Development Director of Leadership and Learning

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, formative assessment, student collaboration with individual accountability, accountable talk, Literacy and Math Design Collaborative (LDC/MDC), data analysis and flexible grouping/scheduling of students, and effective implementation of research-based programs. Support will alos be provided for effective implementation with fidelity to programs such as, but not limited to: Read180, System44, iRead, Math180, Springboard, and STMath.	Professional Learning	07/01/2016	06/01/2017	$260000	Executive Director of Academic Services and Principal Leadership Executive Director of College and Career Readiness Director of Leadership and Learning Director of Early Childhood Education
PLCS, VPA	VPA- Progressing: All schools will focus on aligning with the National Core Arts Standards that have been adopted by KDE as part of the KCAS for VPA. PLCS- Progressing: Schools have aligned with the KCAS for Health and PE and strengthen implementation of the PECAT and HECAT to assess their health and physical education curriculum for each grade level.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant
Staff Training	Provide professional learning to school personnel developed around the analysis of attendance reports, impacts of school absence, and effective interventions for truancy	Professional Learning	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Collaboration with School Personnel	Collaborate with school personnel during monthly Reducing Barriers to Learning meetings to determine next steps for students who have six or more absences for early intervention	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Instructional Practices	Special education teachers will engage in professional learning on using data to guide instruction through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Feedback	Principals will provide teachers written feedback that reinforces practices which improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Teacher Recognition	Principals will formally and informally recognize and support teachers who engage in practices that improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/30/2016	$0	Principal Evaluators

Target and Support of at-risk of not graduating with cohort	• All Administrators will receive professional development surrounding the Persistence to Graduation report and strategies to support at-risk students. • Administrators from each school will participate in monthly Reducing Barriers to Learning meetings with the elementary through high school feeder schools. These meetings model strategies for at-risk students and promote discussion of at-risk students. The meetings model school level RBTL meetings. • Individual schools meet at least twice a month to discuss all at-risk students based on the district level RBTL model. • In February, schools will begin sharing information about targeted at-risk students with the next school staff. Intervention plans will be discussed and developed for the 2016-2017 school year. • RBTL interventionists will be assigned to these students and maintain a relationship with students and families throughout the summer and offer additional support as the students transition to high school.	Academic Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
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. Professional learning will include, but will not be limited to student engagement, accountable talk, student collaboration, formative assessment, data analysis, and progress monitoring.	Academic Support Program	07/01/2016	06/01/2017	$291330	Director of Early Childhood (Title I Coordinator)
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.	Policy and Process	09/01/2016	08/31/2017	$0	Director of Student Engagement
Instructional Strategies	Special education teachers will engage in professional learning of research-based reading interventions to support instructional initiatives through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Teacher Leadership	Principals will provide opportunities for teachers to participate in school leadership roles, specifically new teacher support.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Training in purpose, rubrics, work plans, and evidence	Administrators will receive training/information during principal and assistant principals meetings as it relates to the purpose of the various program reviews, the revised rubrics, and ongoing support with supporting evidence and work plans.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant

Truancy Needs Assessment	Collaborate with school personnel to analyze Truancy Needs Assessments given to students with four unexcused absences to identify root causes of absences and to create personalized interventions for students	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning Family Resource Youth Development Coordinators
RBTL Interventionists	Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with excessive absences.	Behavioral Support Program	07/01/2016	06/01/2017	$65700	Director of Reducing Barriers to Learning
Alternatives to Suspension	• Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Professional Learning: Provide training to school administrators on analysis of out of school suspension reports and alternatives to suspension. • Support schools in the development of a structure for in school suspension programs to prevent out of school suspension.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Positive Behavior Interventions and Support (PBIS)	• All schools will implement PBIS with fidelity to emphasize positive behaviors in the classroom and throughout the school. School teams will monitor behavior data monthly and make recommendations to the school program based on data. • Support schools to address Tier II and Tier III behavior issues through the use of district consultants and the PASS Program. • Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with behavior issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Mental Health Support	• Refer students and families to the proper mental health supports: Each school has a professional school counselor to work with students. Schools have access to outside mental health providers and school based therapists to refer students who need more intensive emotional support. Schools also collaborate with outside mental health providers and school based therapists to support students' individual treatment plans. • Provide a Tier Three intervention program for our students with a diagnosed mental health issue in Grades 6-12 • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with mental health issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning

Substance Abuse Support	• Identify students who have a substance abuse problem and refer to the proper agency. • Collaborate with school personnel to create awareness of community resources for substance abuse. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with substance abuse issues.	Behavioral Support Program	07/01/2016	06/01/2017	$1000	Director of Reducing Barriers to Learning
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	09/01/2016	06/01/2017	$0	Director of Special Education
				Total	**$618030**	

R C Hinsdale 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, RTI meetings, Principal PLCs (Summits) and District CIA meetings. The areas of training include: how to effectively differentiate for faculty needs, building capacity in teacher leaders, meaningful student engagement, content-specific strategies for building instructional capacity of teachers, formative assessment, student collaboration with individual accountability, accountable talk, data analysis and flexible grouping/scheduling of students, and effective implementation of research-based programs.	Professional Learning	07/01/2016	06/01/2017	$0	Executive Director of Academic Services and Principal Leadership Executive Director of Assessment and Accountability and College/Career Readiness Director of Early Childhood Development Director of Leadership and Learning

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, formative assessment, student collaboration with individual accountability, accountable talk, Literacy and Math Design Collaborative (LDC/MDC), data analysis and flexible grouping/scheduling of students, and effective implementation of research-based programs. Support will alos be provided for effective implementation with fidelity to programs such as, but not limited to: Read180, System44, iRead, Math180, Springboard, and STMath.	Professional Learning	07/01/2016	06/01/2017	$260000	Executive Director of Academic Services and Principal Leadership Executive Director of College and Career Readiness Director of Leadership and Learning Director of Early Childhood Education
PLCS, VPA	VPA- Progressing: All schools will focus on aligning with the National Core Arts Standards that have been adopted by KDE as part of the KCAS for VPA. PLCS- Progressing: Schools have aligned with the KCAS for Health and PE and strengthen implementation of the PECAT and HECAT to assess their health and physical education curriculum for each grade level.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant
Staff Training	Provide professional learning to school personnel developed around the analysis of attendance reports, impacts of school absence, and effective interventions for truancy	Professional Learning	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Collaboration with School Personnel	Collaborate with school personnel during monthly Reducing Barriers to Learning meetings to determine next steps for students who have six or more absences for early intervention	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Instructional Practices	Special education teachers will engage in professional learning on using data to guide instruction through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Feedback	Principals will provide teachers written feedback that reinforces practices which improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Teacher Recognition	Principals will formally and informally recognize and support teachers who engage in practices that improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/30/2016	$0	Principal Evaluators

Target and Support of at-risk of not graduating with cohort	• All Administrators will receive professional development surrounding the Persistence to Graduation report and strategies to support at-risk students. • Administrators from each school will participate in monthly Reducing Barriers to Learning meetings with the elementary through high school feeder schools. These meetings model strategies for at-risk students and promote discussion of at-risk students. The meetings model school level RBTL meetings. • Individual schools meet at least twice a month to discuss all at-risk students based on the district level RBTL model. • In February, schools will begin sharing information about targeted at-risk students with the next school staff. Intervention plans will be discussed and developed for the 2016-2017 school year. • RBTL interventionists will be assigned to these students and maintain a relationship with students and families throughout the summer and offer additional support as the students transition to high school.	Academic Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
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.	Policy and Process	09/01/2016	08/31/2017	$0	Director of Student Engagement
Instructional Strategies	Special education teachers will engage in professional learning of research-based reading interventions to support instructional initiatives through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Teacher Leadership	Principals will provide opportunities for teachers to participate in school leadership roles, specifically new teacher support.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Training in purpose, rubrics, work plans, and evidence	Administrators will receive training/information during principal and assistant principals meetings as it relates to the purpose of the various program reviews, the revised rubrics, and ongoing support with supporting evidence and work plans.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant
Truancy Needs Assessment	Collaborate with school personnel to analyze Truancy Needs Assessments given to students with four unexcused absences to identify root causes of absences and to create personalized interventions for students	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning Family Resource Youth Development Coordinators
RBTL Interventionists	Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with excessive absences.	Behavioral Support Program	07/01/2016	06/01/2017	$65700	Director of Reducing Barriers to Learning

Alternatives to Suspension	• Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Professional Learning: Provide training to school administrators on analysis of out of school suspension reports and alternatives to suspension. • Support schools in the development of a structure for in school suspension programs to prevent out of school suspension.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Positive Behavior Interventions and Support (PBIS)	• All schools will implement PBIS with fidelity to emphasize positive behaviors in the classroom and throughout the school. School teams will monitor behavior data monthly and make recommendations to the school program based on data. • Support schools to address Tier II and Tier III behavior issues through the use of district consultants and the PASS Program. • Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with behavior issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Mental Health Support	• Refer students and families to the proper mental health supports: Each school has a professional school counselor to work with students. Schools have access to outside mental health providers and school based therapists to refer students who need more intensive emotional support. Schools also collaborate with outside mental health providers and school based therapists to support students' individual treatment plans. • Provide a Tier Three intervention program for our students with a diagnosed mental health issue in Grades 6-12 • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with mental health issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Substance Abuse Support	• Identify students who have a substance abuse problem and refer to the proper agency. • Collaborate with school personnel to create awareness of community resources for substance abuse. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with substance abuse issues.	Behavioral Support Program	07/01/2016	06/01/2017	$1000	Director of Reducing Barriers to Learning
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	09/01/2016	06/01/2017	$0	Director of Special Education
				Total	$326700	

Comprehensive District Improvement Plan

Kenton County

Piner 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, RTI meetings, Principal PLCs (Summits) and District CIA meetings. The areas of training include: how to effectively differentiate for faculty needs, building capacity in teacher leaders, meaningful student engagement, content-specific strategies for building instructional capacity of teachers, formative assessment, student collaboration with individual accountability, accountable talk, data analysis and flexible grouping/scheduling of students, and effective implementation of research-based programs.	Professional Learning	07/01/2016	06/01/2017	$0	Executive Director of Academic Services and Principal Leadership Executive Director of Assessment and Accountability and College/Career Readiness Director of Early Childhood Development Director of Leadership and Learning
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, formative assessment, student collaboration with individual accountability, accountable talk, Literacy and Math Design Collaborative (LDC/MDC), data analysis and flexible grouping/scheduling of students, and effective implementation of research-based programs. Support will alos be provided for effective implementation with fidelity to programs such as, but not limited to: Read180, System44, iRead, Math180, Springboard, and STMath.	Professional Learning	07/01/2016	06/01/2017	$260000	Executive Director of Academic Services and Principal Leadership Executive Director of College and Career Readiness Director of Leadership and Learning Director of Early Childhood Education
PLCS, VPA	VPA- Progressing: All schools will focus on aligning with the National Core Arts Standards that have been adopted by KDE as part of the KCAS for VPA. PLCS- Progressing: Schools have aligned with the KCAS for Health and PE and strengthen implementation of the PECAT and HECAT to assess their health and physical education curriculum for each grade level.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant

Staff Training	Provide professional learning to school personnel developed around the analysis of attendance reports, impacts of school absence, and effective interventions for truancy	Professional Learning	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Collaboration with School Personnel	Collaborate with school personnel during monthly Reducing Barriers to Learning meetings to determine next steps for students who have six or more absences for early intervention	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Instructional Practices	Special education teachers will engage in professional learning on using data to guide instruction through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Feedback	Principals will provide teachers written feedback that reinforces practices which improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Teacher Recognition	Principals will formally and informally recognize and support teachers who engage in practices that improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/30/2016	$0	Principal Evaluators
Target and Support of at-risk of not graduating with cohort	• All Administrators will receive professional development surrounding the Persistence to Graduation report and strategies to support at-risk students. • Administrators from each school will participate in monthly Reducing Barriers to Learning meetings with the elementary through high school feeder schools. These meetings model strategies for at-risk students and promote discussion of at-risk students. The meetings model school level RBTL meetings. • Individual schools meet at least twice a month to discuss all at-risk students based on the district level RBTL model. • In February, schools will begin sharing information about targeted at-risk students with the next school staff. Intervention plans will be discussed and developed for the 2016-2017 school year. • RBTL interventionists will be assigned to these students and maintain a relationship with students and families throughout the summer and offer additional support as the students transition to high school.	Academic Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
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. Professional learning will include, but will not be limited to student engagement, accountable talk, student collaboration, formative assessment, data analysis, and progress monitoring.	Academic Support Program	07/01/2016	06/01/2017	$291330	Director of Early Childhood (Title I Coordinator)
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.	Policy and Process	09/01/2016	08/31/2017	$0	Director of Student Engagement

Instructional Strategies	Special education teachers will engage in professional learning of research-based reading interventions to support instructional initiatives through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Teacher Leadership	Principals will provide opportunities for teachers to participate in school leadership roles, specifically new teacher support.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Training in purpose, rubrics, work plans, and evidence	Administrators will receive training/information during principal and assistant principals meetings as it relates to the purpose of the various program reviews, the revised rubrics, and ongoing support with supporting evidence and work plans.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant
Truancy Needs Assessment	Collaborate with school personnel to analyze Truancy Needs Assessments given to students with four unexcused absences to identify root causes of absences and to create personalized interventions for students	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning Family Resource Youth Development Coordinators
RBTL Interventionists	Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with excessive absences.	Behavioral Support Program	07/01/2016	06/01/2017	$65700	Director of Reducing Barriers to Learning
Alternatives to Suspension	• Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Professional Learning: Provide training to school administrators on analysis of out of school suspension reports and alternatives to suspension. • Support schools in the development of a structure for in school suspension programs to prevent out of school suspension.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Positive Behavior Interventions and Support (PBIS)	• All schools will implement PBIS with fidelity to emphasize positive behaviors in the classroom and throughout the school. School teams will monitor behavior data monthly and make recommendations to the school program based on data. • Support schools to address Tier II and Tier III behavior issues through the use of district consultants and the PASS Program. • Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with behavior issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning

Mental Health Support	• Refer students and families to the proper mental health supports: Each school has a professional school counselor to work with students. Schools have access to outside mental health providers and school based therapists to refer students who need more intensive emotional support. Schools also collaborate with outside mental health providers and school based therapists to support students' individual treatment plans. • Provide a Tier Three intervention program for our students with a diagnosed mental health issue in Grades 6-12 • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with mental health issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Substance Abuse Support	• Identify students who have a substance abuse problem and refer to the proper agency. • Collaborate with school personnel to create awareness of community resources for substance abuse. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with substance abuse issues.	Behavioral Support Program	07/01/2016	06/01/2017	$1000	Director of Reducing Barriers to Learning
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	09/01/2016	06/01/2017	$0	Director of Special Education
				Total	$618030	

Kenton 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, RTI meetings, Principal PLCs (Summits) and District CIA meetings. The areas of training include: how to effectively differentiate for faculty needs, building capacity in teacher leaders, meaningful student engagement, content-specific strategies for building instructional capacity of teachers, formative assessment, student collaboration with individual accountability, accountable talk, data analysis and flexible grouping/scheduling of students, and effective implementation of research-based programs.	Professional Learning	07/01/2016	06/01/2017	$0	Executive Director of Academic Services and Principal Leadership Executive Director of Assessment and Accountability and College/Care er Readiness Director of Early Childhood Development Director of Leadership and Learning

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, formative assessment, student collaboration with individual accountability, accountable talk, Literacy and Math Design Collaborative (LDC/MDC), data analysis and flexible grouping/scheduling of students, and effective implementation of research-based programs. Support will alos be provided for effective implementation with fidelity to programs such as, but not limited to: Read180, System44, iRead, Math180, Springboard, and STMath.	Professional Learning	07/01/2016	06/01/2017	$260000	Executive Director of Academic Services and Principal Leadership Executive Director of College and Career Readiness Director of Leadership and Learning Director of Early Childhood Education
PLCS, VPA	VPA- Progressing: All schools will focus on aligning with the National Core Arts Standards that have been adopted by KDE as part of the KCAS for VPA. PLCS- Progressing: Schools have aligned with the KCAS for Health and PE and strengthen implementation of the PECAT and HECAT to assess their health and physical education curriculum for each grade level.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant
Staff Training	Provide professional learning to school personnel developed around the analysis of attendance reports, impacts of school absence, and effective interventions for truancy	Professional Learning	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Collaboration with School Personnel	Collaborate with school personnel during monthly Reducing Barriers to Learning meetings to determine next steps for students who have six or more absences for early intervention	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Instructional Practices	Special education teachers will engage in professional learning on using data to guide instruction through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Feedback	Principals will provide teachers written feedback that reinforces practices which improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Teacher Recognition	Principals will formally and informally recognize and support teachers who engage in practices that improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/30/2016	$0	Principal Evaluators

Target and Support of at-risk of not graduating with cohort	• All Administrators will receive professional development surrounding the Persistence to Graduation report and strategies to support at-risk students. • Administrators from each school will participate in monthly Reducing Barriers to Learning meetings with the elementary through high school feeder schools. These meetings model strategies for at-risk students and promote discussion of at-risk students. The meetings model school level RBTL meetings. • Individual schools meet at least twice a month to discuss all at-risk students based on the district level RBTL model. • In February, schools will begin sharing information about targeted at-risk students with the next school staff. Intervention plans will be discussed and developed for the 2016-2017 school year. • RBTL interventionists will be assigned to these students and maintain a relationship with students and families throughout the summer and offer additional support as the students transition to high school.	Academic Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
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. Professional learning will include, but will not be limited to student engagement, accountable talk, student collaboration, formative assessment, data analysis, and progress monitoring.	Academic Support Program	07/01/2016	06/01/2017	$291330	Director of Early Childhood (Title I Coordinator)
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.	Policy and Process	09/01/2016	08/31/2017	$0	Director of Student Engagement
Instructional Strategies	Special education teachers will engage in professional learning of research-based reading interventions to support instructional initiatives through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Teacher Leadership	Principals will provide opportunities for teachers to participate in school leadership roles, specifically new teacher support.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Training in purpose, rubrics, work plans, and evidence	Administrators will receive training/information during principal and assistant principals meetings as it relates to the purpose of the various program reviews, the revised rubrics, and ongoing support with supporting evidence and work plans.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant

Comprehensive District Improvement Plan

Kenton County

Truancy Needs Assessment	Collaborate with school personnel to analyze Truancy Needs Assessments given to students with four unexcused absences to identify root causes of absences and to create personalized interventions for students	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning Family Resource Youth Development Coordinators
RBTL Interventionists	Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with excessive absences.	Behavioral Support Program	07/01/2016	06/01/2017	$65700	Director of Reducing Barriers to Learning
Alternatives to Suspension	• Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Professional Learning: Provide training to school administrators on analysis of out of school suspension reports and alternatives to suspension. • Support schools in the development of a structure for in school suspension programs to prevent out of school suspension.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Positive Behavior Interventions and Support (PBIS)	• All schools will implement PBIS with fidelity to emphasize positive behaviors in the classroom and throughout the school. School teams will monitor behavior data monthly and make recommendations to the school program based on data. • Support schools to address Tier II and Tier III behavior issues through the use of district consultants and the PASS Program. • Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with behavior issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Mental Health Support	• Refer students and families to the proper mental health supports: Each school has a professional school counselor to work with students. Schools have access to outside mental health providers and school based therapists to refer students who need more intensive emotional support. Schools also collaborate with outside mental health providers and school based therapists to support students' individual treatment plans. • Provide a Tier Three intervention program for our students with a diagnosed mental health issue in Grades 6-12 • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with mental health issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning

Substance Abuse Support	• Identify students who have a substance abuse problem and refer to the proper agency. • Collaborate with school personnel to create awareness of community resources for substance abuse. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with substance abuse issues.	Behavioral Support Program	07/01/2016	06/01/2017	$1000	Director of Reducing Barriers to Learning
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	09/01/2016	06/01/2017	$0	Director of Special Education
				Total	**$618030**	

James A Caywood 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, RTI meetings, Principal PLCs (Summits) and District CIA meetings. The areas of training include: how to effectively differentiate for faculty needs, building capacity in teacher leaders, meaningful student engagement, content-specific strategies for building instructional capacity of teachers, formative assessment, student collaboration with individual accountability, accountable talk, data analysis and flexible grouping/scheduling of students, and effective implementation of research-based programs.	Professional Learning	07/01/2016	06/01/2017	$0	Executive Director of Academic Services and Principal Leadership Executive Director of Assessment and Accountability and College/Career Readiness Director of Early Childhood Development Director of Leadership and Learning

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, formative assessment, student collaboration with individual accountability, accountable talk, Literacy and Math Design Collaborative (LDC/MDC), data analysis and flexible grouping/scheduling of students, and effective implementation of research-based programs. Support will alos be provided for effective implementation with fidelity to programs such as, but not limited to: Read180, System44, iRead, Math180, Springboard, and STMath.	Professional Learning	07/01/2016	06/01/2017	$260000	Executive Director of Academic Services and Principal Leadership Executive Director of College and Career Readiness Director of Leadership and Learning Director of Early Childhood Education
PLCS, VPA	VPA- Progressing: All schools will focus on aligning with the National Core Arts Standards that have been adopted by KDE as part of the KCAS for VPA. PLCS- Progressing: Schools have aligned with the KCAS for Health and PE and strengthen implementation of the PECAT and HECAT to assess their health and physical education curriculum for each grade level.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant
Staff Training	Provide professional learning to school personnel developed around the analysis of attendance reports, impacts of school absence, and effective interventions for truancy	Professional Learning	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Collaboration with School Personnel	Collaborate with school personnel during monthly Reducing Barriers to Learning meetings to determine next steps for students who have six or more absences for early intervention	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Instructional Practices	Special education teachers will engage in professional learning on using data to guide instruction through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Feedback	Principals will provide teachers written feedback that reinforces practices which improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Teacher Recognition	Principals will formally and informally recognize and support teachers who engage in practices that improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/30/2016	$0	Principal Evaluators

Target and Support of at-risk of not graduating with cohort	• All Administrators will receive professional development surrounding the Persistence to Graduation report and strategies to support at-risk students. • Administrators from each school will participate in monthly Reducing Barriers to Learning meetings with the elementary through high school feeder schools. These meetings model strategies for at-risk students and promote discussion of at-risk students. The meetings model school level RBTL meetings. • Individual schools meet at least twice a month to discuss all at-risk students based on the district level RBTL model. • In February, schools will begin sharing information about targeted at-risk students with the next school staff. Intervention plans will be discussed and developed for the 2016-2017 school year. • RBTL interventionists will be assigned to these students and maintain a relationship with students and families throughout the summer and offer additional support as the students transition to high school.	Academic Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
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. Professional learning will include, but will not be limited to student engagement, accountable talk, student collaboration, formative assessment, data analysis, and progress monitoring.	Academic Support Program	07/01/2016	06/01/2017	$291330	Director of Early Childhood (Title I Coordinator)
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.	Policy and Process	09/01/2016	08/31/2017	$0	Director of Student Engagement
Instructional Strategies	Special education teachers will engage in professional learning of research-based reading interventions to support instructional initiatives through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Teacher Leadership	Principals will provide opportunities for teachers to participate in school leadership roles, specifically new teacher support.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Training in purpose, rubrics, work plans, and evidence	Administrators will receive training/information during principal and assistant principals meetings as it relates to the purpose of the various program reviews, the revised rubrics, and ongoing support with supporting evidence and work plans.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant

Truancy Needs Assessment	Collaborate with school personnel to analyze Truancy Needs Assessments given to students with four unexcused absences to identify root causes of absences and to create personalized interventions for students	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning Family Resource Youth Development Coordinators
RBTL Interventionists	Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with excessive absences.	Behavioral Support Program	07/01/2016	06/01/2017	$65700	Director of Reducing Barriers to Learning
Alternatives to Suspension	• Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Professional Learning: Provide training to school administrators on analysis of out of school suspension reports and alternatives to suspension. • Support schools in the development of a structure for in school suspension programs to prevent out of school suspension.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Positive Behavior Interventions and Support (PBIS)	• All schools will implement PBIS with fidelity to emphasize positive behaviors in the classroom and throughout the school. School teams will monitor behavior data monthly and make recommendations to the school program based on data. • Support schools to address Tier II and Tier III behavior issues through the use of district consultants and the PASS Program. • Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with behavior issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Mental Health Support	• Refer students and families to the proper mental health supports: Each school has a professional school counselor to work with students. Schools have access to outside mental health providers and school based therapists to refer students who need more intensive emotional support. Schools also collaborate with outside mental health providers and school based therapists to support students' individual treatment plans. • Provide a Tier Three intervention program for our students with a diagnosed mental health issue in Grades 6-12 • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with mental health issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning

Substance Abuse Support	• Identify students who have a substance abuse problem and refer to the proper agency. • Collaborate with school personnel to create awareness of community resources for substance abuse. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with substance abuse issues.	Behavioral Support Program	07/01/2016	06/01/2017	$1000	Director of Reducing Barriers to Learning
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	09/01/2016	06/01/2017	$0	Director of Special Education
				Total	**$618030**	

Ft Wright 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, RTI meetings, Principal PLCs (Summits) and District CIA meetings. The areas of training include: how to effectively differentiate for faculty needs, building capacity in teacher leaders, meaningful student engagement, content-specific strategies for building instructional capacity of teachers, formative assessment, student collaboration with individual accountability, accountable talk, data analysis and flexible grouping/scheduling of students, and effective implementation of research-based programs.	Professional Learning	07/01/2016	06/01/2017	$0	Executive Director of Academic Services and Principal Leadership Executive Director of Assessment and Accountability and College/Career Readiness Director of Early Childhood Development Director of Leadership and Learning

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, formative assessment, student collaboration with individual accountability, accountable talk, Literacy and Math Design Collaborative (LDC/MDC), data analysis and flexible grouping/scheduling of students, and effective implementation of research-based programs. Support will alos be provided for effective implementation with fidelity to programs such as, but not limited to: Read180, System44, iRead, Math180, Springboard, and STMath.	Professional Learning	07/01/2016	06/01/2017	$260000	Executive Director of Academic Services and Principal Leadership Executive Director of College and Career Readiness Director of Leadership and Learning Director of Early Childhood Education
PLCS, VPA	VPA- Progressing: All schools will focus on aligning with the National Core Arts Standards that have been adopted by KDE as part of the KCAS for VPA. PLCS- Progressing: Schools have aligned with the KCAS for Health and PE and strengthen implementation of the PECAT and HECAT to assess their health and physical education curriculum for each grade level.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant
Staff Training	Provide professional learning to school personnel developed around the analysis of attendance reports, impacts of school absence, and effective interventions for truancy	Professional Learning	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Collaboration with School Personnel	Collaborate with school personnel during monthly Reducing Barriers to Learning meetings to determine next steps for students who have six or more absences for early intervention	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Instructional Practices	Special education teachers will engage in professional learning on using data to guide instruction through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Feedback	Principals will provide teachers written feedback that reinforces practices which improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Teacher Recognition	Principals will formally and informally recognize and support teachers who engage in practices that improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/30/2016	$0	Principal Evaluators

Target and Support of at-risk of not graduating with cohort	• All Administrators will receive professional development surrounding the Persistence to Graduation report and strategies to support at-risk students. • Administrators from each school will participate in monthly Reducing Barriers to Learning meetings with the elementary through high school feeder schools. These meetings model strategies for at-risk students and promote discussion of at-risk students. The meetings model school level RBTL meetings. • Individual schools meet at least twice a month to discuss all at-risk students based on the district level RBTL model. • In February, schools will begin sharing information about targeted at-risk students with the next school staff. Intervention plans will be discussed and developed for the 2016-2017 school year. • RBTL interventionists will be assigned to these students and maintain a relationship with students and families throughout the summer and offer additional support as the students transition to high school.	Academic Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
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. Professional learning will include, but will not be limited to student engagement, accountable talk, student collaboration, formative assessment, data analysis, and progress monitoring.	Academic Support Program	07/01/2016	06/01/2017	$291330	Director of Early Childhood (Title I Coordinator)
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.	Policy and Process	09/01/2016	08/31/2017	$0	Director of Student Engagement
Instructional Strategies	Special education teachers will engage in professional learning of research-based reading interventions to support instructional initiatives through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Teacher Leadership	Principals will provide opportunities for teachers to participate in school leadership roles, specifically new teacher support.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Training in purpose, rubrics, work plans, and evidence	Administrators will receive training/information during principal and assistant principals meetings as it relates to the purpose of the various program reviews, the revised rubrics, and ongoing support with supporting evidence and work plans.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant

Truancy Needs Assessment	Collaborate with school personnel to analyze Truancy Needs Assessments given to students with four unexcused absences to identify root causes of absences and to create personalized interventions for students	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning Family Resource Youth Development Coordinators
RBTL Interventionists	Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with excessive absences.	Behavioral Support Program	07/01/2016	06/01/2017	$65700	Director of Reducing Barriers to Learning
Alternatives to Suspension	• Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Professional Learning: Provide training to school administrators on analysis of out of school suspension reports and alternatives to suspension. • Support schools in the development of a structure for in school suspension programs to prevent out of school suspension.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Positive Behavior Interventions and Support (PBIS)	• All schools will implement PBIS with fidelity to emphasize positive behaviors in the classroom and throughout the school. School teams will monitor behavior data monthly and make recommendations to the school program based on data. • Support schools to address Tier II and Tier III behavior issues through the use of district consultants and the PASS Program. • Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with behavior issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Mental Health Support	• Refer students and families to the proper mental health supports: Each school has a professional school counselor to work with students. Schools have access to outside mental health providers and school based therapists to refer students who need more intensive emotional support. Schools also collaborate with outside mental health providers and school based therapists to support students' individual treatment plans. • Provide a Tier Three intervention program for our students with a diagnosed mental health issue in Grades 6-12 • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with mental health issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning

Substance Abuse Support	• Identify students who have a substance abuse problem and refer to the proper agency. • Collaborate with school personnel to create awareness of community resources for substance abuse. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with substance abuse issues.	Behavioral Support Program	07/01/2016	06/01/2017	$1000	Director of Reducing Barriers to Learning
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	09/01/2016	06/01/2017	$0	Director of Special Education
				Total	$618030	

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: - Student Engagement - Accountable Talk - Effective Learning Targets - Formative Assessments - Collaborative Instructional Strategies - Usage of data to inform instruction - Analysis of student work - Effective coaching strategies	Professional Learning	07/01/2016	06/01/2017	$1000	Executive Director of Academic Services and Principal Leadership Executive Director of Assessment and College/Career Readiness 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 (e.g. Live Scoring) - Peer classroom observation and feedback - Curriculum design and integration of Next Generation Science Standards - Strategies for student engagement - Accountable Talk - Strategies for formative assessment - Strategies for student collaboration (KCMP Indicator 3)	Professional Learning	07/01/2016	06/01/2017	$0	Executive Director of Assessment and College/Career Readiness 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 ACT assessment results - Analysis of individual student ACT/MAP/SRI/SPI/SMI/CERT 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	07/01/2016	06/01/2017	$0	Executive Director of Assessment and College/Career Readiness Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Teacher Data Analysis Training	Teacher training in: - Item analysis for ACT assessment results - Analysis of individual student ACT/MAP/SRI/SPI/SMI/CERT 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	07/01/2016	06/01/2017	$0	Executive Director of Assessment and College/Career Readiness Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning
Teacher training in the seven areas of the report card and ACT prep	Inquiry-based instruction Project-based (Touch) instruction Presentation-based instruction by students Co-teaching and collaborative lesson planning Motivational-based education – Academy seven area report card Kaplan ACT materials embedded into the Academy classes College information integration into curriculum Leadership skill-building implementation into curriculum	Professional Learning	07/01/2016	06/01/2017	$10000	Executive Director of Assessment and College/Career Readiness Director of Innovation and Technology

Program Development of Student-Choice Career Academies	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: Work with KDE CTE Division to develop an industry certification - Structural Engineering: Work with KDE CTE to adopt an industrial certification in Autodesk - Robotics Engineering: Work with KDE CTE to adopt an industrial certification in Autodesk - Woman in Engineering: Work with KDE CTE to adopt an industrial certification in Autodesk and adopt PLTW courses in Digital Electronics and Aerospace Engineering - Media Arts: Work with KDE CTE to adopt an industrial certification in Adobe - Informatics: Pilot the fourth PLTW Computer Sciences course - Green Engineering: Adopt the third SREB Clean Energy course - Future Educator: Adopt the fourth Education Practicum course - Military Prep: Refinement of implementation of military curriculum	Career Preparation/Orientation	07/01/2016	07/01/2016	$20000	Executive Director of Assessment and College/ Career Readiness Director of Innovation and Technology
PLCS, VPA	VPA- Progressing: All schools will focus on aligning with the National Core Arts Standards that have been adopted by KDE as part of the KCAS for VPA. PLCS- Progressing: Schools have aligned with the KCAS for Health and PE and strengthen implementation of the PECAT and HECAT to assess their health and physical education curriculum for each grade level.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant
Staff Training	Provide professional learning to school personnel developed around the analysis of attendance reports, impacts of school absence, and effective interventions for truancy	Professional Learning	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Collaboration with School Personnel	Collaborate with school personnel during monthly Reducing Barriers to Learning meetings to determine next steps for students who have six or more absences for early intervention	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to 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	07/01/2016	06/01/2017	$39000	Assistant Director of Special Education Director of Special Education
Instructional Practices	Special education teachers will engage in professional learning on using data to guide instruction through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education

Instructional Strategies	Special education teachers will engage in professional learning of research-based reading interventions to support instructional initiatives through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Feedback	Principals will provide teachers written feedback that reinforces practices which improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Teacher Recognition	Principals will formally and informally recognize and support teachers who engage in practices that improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/30/2016	$0	Principal Evaluators
Target and Support of at-risk of not graduating with cohort	• All Administrators will receive professional development surrounding the Persistence to Graduation report and strategies to support at-risk students. • Administrators from each school will participate in monthly Reducing Barriers to Learning meetings with the elementary through high school feeder schools. These meetings model strategies for at-risk students and promote discussion of at-risk students. The meetings model school level RBTL meetings. • Individual schools meet at least twice a month to discuss all at-risk students based on the district level RBTL model. • In February, schools will begin sharing information about targeted at-risk students with the next school staff. Intervention plans will be discussed and developed for the 2016-2017 school year. • RBTL interventionists will be assigned to these students and maintain a relationship with students and families throughout the summer and offer additional support as the students transition to high school.	Academic Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
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	07/01/2016	06/01/2017	$10000	Executive Director of Assessment and College and Career Readiness Director of Innovation and Technology
Advisory Member Training	Advisory Members and Post Secondary will be trained on: Requirements and structure of Academic Internships Procedures in required paperwork Responsibilities of partners, scholars, and school	Professional Learning	07/01/2016	06/01/2017	$3000	Executive Director of Assessment and College and Career Readiness Director of Innovation and Technology

Academic Internship	Increase the quality and quantity of academic internships to be conducted to be 50 high quality internships to meet the needs of college and career needs in the Northern Kentucky region as well as the Commonwealth of Kentucky as a whole.	Career Preparation/Orientation	07/01/2016	06/01/2017	$6000	Executive Director of Assessment and College and Career Readiness Director of Innovation and Technology
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.	Policy and Process	09/01/2016	08/31/2017	$0	Director of Student Engagement
Dual Credit College Opportunities	Grow the Academies Dual Credit Program to have an increased number of scholars earn 30 college credit hours. - Gemini College: Establish 30 credit hours from sophomore to senior year	Career Preparation/Orientation	07/01/2016	06/01/2017	$2000	Executive Director of Assessment and College/Career Readiness Director of Innovation and Technology
Teacher Leadership	Principals will provide opportunities for teachers to participate in school leadership roles, specifically new teacher support.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Training in purpose, rubrics, work plans, and evidence	Administrators will receive training/information during principal and assistant principals meetings as it relates to the purpose of the various program reviews, the revised rubrics, and ongoing support with supporting evidence and work plans.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant
Truancy Needs Assessment	Collaborate with school personnel to analyze Truancy Needs Assessments given to students with four unexcused absences to identify root causes of absences and to create personalized interventions for students	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning Family Resource Youth Development Coordinators
RBTL Interventionists	Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with excessive absences.	Behavioral Support Program	07/01/2016	06/01/2017	$65700	Director of Reducing Barriers to Learning

Alternatives to Suspension	• Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Professional Learning: Provide training to school administrators on analysis of out of school suspension reports and alternatives to suspension. • Support schools in the development of a structure for in school suspension programs to prevent out of school suspension.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Positive Behavior Interventions and Support (PBIS)	• All schools will implement PBIS with fidelity to emphasize positive behaviors in the classroom and throughout the school. School teams will monitor behavior data monthly and make recommendations to the school program based on data. • Support schools to address Tier II and Tier III behavior issues through the use of district consultants and the PASS Program. • Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with behavior issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Mental Health Support	• Refer students and families to the proper mental health supports: Each school has a professional school counselor to work with students. Schools have access to outside mental health providers and school based therapists to refer students who need more intensive emotional support. Schools also collaborate with outside mental health providers and school based therapists to support students' individual treatment plans. • Provide a Tier Three intervention program for our students with a diagnosed mental health issue in Grades 6-12 • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with mental health issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Substance Abuse Support	• Identify students who have a substance abuse problem and refer to the proper agency. • Collaborate with school personnel to create awareness of community resources for substance abuse. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with substance abuse issues.	Behavioral Support Program	07/01/2016	06/01/2017	$1000	Director of Reducing Barriers to Learning
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	09/01/2016	06/01/2017	$0	Director of Special Education
				Total	$157700	

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, RTI meetings, Principal PLCs (Summits) and District CIA meetings. The areas of training include: how to effectively differentiate for faculty needs, building capacity in teacher leaders, meaningful student engagement, content-specific strategies for building instructional capacity of teachers, formative assessment, student collaboration with individual accountability, accountable talk, data analysis and flexible grouping/scheduling of students, and effective implementation of research-based programs.	Professional Learning	07/01/2016	06/01/2017	$0	Executive Director of Academic Services and Principal Leadership Executive Director of Assessment and Accountability and College/Care er Readiness Director of Early Childhood Development Director of Leadership and Learning
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, formative assessment, student collaboration with individual accountability, accountable talk, Literacy and Math Design Collaborative (LDC/MDC), data analysis and flexible grouping/scheduling of students, and effective implementation of research-based programs. Support will alos be provided for effective implementation with fidelity to programs such as, but not limited to: Read180, System44, iRead, Math180, Springboard, and STMath.	Professional Learning	07/01/2016	06/01/2017	$260000	Executive Director of Academic Services and Principal Leadership Executive Director of College and Career Readiness Director of Leadership and Learning Director of Early Childhood Education
PLCS, VPA	VPA- Progressing: All schools will focus on aligning with the National Core Arts Standards that have been adopted by KDE as part of the KCAS for VPA. PLCS- Progressing: Schools have aligned with the KCAS for Health and PE and strengthen implementation of the PECAT and HECAT to assess their health and physical education curriculum for each grade level.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant

Staff Training	Provide professional learning to school personnel developed around the analysis of attendance reports, impacts of school absence, and effective interventions for truancy	Professional Learning	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Collaboration with School Personnel	Collaborate with school personnel during monthly Reducing Barriers to Learning meetings to determine next steps for students who have six or more absences for early intervention	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Instructional Practices	Special education teachers will engage in professional learning on using data to guide instruction through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Feedback	Principals will provide teachers written feedback that reinforces practices which improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Teacher Recognition	Principals will formally and informally recognize and support teachers who engage in practices that improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/30/2016	$0	Principal Evaluators
Target and Support of at-risk of not graduating with cohort	• All Administrators will receive professional development surrounding the Persistence to Graduation report and strategies to support at-risk students. • Administrators from each school will participate in monthly Reducing Barriers to Learning meetings with the elementary through high school feeder schools. These meetings model strategies for at-risk students and promote discussion of at-risk students. The meetings model school level RBTL meetings. • Individual schools meet at least twice a month to discuss all at-risk students based on the district level RBTL model. • In February, schools will begin sharing information about targeted at-risk students with the next school staff. Intervention plans will be discussed and developed for the 2016-2017 school year. • RBTL interventionists will be assigned to these students and maintain a relationship with students and families throughout the summer and offer additional support as the students transition to high school.	Academic Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
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. Professional learning will include, but will not be limited to student engagement, accountable talk, student collaboration, formative assessment, data analysis, and progress monitoring.	Academic Support Program	07/01/2016	06/01/2017	$291330	Director of Early Childhood (Title I Coordinator)
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.	Policy and Process	09/01/2016	08/31/2017	$0	Director of Student Engagement

Instructional Strategies	Special education teachers will engage in professional learning of research-based reading interventions to support instructional initiatives through monthly special education PLC meetings.	Professional Learning	07/01/2016	06/01/2017	$0	Director of Special Education
Teacher Leadership	Principals will provide opportunities for teachers to participate in school leadership roles, specifically new teacher support.	Recruitment and Retention	07/01/2015	06/01/2017	$0	Principal Evaluators
Training in purpose, rubrics, work plans, and evidence	Administrators will receive training/information during principal and assistant principals meetings as it relates to the purpose of the various program reviews, the revised rubrics, and ongoing support with supporting evidence and work plans.	Professional Learning	07/01/2016	06/01/2017	$0	G/T and Visual and Performing Arts Consultant
Truancy Needs Assessment	Collaborate with school personnel to analyze Truancy Needs Assessments given to students with four unexcused absences to identify root causes of absences and to create personalized interventions for students	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning Family Resource Youth Development Coordinators
RBTL Interventionists	Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with excessive absences.	Behavioral Support Program	07/01/2016	06/01/2017	$65700	Director of Reducing Barriers to Learning
Alternatives to Suspension	• Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Professional Learning: Provide training to school administrators on analysis of out of school suspension reports and alternatives to suspension. • Support schools in the development of a structure for in school suspension programs to prevent out of school suspension.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Positive Behavior Interventions and Support (PBIS)	• All schools will implement PBIS with fidelity to emphasize positive behaviors in the classroom and throughout the school. School teams will monitor behavior data monthly and make recommendations to the school program based on data. • Support schools to address Tier II and Tier III behavior issues through the use of district consultants and the PASS Program. • Professional Learning: Provide training to school staff on the use of Calm Classroom and classroom management strategies as requested by the schools. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with behavior issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning

Mental Health Support	• Refer students and families to the proper mental health supports: Each school has a professional school counselor to work with students. Schools have access to outside mental health providers and school based therapists to refer students who need more intensive emotional support. Schools also collaborate with outside mental health providers and school based therapists to support students' individual treatment plans. • Provide a Tier Three intervention program for our students with a diagnosed mental health issue in Grades 6-12 • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with mental health issues.	Behavioral Support Program	07/01/2016	06/01/2017	$0	Director of Reducing Barriers to Learning
Substance Abuse Support	• Identify students who have a substance abuse problem and refer to the proper agency. • Collaborate with school personnel to create awareness of community resources for substance abuse. • Provide a Reducing Barriers to Learning Interventionist for each school feeder pattern to support schools working with students and families with substance abuse issues.	Behavioral Support Program	07/01/2016	06/01/2017	$1000	Director of Reducing Barriers to Learning
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	09/01/2016	06/01/2017	$0	Director of Special Education
				Total	$618030	

Phase II - 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		

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	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		

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		

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 ensures 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.	N/A		

Label	Assurance	Response	Comment	Attachment
11.	Our district ensures class-size reduction needs are determined by analysis of data complied through such processes as achievement test results, needs assessments, and class size data reviews.	N/A		

Label	Assurance	Response	Comment	Attachment
12.	Our district ensures 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		

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		

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 set-aside funds for neglected institutions in the district are expended on identified student needs.	N/A		

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.	N/A		

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		

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.	N/A		

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		

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	N/A		

Label	Assurance	Response	Comment	Attachment
38.	The district certifies it has submitted the required District School Safety Report in ASSIST to verify compliance with SB/HB345 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes		

Phase II - 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

The district ensures 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:

College/Career Readiness

Measurable Objective 1:

collaborate to increase the percentage of students who are college/career ready from 66.6% in 2016 to 70.0% by 10/01/2017 as measured by district report card.

Strategy1:

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, Math 180 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	Funding Amount & Source	Staff Responsible
Create resources and instruct principals in: - Student Engagement - Accountable Talk - Effective Learning Targets - Formative Assessments - Collaborative Instructional Strategies - Usage of data to inform instruction - Analysis of student work - Effective coaching strategies	Professional Learning	07/01/2016	06/01/2017	$1000 - District Funding	Executive Director of Academic Services and Principal Leadership Executive Director of Assessment and College/Career Readiness Director of Leadership and Learning

Activity - Teacher Curriculum, Instruction, and Assessment Strategies Training	Activity Type	Begin Date	End Date	Funding Amount & Source	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 (e.g. Live Scoring) - Peer classroom observation and feedback - Curriculum design and integration of Next Generation Science Standards - Strategies for student engagement - Accountable Talk - Strategies for formative assessment - Strategies for student collaboration (KCMP Indicator 3)	Professional Learning	07/01/2016	06/01/2017	$0 - No Funding Required	Executive Director of Assessment and College/Career Readiness Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning

Strategy2:

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: ACT, NWEA, Scholastic, and CERT

Activity - Administrator Data Analysis Trainings and Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrator training and monitoring in: - Item analysis for ACT assessment results - Analysis of individual student ACT/MAP/SRI/SPI/SMI/CERT 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	07/01/2016	06/01/2017	$0 - No Funding Required	Executive Director of Assessment and College/Career Readiness Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning

Activity - Teacher Data Analysis Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training in: - Item analysis for ACT assessment results - Analysis of individual student ACT/MAP/SRI/SPI/SMI/CERT 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	07/01/2016	06/01/2017	$0 - No Funding Required	Executive Director of Assessment and College/Career Readiness Executive Director of Academic Services and Principal Leadership Director of Leadership and Learning

Strategy3:

Integration of 21st Century Career Pathways - 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: Work with KDE CTE Division to develop an industry certification

- Structural Engineering: Work with KDE CTE to adopt an industrial certification in Autodesk

- Robotics Engineering: Work with KDE CTE to adopt an industrial certification in Autodesk

-        Woman in Engineering: Work with KDE CTE to adopt an industrial certification in Autodesk and adopt PLTW courses in Digital

Electronics and Aerospace Engineering

- Media Arts: Work with KDE CTE to adopt an industrial certification in Adobe

- Informatics: Pilot the fourth PLTW Computer Sciences course

- Green Engineering: Adopt the third SREB Clean Energy course

- Future Educator: Adopt the fourth Education Practicum course

- Military Prep: Refinement of implementation of military curriculum

Category: Career Readiness Pathways

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

Activity - Teacher training in the seven areas of the report card and ACT prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Inquiry-based instruction Project-based (Touch) instruction Presentation-based instruction by students Co-teaching and collaborative lesson planning Motivational-based education – Academy seven area report card Kaplan ACT materials embedded into the Academy classes College information integration into curriculum Leadership skill-building implementation into curriculum	Professional Learning	07/01/2016	06/01/2017	$10000 - Career and Technical Education Funds	Executive Director of Assessment and College/Career Readiness Director of Innovation and Technology

Activity - Program Development of Student-Choice Career Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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: Work with KDE CTE Division to develop an industry certification - Structural Engineering: Work with KDE CTE to adopt an industrial certification in Autodesk - Robotics Engineering: Work with KDE CTE to adopt an industrial certification in Autodesk - Woman in Engineering: Work with KDE CTE to adopt an industrial certification in Autodesk and adopt PLTW courses in Digital Electronics and Aerospace Engineering - Media Arts: Work with KDE CTE to adopt an industrial certification in Adobe - Informatics: Pilot the fourth PLTW Computer Sciences course - Green Engineering: Adopt the third SREB Clean Energy course - Future Educator: Adopt the fourth Education Practicum course - Military Prep: Refinement of implementation of military curriculum	Career Preparation/ Orientation	07/01/2016	07/01/2016	$20000 - Career and Technical Education Funds	Executive Director of Assessment and College/ Career Readiness Director of Innovation and Technology

Strategy4:

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

Research Cited:

Activity - Teacher training	Activity Type	Begin Date	End Date	Funding Amount & Source	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	Professional Learning	07/01/2016	06/01/2017	$10000 - Perkins	Executive Director of Assessment and College and Career Readiness Director of Innovation and Technology

Activity - Academic Internship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase the quality and quantity of academic internships to be conducted to be 50 high quality internships to meet the needs of college and career needs in the Northern Kentucky region as well as the Commonwealth of Kentucky as a whole.	Career Preparation/ Orientation	07/01/2016	06/01/2017	$6000 - Perkins	Executive Director of Assessment and College and Career Readiness Director of Innovation and Technology

Activity - Advisory Member Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advisory Members and Post Secondary will be trained on: Requirements and structure of Academic Internships Procedures in required paperwork Responsibilities of partners, scholars, and school	Professional Learning	07/01/2016	06/01/2017	$3000 - Career and Technical Education Funds	Executive Director of Assessment and College and Career Readiness Director of Innovation and Technology

Strategy5:

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

Research Cited:

Activity - Community and Agency Support	Activity Type	Begin Date	End Date	Funding Amount & Source	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).	Career Preparation/ Orientation	07/01/2016	06/01/2017	$39000 - IDEA	Assistant Director of Special Education Director of Special Education

Activity - Dual Credit College Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grow the Academies Dual Credit Program to have an increased number of scholars earn 30 college credit hours. - Gemini College: Establish 30 credit hours from sophomore to senior year	Career Preparation/ Orientation	07/01/2016	06/01/2017	$2000 - Career and Technical Education Funds	Executive Director of Assessment and College/Career Readiness Director of Innovation and Technology

Goal 2:

Equitable Distribution of Staff

Measurable Objective 1:

collaborate to reduce the percentage of teacher turnover in the district from 16% in 2016 to 15% by 06/30/2017 as measured by the equity

tab of the school report card.

Strategy1:

Recognizing Teacher Accomplishments - Retain experienced and qualified teachers in the district by recognizing their accomplioshments.

Category: Human Capital Management

Research Cited:

Activity - Teacher Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will formally and informally recognize and support teachers who engage in practices that improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/30/2016	$0 - No Funding Required	Principal Evaluators

The 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 that agree that the faculty is recognized for accomplishments from 79.8% in 2015 to 85%

by 06/30/2017 as measured by 2017 Tell Survey Results.

Strategy1:

Teacher Support - School leadership will consistently support teachers.

Category: Human Capital Management

Research Cited:

Activity - Teacher Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will provide opportunities for teachers to participate in school leadership roles, specifically new teacher support.	Recruitment and Retention	07/01/2015	06/01/2017	$0 - No Funding Required	Principal Evaluators

Activity - Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will provide teachers written feedback that reinforces practices which improve instruction and student learning.	Recruitment and Retention	07/01/2015	06/01/2017	$0 - No Funding Required	Principal Evaluators

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 fourth largest school district in the Commonwealth serving over 14,600 students in state-of the art facilities, including 10 elementary schools serving grades K-5; 1 P-8 STEAM Academy, 3 middle schools serving grades 6-8; 3 high schools serving grades 9-12, 1 choice career academy serving grades 9-12; 8 preschools serving nearly 350 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 nearly 2000, approximately 13% of the total student enrollment.

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.

The population of Kenton County is approximately 163,929. Of this group 92 % are white, 5% are African-American, and 3% are Hispanic. Eighty-nine percent (89%) are high school graduates and 29% have a Bachelor's degree or higher. Median household income is $54,270: 14% live below the poverty level.

- The district is home to students with 32 different home languages. 87% of the students are white, 4% are Hispanic/Latino, 2% are African American, 2% Asian, and 4% other.

- The Free and Reduced Lunch population is 43.21%. Sixteen (16) 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%.

- 100% of classrooms provide internet connection, with a student to computer ratio of 2.5:1.

- Approximately 15,000 meals are provided daily by food service.

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 are shared regularly with our parents, employees and community. In the summer of 2016, the district mission, goals, and supports were aligned with the Comprehensive District Improvement Plan (CDIP). 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 reports to our District Cabinet. An annual CDIP 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. Each student has 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. Each student has 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.

Student performance:

Within the process of teaching and learning, assessment plays a vital role in curriculum and instructional decisions. Teachers use formal, informal, formative, and summative assessments to gauge the level of mastery of students in relation to the standards. This data is then used to enhance and align curriculum and instruction to meet the respective needs of students.

The state of Kentucky uses the Kentucky Performance Rating for Educational Progress (K-PREP) to monitor progress toward mastery of skills needed to insure that each student graduates from high school as college and career ready. In the elementary and middle schools,

students are assessed in the following areas: Reading, Writing, Language Mechanics, Math, and Social Studies. High school students are assessed for college readiness using the ACT. In addition, 10th and 11th grade students are assessed in On Demand Writing. High school students are also assessed through End of Course exams which include Biology, English 2, Algebra 2, and US History.

The averages scores for high school students (965) taking the ACT during the 2015-16 school year is: English 20.5, Math 20.3, Reading 21.1, Science 20.8, for an overall composite of 20.8. The content and composite averages are all above the state average. The overall district composite has increased from 19.6 to 20.8 over the last six years showing a steady increase in the percentage of students who are college ready.

The Kenton County School District met the Annual Measurable Objective goal, Participation Rate goal, Graduation Rate goal, and is classified as Distinguished. Kenton County has six Distinguished and five Proficient elementary schools, one Distinguished and two Proficient high schools, one Distinguished, one Proficient, and two Needs Improvement middle schools.

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.

Notable Achievements:

District Highlights since 2014

Our Students

- Three National Merit Semifinalists (2016)

- State Diving Champion (2016)

- State Wrestling Champion (2016)

- Jefferson Award for Outstanding Service (2016)

- Over $15 million in Scholarships earned by the Class of 2016

- 27 students selected for Governor's Scholars Program (2016)

- Two Academic All-Stars (2016)

- Two "Against All Odds" winners (2016)

- Three National Scholastic Writing Awards (2016)

- One National Scholastic Art Award (2016)

- State Mock Trial Winner (2016)

- One National Merit Semifinalist (2015)

- Read180 National Award Winner (2016)

- Over $20 million earned in scholarships by the Classes of 2015

- 30 Governor's Scholars (2014-15)

- Four Governor's School for Entrepreneurs participants (2014-15)

- Five Governor's School for the Arts participants (2014-15)

- One Duke TIP Beven Scholar (2014-15)

- One Kentucky State Wrestling Champion (2014-15)

- NSDA Dramatic Interpretation Champion (2014-15)

- 8th Region Archery Team Champion (2014-15)

- 81 Scholastic Writing Awards (2014-15)

- National Scholastic Art Silver Medal Winner (2014-15)

- Two state Geography Bee Semifinalists (2014-15)

- Kentucky Miss Soccer (2014-15)

- Two Academic All-Stars (2014-15)

- Two Against All Odds Winners (2014-15)

Our Staff

- Three Golden Apple Winners for Excellence in Teaching (2016)

- Mary Ann Mongan Literacy Award Winner (2016)

- Two New National Board Certified Teachers (2016)

- Counselor Advocate of the Year (2016)

- PAEMST Award Finalist (2016)

- Kentucky Middle School Music Teacher of the Year (2016)

- PLTW Computer Science Teacher of the Year (2016)

- KyAEA High School Art Teacher of the Year (2016)

- 66 National Board Certified Teachers (2015)

- Four Golden Apple Awards for Teaching Excellence (2014-15)

- Two Greater Cincinnati Teachers of Excellence (2014-15)

- AD Albright Outstanding Governmental Leadership Award (2014-15)

- Transportation Department - STAK Outstanding Training Department Award (2014-15)

- PLTW Teacher of the Year (2014-15)

- KSCA Principal of the Year (2014-15)

- KSCA Emerging Leader Award (2014-15)

- NKEA Teacher of the Year (2014-15)

- NSBA '20 to Watch' Technology Leader (2014-15)

- Delta Kappa Gamma - Alpha Gamma State "Women of Vision" Award (2015)

- Delta Kappa Gamma - Educational Excellence in the Classroom Award (2015)

Our District

- Energy Star Partner of the Year for Sustained Excellence (2016)

- KySTE Outstanding Leader Award (2016)

- STAK Outstanding Superintendent Award (2016)

- NSPRA Honorable Mention Winner (2016)

- 12 OASIS Awards (2016)

- Distinguished District with Eight Distinguished Schools, including three top 20 Schools of Distinction and two High-Performing Schools, in

2015-16 School Report Card

- Ranked Distinguished and in the 92nd percentile in 2014-15 Kentucky School Report Card

-100% Tobacco Free

- Energy Star Partner of the Year for Sustained Excellence (2015)

- AD Albright Outstanding Governmental Leadership Award (2014-15)

- Nine OASIS Awards (2014-15)

- Two Jefferson Awards for Outstanding Community Service (2014-15)

- Energy Star Partner of the Year (2014)

Areas for Improvement:

An area of improvement that has been discussed by leadership within the district is the development of a strategic and focused on boarding

system to implement as we hire new teachers and administrators. We already have a New Teacher day in August, but have been

challenged in finding ways to make this support on going and relevant to the needs of teachers at all levels. Also, we do not have an official

system for our new administrators and depend on the building principal and his/her evaluator to do most of the work in this area. Developing

a system to bring our new teachers into the Kenton County Way---the vision for what we expect from them as members of the Kenton County

School District is one of our top priorities for the upcoming school year. Further, we would like to extend this intense and ongoing training

and mentoring to new administrators and other departments, such as, food service, transportation, and facilities.

A second area of improvement for the district is our commitment to Personalized Learning for students at all grade levels. We have

established a district team to train others on how to implement personalized learning into the curriculum and provide multiple opportunities for

students to demonstrate growth and mastery. Over the next year, our goal is to spread the training of our core team (PLAy Team) into the

buildings and start a ground swell of enthusiasm and commitment to provide students with the skills to self monitor their learning and pursue

their interests with passion while still mastering core concepts.

Additional Information

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

Kenton County Academies of Innovation and Technology

The Kenton County Academies of Innovation and Technology (KCAIT) are in their fifth year and available to any high school student enrolled in the Kenton County School District. Each academy uses an inquiry-based/performance-based method where the lines between "technical" and "academic" are deliberately blurred. All scholars use technology to research, produce, and present across disciplines. Much of the class work is project-based and incorporates real world application. Scholars with interests in STEM (Science, Technology, Engineering, and Mathematics) are encouraged to apply.

Curriculum is framed around answering questions and solving problems. Integration means we address issues as they are found in the real world: in teams, studying questions and themes that cut across academic disciplines. Teachers collaborate within an academy to develop coherent programs by intersecting their curricula wherever possible. Each academy has a technical and two core content classes. The core content classes are taught with an emphasis and "flavor" of the career class. Each core content class covers the same curriculum as the core content classes taught at the traditional high schools. However, academy core content classes are unique because they are taught by integrating the topics taught in the career class.

Scholars have ten different academies in which to apply to enroll. Each offer credits the same as their high schools. Scholars attend for half a day and the other half a day at their traditional high school. The ten career academies are: Biomedical Sciences, Green Engineering, Robotics Engineering, Structural Engineering, Media Arts, Informatics, Military Prep, Future Educator, Women in Engineering and the Gemini College Academy.

Summit View (STEAM) Academy

STEAM is an acronym for Science, Technology, Engineering, Art, and Mathematics. The real question is: What is STEAM at Summit View Academy (SVA), and how will teachers integrate STEAM into the Preschool-8th grade classrooms? We are embarking on a philosophy change, and that takes research, planning, and time to develop. Over the next few years, we will be doing just that: researching, planning, and implementing. We want students to experience problem based learning that will challenge them and allow them to be more creative with their solutions. We want students to be problem solvers in many different capacities.

Developing skills in problem solving is the main focus for the year and the driving force for our STEAM Academy. Professional development includes: cross-content/cross-grade collaboration, instruction using the 5E's (Engage, Explore, Explain, Elaborate, and Evaluate), problem based learning, and engineering design. For several years now, elementary and middle school science teachers have been working with University of Kentucky (UK) and Northern Kentucky University (NKU), including The Center for Integrated Natural Sciences and Mathematics (CINSAM), to see what using the 5E's and inquiry based science in the classroom looks and feels like.

The STEAM Academy has made changes in the way curriculum is delivered and the daily schedule of classes. SVA added Genius Hour to provide students a time to create and explore. Presentation skills are also honed during this elective. Coding and robotics classes have been added as well as the creation of two Maker Spaces.

District Community

The Kenton County School District offers strong systems to support all schools. Local school communities make decisions about ways to enhance those systems for their children through School Based Decision Making Teams (SBDM). School councils promote shared leadership among those who are close to the students. Membership of each council includes parents, teachers and an administrator of the school. The council has the responsibility to set school policy and make decisions outlined in statute which shall provide an environment to enhance student achievement and help meet the goals. Making decisions through shared decision making results in a greater commitment to implementing decisions that will enhance the achievement of students. During the last school year 10,500 parents attended at least one

parent teacher conference. There are also a number of volunteers that provide service within the school setting. Over 50,000 hours were logged last year by adults volunteering their services.

The district employs 1,706 staff members. Of those 963 are certified employees 743 are classified staff. Of the district's core academic teachers, 100% are Highly Qualified under the guidelines of No Child Left Behind. Over 77% of the district teachers (743) hold advanced degrees; 7% (66 teachers) are National Board Certified. The average years of teaching experience is 13. The transportation department employs 144 full time bus drivers, and 7 mechanics. Buses log 10,810 miles per day and transport approximately 10,475 students (including private school students). There are 178 buses, including 21 special needs buses and 12 preschool buses. Facilities are maintained by 8 maintenance technicians (3 HVAC, 1 Plumber, 2 Carpenters, 1 Electrician, 1 Maintenance Apprentice/Mail Carrier) and 87 custodians.

Green Energy

The Kenton County School District believes school buildings should use less energy, demonstrate sound environmental practices and serve as fundamental tools for learning. All of our school construction and/or renovation projects focus on high performance features, student involvement, and increased student performance.

The commitment of the Kenton County School District to high performance, sustainable school design can be demonstrated by a number of firsts:

- First LEED® Silver Certified school in Kentucky
- First schools to receive consecutive ENERGY STAR® Labels
- First true daylit school in Kentucky
- First school with rainwater catchment
- First school with solar PV

Our newest school facilities feature high performance design features such as:

- Daylight harvesting
- Solar panels
- Rainwater catchment systems
- Vital signs systems
- Green building materials
- Geothermal heating and cooling
- Vegetated roofs
- ICF (insulated concrete forms) walls

We believe that school construction and renovation projects provide excellent opportunities for student involvement and rigorous and relevant instruction. Most recently, the students at Turkey Foot Middle, Woodland Middle, and Scott High Schools were involved with the construction/renovation of their schools in many ways:

- Students worked with CMTA and performed a lighting study that impacted the design of the daylight harvesting for the new school
- Students worked with PCA to design the sundial for the outside classroom
- Students worked with the geotechnical engineers and were present for the geotechnical test drilling
- Students periodically toured the construction site to see how the construction of the school progressed
- Students were involved in the design of the outdoor classrooms on the campus

We believe that through early collaboration of all design team members and stakeholders we can build school buildings that reach these goals and are constructed without additional cost:

- Increased test scores
- Increased average daily attendance
- Increased teacher satisfaction and retention
- Reduced energy and operating costs
- Environmentally friendly
- Ability to use the facility/building as a learning tool

- Demonstrate what schools can do for the environment
- Lifestyle and behavior change for students and staff

School district expenditures play an important role in the Kenton County School District economic environment. The district is committed to compensation and professional development to attract and retain effective staff. Salary schedule increases have been implemented for the past five years along with teacher training funded through grants and budget allocations. Technology infrastructure upgrades and equipment additions are evident throughout district schools providing the foundation for more innovative teaching practices, access to additional lessons and on-line activities for students in all grade levels. Efficiency in staffing, energy conservation measures, and strategic use of grant funds have kept General Fund total expenditure growth to only 4% over the past three years. Retirement plan funding is currently being reviewed by the state legislature and will affect future benefits expenditures for all state government divisions. The General Fund expenditure contingency has averaged 10.3% of the total budget in 2014-2016.

Facility renovations and improvements are funded through state allocations and matching district allocations from the annual local tax revenue. Major facility projects during 2014-2016 include building addition and renovation at Fort Wright Elementary, Woodland Middle and Scott High Schools, school entry renovations in several district schools, and energy equipment upgrades providing energy efficiency for years to come. The Kenton County School District has levied three nickels against local property assessment, which will support continued improvement with the capital construction program.

Community Engagement

The Community Engagement department communicates the district's goals to the public utilizing technology, network television, marketing, and public relations.

- Superintendent Student Leadership Advisory- Students from each of the three high schools meet to advise the superintendent on the needs of their schools in relation to the overall district goals.

- Bornlearning- Early childhood development program in our elementary schools helps create a sense of community for families and gives strategies to ensure kindergarten readiness.

- @TheKCSD- Twitter account that now has more than 5 thousand followers in the district to share the great news at all of our schools.

- The district offers a selection of over 150 extracurricular activities, including over 17 sports between the schools.

- Community Education-The district welcomes adults and children into our schools throughout the year to participate in a wide range of community learning projects. Our goal is to continue to add worthwhile programs that are school and/or community generated to give students and families in our areas a closer connection to our schools.

- Business Partnerships-The district has extensive partnerships with our business community. All ten KCAIT (Kenton County Academies of Innovation and Technology) have business advisory members who work directly with students, advising them of their research projects twice a year. Post-Secondary partners include, Gateway Community College, Thomas More College, Northern Kentucky University, University of Cincinnati, and Cincinnati State. Our students hold apprenticeships with over 50 different companies, including St. Elizabeth Hospital, Mazak, Duke Energy, and JC Penney's.

- The District Communication Department provides, both instructional and informational videos found on YouTube, accessed through the district's home webpage.

- Education Foundation-Created by alumni, the Kenton County Education Foundation is a nonprofit organization that provides scholarships to students to pursue post-secondary education. Since 1988 the foundation has awarded over $100,000 to over 100 seniors.

Gifted and Talented

The Kenton County School District identifies and serves gifted youth within our schools to ensure an appropriate level of instruction to reach the potential of each student. High potential learners at the primary level and identified gifted students in grades four through twelve are provided articulated services to differentiate their instruction, therefore meeting their individual needs. Our schools offer multiple service delivery options such as acceleration, honors and Advanced Placement courses, collaborative teaching, special counseling services, distance learning, enrichment services, independent study, mentorship, resource services, seminars, and individualized or cluster grouping differentiated instructional strategies to students in the PTP- Primary Talent Pool (Grades K-3) or students formally identified in grades four through twelve, over 24% of the student population qualifies for Gifted/Talented Services.

EL

The Kenton County EL (English Learners) Program is designed to assist students with limited English proficiency to speak, read, write and comprehend the English language, and to meet challenging state content goals to close the gap between LEP (limited English proficient) students and non-LEP students. A high-quality language instructional program with qualified personnel is implemented to prepare LEP students to successfully attain English and participate in all-English classrooms. State and district academic assessments are used to assess annual progress in English and in academic achievement. The LEP student population is equitably represented in gifted education, special education and in all other services provided for all students. Currently, there are 324 limited English proficient students in the district. This population represents students in grades preschool through high school. There are 32 different languages. Spanish is the most prevalent language.

AP/Dual Credits

Over 31 Advanced Placement classes are offered at the high schools. The percent of scores on AP exams that were a 3 or higher is 63%. Students at all district high schools are also eligible to earn dual credits through select courses in partnership with Northern Kentucky University, Thomas More and Gateway College.

Preschool Program

The Kenton County Preschool Program is an enriching program serving children who meet eligibility criteria as defined by the Kentucky Department of Education. The preschool program is available to families with four-year-old children who are income eligible, as well as families with three and four-year-old children with delays in their development, regardless of income.   The family must reside in the Kenton County School District in order to attend the preschool program. The program is available at no cost to the family (other than lunch fees if the child is not free lunch eligible).

Preschool classrooms are located in nine of the elementary schools in the Kenton County School District, serving the needs of approximately 400 preschool children. Each classroom is staffed to meet the needs of the participating students with a certified teacher and at least one teaching assistant. The majority of current preschool teachers are Master's level teachers with an Interdisciplinary Early Childhood Education (IECE) teaching certificate. All teaching assistants in the preschool program have completed curriculum training and receive ongoing professional development.

Special Education/Title I

In The Kenton County School District, we believe that ALL children can learn at high levels regardless of their ethnicity, ability, gender, socio-economic status, native language, or whether they have a disability. For students experiencing difficulties with learning, there are numerous supports available in each school. Through federal and state funding, a continuum of special education services are provided via individual education plans. Specialized programs for students with low-incidence disabilities, such as Emotional Behavior Disabilities and Autism, are available. The use of specialized consultants for behavior, autism and assistive technology allow direct support and training to teachers, ensuring that students are provided instructional services within their least restrictive environment.

The Title I program, one of the largest federal aid programs, sends money to the school districts based on census counts of children from low-income families and children in several smaller categories, such as foster children, homeless children and those living in correctional institutions.

Those schools with 40% or more of their population low income are served with a "Schoolwide" program. Kenton County has eight schools that receive Schoolwide funding - Beechgrove Elementary, J. A. Caywood Elementary, Ft. Wright Elementary, Piner Elementary, River Ridge Elementary, Ryland Elementary, Taylor Mill Elementary and White's Tower Elementary.

Schools with less than 40 percent low income, that are identified as Title 1, offer a "Targeted Assistance" program where participating students receive instruction to increase achievement on the state standards. Kenton County has two schools that receives Targeted Assistance funding - Summit View Academy, and Kenton Elementary.

Instructional Technology

Kenton County Schools provides technology support to teachers by offering professional development and professional growth opportunities. Kenton County's Technology Integration Consultant provides on-site and on-demand assistance for fellow teachers to create different forms of learning and teaching with the help of technologies. The district specialist seeks to improve student learning by showing teachers the

thoughtful applications and best practices of new tools. A sampling of training/resources provided to teachers includes: Edmodo, Common Assessment Calculator, KET EncycloMedia, Blogs, HMH Programs, Web 2.0 Tools, Instructional Technology Links, Maximizing Classroom Performance System (CPS), Skype for Business, and Professional Technology Organizations.