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The Comprehensive District Improvement Plan or CDIP is defined as a plan developed by the local school district with input of parents, faculty, staff, and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students.

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the district's 2019-20 diagnostics is as follows:

**Phase One: August 1 - October 1**
- Continuous Improvement Diagnostic for Districts

**Phase Two: October 1 - November 1**
- The Needs Assessment for Districts
- District Assurances
- District Safety Report

**Phase Three: November 1 - January 1**
- Comprehensive District Improvement Plan
- Executive Summary for Districts
- The Superintendent Gap Assurance

**Phase Four: January 1 - December 31**
- Progress Monitoring

As superintendent of the district, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

Dr. Henry Webb 8/30/2019
2019-20 Phase Two: The Needs Assessment for Districts

Last Modified: 10/10/2019
Status: Open
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Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the current state of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each district complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.
Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/ district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Kenton County School District data to identify needs is evaluated in a variety of venues, involving many departments beyond our Academic Support Department. While the Academic Support Department reviews data with district level administrators and consultants at monthly Academic Support meetings, and with school level leadership at CIA (Curriculum, Instruction, and Assessment) meetings, we find it even more valuable to gather input and perspective from a variety of different groups throughout the district. Data and input is discussed, and plans are made at the Director’s Meetings where approximately 15 Directors, Executive Directors, Assistant Superintendents, Chief Academic Officer, and the Superintendent come together for collaboration. Plans for improvement are further focused on in weekly District Cabinet meetings where leadership from each of the departments along with our Superintendent. Input is gathered through consultation with school, district, and community stakeholders in the improvement process. Both school and district data, as well as plans for improvement are discussed in Board meetings with the members of the Board of Education. Further improvement planning and discussions of data occur between district and school level leadership teams through our monthly Principal/Assistant Principal meetings and level-specific Summits. Our electronic Data Dashboard is used for monitoring progress towards all of our goals at both the school and district levels as this data is a primary focus for all of our work in order to improve learning opportunities for our students.
Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

**Example of Current Academic State:**
- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

**Example of Non-Academic Current State:**
- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 74% of the district’s teachers received adequate professional development.

- ACT composite- District 20.3 • ACT Reading Proficiency District 54.1% (State 44.5%)/ Math District 48.9% (State 35.3%) • Advanced Placement- % scoring 3, 4, or 5 District 63% • Graduation Rate District 94.9% (State 91.1%) • High School Transition Ready rate- District 70.6% (State 66.8%) • Middle School Proficiency- District 78.2 (State 72.3) • Middle School Growth- District 50.9 (State 52.5) • Middle School Separate Academic Indicator- District 68.5 (State 63.3) • Elementary School Proficiency- District 80.5 (State 70.4) • Elementary School Growth- District 59.3 (State 57.7) • Elementary School Separate Academic Indicator- District 75.7 (State 64.7) • Attendance- District 95.8% (State 94.2%)
Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Districts.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

- Seven schools Growth indicator rating of low or very low
- Students with Disabilities had an index of 48.7 at the elementary level, 30.4 at the middle school level, and 30.5 at the high school level
- Career ready 24.5% in 2018-19 and 22% in 2017-18
- Students with Disabilities Transition-Ready index 24
- Students with Disabilities Graduation Rate index -78.1
- African American students Graduation Rate index 87.5
- Middle Schools are below the state in Growth District 50.9/State 52.5
- English Language plus Monitored at the middle school level had significant gaps
- Students with Disabilities in middle school- below the state average in all indicators
Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

In the area of student with disabilities, there continues to be a need for improvement in all areas: proficiency, growth, separate academic indicators, transition rate, and graduation rate. Over the past three years, the gap between students with disabilities and students without disabilities is beginning to close at some grade levels and in some areas. However, the gap is still large. For example, the percentage of students scoring Proficient or Distinguished in Reading in elementary and middle school has improved but not at the same pace as all students. Elementary: 34.1% 2017 to 31.9% 2018 to 31.4% 2019 Middle School: 16.9% 2018 to 21.4% 2019. For our high school students, the four year graduation rate for our students with disabilities has shown improvement but continues to be a focus due to the gap with general education students: 67% for students with disabilities compared to for all students 91.7% 2017 to 72.6% for students with disabilities compared to for students with disabilities compared to 94.6% for all students for all students 2018 to 81.6% for students with disabilities compared to 94.6% for all students 2019.
Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

*KCWP 1: Design and Deploy Standards for our work with New Primary Curriculum
KCWP 2: Design and Deliver Instruction for our work with Pillars of Support, Learning Walks, and Cohorts for Building Capacity
KCWP 3: Design and Deliver Assessment Literacy for our work with adjustments to Common Assessments in Primary
KCWP 4: Review, Analyze and Apply Data for our work in our Data Dashboard
KCWP 5: Design, Align and Deliver Support for our work with MTSS, Gap Plans, and Increasing Efficacy
KCWP 6: Establishing Learning Culture and Environment for our work towards our goal of all students included in a School Activity, Safety and Security Plans, Social/Emotional Learning, and Diversity/Inclusion Professional Learning
Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

**Example:** Graduation rate has increased from 67% the last five years to its current rate of 98%.

- The district outperformed the state in Reading and Math at the Elementary District: 80.5/State 70.4, Middle-District: 78.2/State 72.3, and High School level: District: 68.4/State 56.8.
- The district outperformed the state in Science, Social Studies, and Writing at the Elementary District: District: 75.7/State 64.7, Middle-District: 68.5/State 63.3, and High School level: District: 68.8/State 62.
- Students with Disabilities performed above the state average on the proficiency indicator in elementary and high school: Elementary (District 48.3/State 48.2) High School (District 30.9/State 30.9).
- English Language Learner Students were above the state average in all areas except Middle School growth: Proficiency, Separate Academic Indicator, Growth and Transition: Proficiency (ES 59.8/State 53.3, MS 37.1/State 35.7, HS 29.2/State 17.1), Separate Academic Indicator (ES 66.7/State 47.6, MS 57.1/State 31.5, HS 59.0/State 25.0) Growth: (ES 72.8/State 69.2), Transition: (HS 46.9/State 25.4).

1) Graduation Rate Index Increase from 93.5 in 2017-18 to 94.9 in 2018-19.
- High schools rank 18 of 167 Districts in the state (top 10%)
- Transition Ready Index is above the state District 94.9/State 91.1
- Transition Ready Index Increase from 62.7 in 2017-18 to 70.6 in 2018-19.
- The district outperformed the state in Transition Ready index: District 70.6/State 66.8.
- Middle schools rank 47 of 173 Districts in the state (top 27%)
- Elementary schools rank 22 of 173 Districts in the state (top 13%)
- Elementary Schools rank 30 of 173 districts in the state (top 17%)
- Elementary Schools are above the state in Growth District 59.3/State 57.7.
- Students with Disabilities have a growth indicator of 63.4 at the elementary level.
- African American students have a growth indicator of 67.7 at the elementary level.
- Students with Disabilities have a growth indicator of 63.4 at the elementary level.
- African American students have a growth indicator of 67.7 at the elementary level.
# Attachment Summary

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2019-20 Phase Two: District Assurances

Kenton County
Henry Webb
1055 Eaton Dr
Fort Wright, Kentucky, 41017
United States of America

Last Modified: 10/02/2019
Status: Open
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Introduction
Assurances are a required component of the CDIP process (703 KAR 5:225). Please read each assurance and indicate whether your district is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.
1. Pursuant to Section 1112(e)(1)(B)(ii), all schools in the district give timely notice to parents of students taught for four or more consecutive weeks by a teacher who does not meet applicable state certification requirements at the grade level and subject area assigned. Section 1112(c)(6) of ESSA also requires districts provide an assurance to KDE that all teachers and paraprofessionals working in a program supported by Title I, Part A funds meet applicable certification requirements. Finally, KRS 161.020 prohibits a person from holding a public school position for which certificates may be issued, unless he or she holds a certificate for the position, issued by the Education Professional Standards Board.

   - Yes
   - No
   - N/A

2. Pursuant to Section 1116(a)(3)(B) of ESSA, the district ensures that parents and family members of students receiving services under Title I, Part A are involved in decisions regarding the allotment of federal funding for parental involvement activities.

   - Yes
   - No
   - N/A

3. Pursuant to Section 1116(c)(1) of ESSA, the district ensures that each school served under Title I, Part A convenes an annual meeting, at a convenient time, to inform parents of their school's participation and explain requirements under Title I, Part A, including the right of parents to be involved.

   - Yes
   - No
   - N/A

4. Pursuant to Section 1112(a)(1)(A) of ESSA, the district ensures that its plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, other appropriate school personnel, and with parents of children served under Title I, Part A.

   - Yes
   - No
   - N/A

5. Pursuant to Section 1117(b)(1) and in order to ensure timely and meaningful consultation, the district ensures that it consults with appropriate officials at private schools within and outside the district that serve students residing in the district. This consultation occurs during development of the district's programs under Title I, Part A and is done with the goal of reaching an agreement on how to provide equitable services to eligible private school students. This assurance is also required pursuant to Section 1112(c)(2) of ESSA.

   - Yes
   - No
6. Our district complies with Section 1113(c)(3) of ESSA, which requires a portion of Title I, Part A funds be set-aside for neglected institutions in the district, and ensures such funds are spent on identified student needs as required by the Code of Federal Regulations (CFR).
   - Yes
   - No
   - N/A

7. The district ensures that child counts submitted to KDE pursuant to Title I, Part D, which is found in Sections 1401-1432 of ESSA, are supported by appropriate documentation.
   - Yes
   - No
   - N/A

8. Pursuant to Sections 1423(3) of ESSA, the district ensures that participating schools coordinate with facilities working with delinquent children to ensure such children are participating in a comparable education program.
   - Yes
   - No
   - N/A

9. Pursuant to Section 1118(b), the district ensures it uses Title I funds only to supplement not supplant funds that would, in the absence of federal funds, be made available from state and local sources. To demonstrate this, the district uses a methodology that allocates funding in a way that ensures a school receiving Title I funds is allocated all state and local funds it would otherwise receive were it not receiving Title I funds.
   - Yes
   - No
   - N/A

10. Pursuant to Section 1118(c), the district ensures it has established and implemented a district-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and, a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.
    - Yes
    - No
    - N/A
11. The district provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- Yes
- No
- N/A

12. Pursuant to Section 2103(b)(2)(C) of ESSA, the district prioritizes Title II funds to schools implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

- Yes
- No
- N/A

13. If Title II funds are used by the district for the purpose of reducing class size to a level that is evidence-based, as permitted by Section 2103(b)(3)(D), the district ensures schools are first allocated funds according to mandated cap size requirements prior to using federal funds to provide additional staff.

- Yes
- No
- N/A
All Programs

14. The district ensures that personnel compensated from federal program funds are performing assignments aligned to the program purpose and in accordance with the program plan and that appropriate documentation of such work is maintained. This ensures the use is in compliance with 2 CFR 200.430.

- Yes
  - No
  - N/A

15. The district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements and in compliance with 2 CFR 200.430.

- Yes
  - No
  - N/A
16. Pursuant to 704 KAR 3:305(2), the district ensures that an individualized learning plan (ILP), which adheres to the Kentucky Department of Education’s Self-Implementation Rubric, is being implemented with fidelity for all students in grades 6 to 12.

- Yes
- No
- N/A
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Located in Northern Kentucky, the Kenton County School District is among the largest school districts in the Commonwealth serving over 14,400 students in state-of-the-art facilities, including 10 elementary schools serving grades K-5; 1 P-8 Academy, 3 middle schools serving grades 6-8; 3 high schools serving grades 9-12, 1 choice career academy serving grades 9-12; 10 preschools serving over 491 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 approximately 2070, approximately 14% of the total student enrollment. 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 5th largest employer in Kenton County and the 10th largest employer in Northern Kentucky. The population of Kenton County is approximately 166,051. Of this group 91% are white, 5% are African-American, and 3% are Hispanic. Ninety percent (90%) are high school graduates and 29% have a Bachelor’s degree or higher. Median household income is $58,600: 12% live below the poverty level. - The district is home to students with 34 different home languages. 86% of the students are white, 5% are Hispanic/Latino, 3% are African American, 2% Asian, and 4% other. - The Free and Reduced Lunch population is 41.27%. Sixteen (16) schools have a Free and Reduced Lunch rate over 20% thus qualifying them for Family Resource Youth Service Centers. Seven schools qualify for the community Eligibility Provision (CEP) due to a Free and Reduced percentage over 50%. The CEP program provides breakfast and lunch to all students at no charge. - Overall attendance rate for all students is 95.97% for the 2018-19 school year and 96.26% as of the official third month in 2019-2020. - 100% of classrooms provide internet connection, with a student to computer ratio of 1.29:1. - Approximately 12,778 meals are served daily by food service. - Buses travel over 1.95 million miles each year to service the students within our district. We focus on continued growth and excellence, as in the Kenton County School District, Team Kenton is about ALL kids.

District’s Purpose

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

The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are college and/or career ready and prepared for the 21st Century Economy. Core Beliefs: It’s About ALL Kids. It is our responsibility to ensure every child reaches his or her maximum learning potential. All students deserve a safe positive and supportive environment. Every student should have an adult advocate in the school setting. Students learn best when actively engaged in the learning process. Maintaining high expectations leads to higher levels of student achievement. All students are inspired to learn when provided rigorous, relevant, innovative and creative learning opportunities in a positive environment. Recognition and appreciation of cultural, social, physical, and economic differences creates a healthy learning community. Sharing and using results to inform our decisions about instruction, resources, and curriculum leads to higher levels of student achievement. Students, educators, staff, families, business, and the community share in the responsibility for creating an environment in which all students can learn and succeed at high levels. High quality public education is essential to our democracy and economic growth. District-Wide Goals include: 5 Star School District- Every School
Kenton County

5 Star- Transition Readiness Rate (CCR) 95%- ACT 22- Graduation Rate 95%- Attendance 96.25%- Students Reading on Grade Level Exiting 3rd-95%. Beginning in elementary (Primary), ALL students will participate in at least one activity providing a meaningful connection to school beyond the regular classroom Remain fiscally solvent/efficient.

Notable Achievements and Areas of Improvement

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

past three years, the gap between students with disabilities and students without disabilities is beginning to close at some grade levels and in some areas. However, the gap is still large. For example, the percentage of students scoring Proficient or Distinguished in Reading in elementary and middle school has improved but not at the same pace as all students. Elementary: 34.1% 2017 to 31.9% 2018 to 31.4% 2019 Middle School: 16.9% 2018 to 21.4% 2019. For our high school students, the four year graduation rate for our students with disabilities has shown improvement but continues to be a focus due to the gap with general education students: 67% for students with disabilities compared to all students 91.7% in 2017 compared to 72.6% for students with disabilities compared to all students 94.6% for all students for all students 2018 to 81.6% for students with disabilities compared to 94.6% for all students 2019.

Additional Information

**Districts Supporting CSI/TSI Schools Only:** Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

N/A

Additional Information

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

The Kenton County School District participates in the regional program, The Ignite Institute. Each Ignite College uses an inquiry-based/performance-based method where the lines between “technical” and “academic” are deliberately blurred. All students use technology to research, produce, and present across disciplines. Much of the class work is project-based and incorporates real world application. We encourage students with interests in the STEAM (Science, Technology, Engineering, Arts, and Mathematics) to apply. Students have seven different colleges in which to apply, each offering credits the same as their high school. The colleges are: Biomedical Sciences, Engineering, Media Arts, Computer Science, Future Educator. Each student receives a clear pathway to an associate’s degree before they graduate high school. We believe that students are ready for career and college opportunities before they graduate high school and by leveraging these opportunities we will place students with an unprecedented advantage when they graduate. We believe in the value of empowerment through project-based/inquiry-based/performance-based education. 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 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. The District employs 1,762 staff members; 965 of which are certified and 797 are classified. Of the District’s core academic teachers, 100% are highly qualified under the guidelines of No Child Left Behind, 66 teachers are National Board certified and the average years of teaching experience is 12. The transportation department employs 142 bus drivers, 52 bus monitors and seven (7) mechanics. Buses log 11,578 miles per day and transport approximately 10,150 students (including private school students). There are 158 buses, serving 103 traditional routes and 23 special needs routes. Facilities are maintained by eight (8) technicians (3 HVAC, 1 Plumber, 1 Electrician, 2 Carpenters, 1 Mail Carrier) and 92 custodians. Student Nutrition employs 17 cafeteria managers and 99 cafeteria workers. On average, 4,546 breakfasts, and 8,232 lunch meals are served daily to students. During the summer of 2019, student nutrition served 9,712 meals at 9
Kenton County

sites, 5 of which were community sites and 4 school sites. Each cafeteria has two employees with a food manager certification from the health department. 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. Each elementary and middle school has a student energy team that educates that promotes energy efficiency and sustainability. Most recently, the students at Fort Wright Elementary School, KCAIT Edgewood Campus, Woodland Middle, and Scott High Schools were involved with the construction/renovation of their schools in many ways. 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. Technology infrastructure upgrades and equipment additions are evident throughout district schools providing the foundation for more innovative teaching practices, access to additional lessons and online activities for students in all grade levels. The General Fund continues to provide steady support for instruction and operation initiatives throughout the district. State SEEK funds and local tax collections provide the majority of General Fund revenue supporting fund expenditures which have increased five percent over the past two years. Retirement benefits are an integral part of compensation expense for the district while the KY legislature continues to consider retirement plan funding for future years. The General Fund expenditure contingency has averaged 11.75% over the past three years. The Kenton County School District has levied three nickels against local property assessment to provide continued support for 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 9 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. Post-Secondary partners include, University of Kentucky, Morehead State University, Kentucky State University, Gateway Community College, Thomas More College, Northern Kentucky University, University of Cincinnati, and Cincinnati State. 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. - #TeamKenton Foundation is a newly formed nonprofit organization whose goal is to raise money for Kenton County students.
and has in its bylaws that no salaries shall be paid from monies raised by the foundation. 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. 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 414 English Language Learners in the district. This population represents students in grades preschool through high school. There are 34 different languages, with Spanish as the most prevalent language. AP/Dual Credits- Over 15 Advanced Placement courses are offered at the high schools. The percent of scores on AP exams that were a 3 or higher is 64%. Students at all district high schools are also eligible to earn dual credits through select courses in partnership with Northern Kentucky University, Thomas More College, Murray State University, Kentucky State University, Eastern Kentucky University, Morehead State University, Gateway Community and Technical College, and many others. Preschool Program- The Kenton County Preschool Program is a Five Star Rated 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 meal fees if the household does not qualify for meal benefits). Preschool classrooms are located in ten of the elementary schools in the Kenton County School District, serving the needs of approximately 491 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- In the Kenton County School District, we believe that ALL children can learn at high levels regardless of their ethnicity, ability, gender, socioeconomic status, native language, or whether they have a disability. A wide variety of programs and services are available to students with exceptionalities within the Kenton County School District to ensure all students have access to a Free Appropriate Public Education (FAPE). These services focus on increasing student achievement and postsecondary outcomes by providing access to a rigorous curriculum in the Least Restrictive Environment. All schools provide special education and related services for students with academic and social emotional deficits by offering specially designed instruction and support within the general education classroom and resource room as prescribed by their IEP. For our more complex learners, the KCSD offers specialized programs throughout our district should the ARC determine it’s required to ensure FAPE. Students with low-incidence disabilities, autism, or emotional behavior disabilities have access to high quality academics and the program modifications and supports required for success. Special education consultants with expertise in
behavior, autism, instructional strategies, and compliance allow direct support and training to teachers. Related service personnel work collaboratively with district and building level staff to support individual student needs. Special education leads are identified at each building to receive additional training to empower teacher leaders and establish resources within the building for supporting student needs. Additionally, an assistive technology team is available to provide training to teachers and support students by identifying appropriate communication devices, and other tools essential for access and independence.

Title I- 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 ten schools that receive schoolwide funding - Beechgrove Elementary, J. A. Caywood Elementary, Ft. Wright Elementary, Piner Elementary, River Ridge Elementary, Ryland Elementary, Taylor Mill Elementary, Summit View Academy, Kenton Elementary and White's Tower Elementary.

Instructional Technology- Kenton County Schools is integrating technology into classrooms to enhance deeper learning of content and build 21st Century skills based off of the seven ISTE (International Society for Technology in Education: https://www.iste.org/standards/forstudents) standards for students. District consultants work with teachers in ways to; gather and utilize student data, create digital tools to help instruction i.e. formative assessments and assessment analyzers, and help students/teachers collaborate more utilizing various technology tools.
## Attachment Summary

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<thead>
<tr>
<th>Attachment Name</th>
<th>Description</th>
<th>Associated Item(s)</th>
</tr>
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</table>


2019-20 Phase Three: Comprehensive Improvement Plan for Districts

2019-20 Phase Three: Comprehensive Improvement Plan for Districts

Kenton County
Henry Webb
1055 Eaton Dr
Fort Wright, Kentucky, 41017
United States of America

Last Modified: 12/17/2019
Status: Open
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Rationale
District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions
Goal: Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. Six Sigma, Shipley, Baldridge, etc.).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan
There are six (6) required district goals:
• Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:
• For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
• For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Using the Comprehensive District Improvement Plan Template
a. Develop your Strategic Goals using the Comprehensive District Improvement Plan Template.
b. Upload your completed Comprehensive District Improvement Plan in the attachment area below.
You may enter an optional narrative about your Comprehensive District Improvement Plan below. If you do not have an optional narrative, enter N/A.

see attached

ATTACHMENTS

Attachment Name

- [CDIP]
## Attachment Summary

<table>
<thead>
<tr>
<th>Attachment Name</th>
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<tbody>
<tr>
<td>CDIP</td>
<td>CDIP goals, objectives, activities, strategies, progress monitoring, etc.</td>
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<tr>
<td>Disability Gap Plan</td>
<td></td>
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<tr>
<td>Filters of Support Plan</td>
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Mission

The mission of the Kenton County School District is to provide a world class education ensuring ALL students are transition ready and prepared for the 21st Century Economy.
Core Beliefs

- **It's About All KIDS**
  - It is our responsibility to ensure every student reaches their maximum learning potential.
  - All students deserve a safe, positive, and supportive environment.
  - Every student should have an adult advocate in the school setting.
  - Students learn best when actively engaged in the learning process.
  - Maintaining high expectations leads to higher levels of student achievement.
  - All students are inspired to learn when provided rigorous, relevant, innovative, creative learning opportunities in a positive environment.
  - Recognition and appreciation of cultural, social, physical, and economic diversity create a healthy learning community.
  - Sharing and using results to inform our decisions about instruction, resources, curriculum, leads to higher levels of student achievement.
  - Students, educators, staff, families, business, and the community share in the responsibility for creating an environment in which all students can learn and succeed.
  - High-Quality Public education is essential to our democracy and economic growth.

Goals

- **5 Star School District (Demonstrating Student Success)**
  - Every School 5 Star
  - Transition Readiness Rate (CCR) 95%
    - ACT 22
  - Graduation Rate 95%
  - Attendance 96.25%
  - All Students Reading on Grade Level Exiting 3rd
  - Beginning in 4th grade, ALL students will participate in at least one activity providing a meaningful connection to school beyond the regular classroom
    - Remain fiscally solvent/efficient

Proficiency Goal: By 2023, the district will increase the combined reading and math proficiency for all students from 61.6% in 2019 to 81.0% (elementary), from 59.0% in 2019 to 79.6% (middle), and from 51.6% in 2019 to 76.3% (high), as measured by the school report card proficiency data.

Goal 1: 5 Star School District (Demonstrating Student Success) Goal 2: Every KCSD School 5 Star Rating

Proficiency Objective 1: By 2020, the district will increase the combined reading and math proficiency for all students from 61.6% in 2019 to 69.6% (elementary), from 59.0% in to 67.4% (middle), and from 51.6% in 2019 to 62.1% (high), as measured by the school report card proficiency data.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Activity/Action Step</th>
<th>Measure/Evidence of Success (Products/Deliverables)</th>
<th>Progress Monitoring of Action(s)</th>
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2
| KCWP 2: Design and Deliver Instruction | Implementation of MTSS Model with Fidelity | - Data Dashboard  
- Formative/summative assessment data  
- Anecdotal data  
- Survey Feedback  
- Monitoring Reports | - Continue refinement of MTSS system  
- Ongoing Systemic support of implementation with feedback  
- Ongoing Professional Development for growth in all aspects of the MTSS system  
- Include focus area for extensions to learning (This is outside Tier I learning)  
- Systemic Process for assisting schools that need additional support  
- Systemic process for schools to share best practices/success with other schools (i.e. visits/leading professional growth)  
- Standing MTSS PLC | No additional funding |
|---|---|---|---|---|
| KCWP 5: Design, Align, Deliver Support Classroom Activities | Learning Walk Implementation | - Data dashboard  
- Learning Walk Reports  
- Formative/Summative assessment data  
- Anecdotal Data | - ALL School Level Administrators engage in Learning Walks  
- Strategic process to ensure that every staff member is receiving feedback with emphasis on those needing additional | No additional funding |
| KCWP 2: Design and Deliver Instruction | Utilization of Consultants to ensure instructional/cultural growth in ALL KCSD Schools | - Data dashboard  
- Formative/summative assessment data  
- Anecdotal data  
- Survey Feedback  
- Monitoring Reports | - Develop structure that maximizes strengths of consultants to ensure instructional growth in all schools (Structure should prioritize need first with basic support to all schools)  
- Fully implement structure with support/monitoring/feedback based on data  
- Standing Academic Support PLC  
- Clearly define the role of school leadership to support the work, co-lead/engage in the work, and continue the work when consultant is not present |

**Growth Goal:** By 2022, the district will increase the percentage of students showing growth in MAP for elementary reading from 65.11% in Spring 2019 to 74.05%; for elementary math from 65.02% in Spring 2019 to 71.85%; for middle school reading from 49.08% in Spring 2019 to 74.8%; and for middle school math from 53.91% in Spring 2019 to 75.7%.

**Growth Objective 1:** By 2020, the district will increase the percentage of students showing growth in MAP for elementary reading from 65.11% in Spring 2019 to 65.7%; for elementary math from 65.02% in Spring 2019 to 65.57%; for middle school reading from 49.08% in Spring 2019 to 61.75%; and for middle school math from 53.91% in Spring 2019 to 62.72%.

**Gap Goal:** By 2023, the district will increase the combined reading and math proficiency for students with disabilities from 27.7% in 2019 to 64.3% (elementary), from 16.9% in 2019 to 57.2% (middle), and from 18.7% in 2019 to 56.6% (high), as measured by the school report card proficiency data.

**Gap Objective 1:** By 2020, the district will increase the combined reading and math proficiency for students with disabilities from 27.7% in 2019 to 42.9% (elementary), from 16.9% in 2019 to 31.6% (middle), and from 18.7% in 2019 to 30.6% (high), as measured by the school report card proficiency data.
| KCWP 2: Design and Deliver Instruction | Pillars of Support Plan | - Data dashboard  
- Formative/summative assessment data  
- Anecdotal data  
- Survey Feedback  
- Monitoring Reports | - Strategic process to ensure that identified schools are receiving additional guidance, support, and feedback with, systemic process to follow up on feedback  
- Clearly define the role of school leadership to support the work, co-lead/engage in the work, and continue the work when district staff is not present | No additional funding |
|---|---|---|---|---|
| KCWP 4: Review, Analyze, and Apply Data | Learning Gaps Disability Gap Plan | - Data dashboard  
- Formative/summative assessment data  
- Anecdotal data  
- Survey Feedback  
- Monitoring Reports | - Systemic process to analyze data specific to learning gaps in school/district  
- Specific strategies outlined in district/school CDIP/CSIP to address learning gaps  
- SPED folder compliance reviews to ensure student success toward goals continuation | No additional funding |
| KCWP 2: Design and Deliver Instruction | Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. | Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. | | |

**Separate Academic Indicator Goal:** By 2023, the district will increase the combined science, social studies, and writing proficiency for all students from 55.9% in 2019 to 76.4% (elementary), and from 45.7% in 2019 to 75.8% (middle) along with high school writing proficiency from 48.0% in 2019 to 79.6%, as measured by the school report card proficiency data.

**Goal 1:** 5 Star School District (Demonstrating Student Success)/Goal 2: Every KCSD School 5 Star Rating

**Separate Academic Indicator Objective 1:** By 2020, the district will increase the combined science, social studies, and writing proficiency for all students from 55.9% in 2019 to 62.2% (elementary), and from 45.7% in 2019 to 61.3% (middle) along with high school writing proficiency from 48.0% in 2019 to 67.4%, as measured by the school report card proficiency data.
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</thead>
</table>
| KCWP 2: Design and Deliver Instruction | Implementation of MTSS Model with Fidelity  
Ensure congruency is present between standards, learning targets, and assessment measures.  
Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments (Assessments for Learning).  
Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.  
Plan for and implement active student engagement strategies.  
Use formative and summative evidence to inform what comes next for individual students and groups of students.  
Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.  
Ensure that all users of assessment data use information to benefit student learning.  
Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. | - Data Dashboard  
- Formative/summative assessment data  
- Anecdotal data  
- Survey Feedback  
- Monitoring Reports | • Continue refinement of MTSS system  
• Ongoing Systemic support of implementation with feedback  
• Ongoing Professional Development for growth in all aspects of the MTSS system  
• Include focus area for extensions to learning (This is outside Tier I learning)  
• Systemic Process for assisting schools that need additional support  
• Systemic process for schools to share best practices/success with other schools (i.e. visits/leading professional growth)  
• Standing MTSS PLC | No additional funding |
| KCWP 5: Design, Align, Deliver Support Classroom Activities | | | | |
| KCWP 4: Review, Analyze, and Apply Data | | | | |
**Transition Readiness Goal:** By 2022, the district will increase the percentage of students transition ready in grade 12 from 71.2% in 2019 to 81.6%, as measured by College/Career Readiness calculations.  
**Goal 3:** KCSD Transition Readiness Rate 95% (See Goal 1 & 2)

**Transition Readiness Objective 1:** By 2020, the district will increase the percentage of students transition ready in grade 12 from 71.2% in 2019 to 79.4%, as measured by College/Career Readiness calculations.

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</tr>
</thead>
</table>
| KCWP 4: Review, Analyze, and Apply Data | Implementation of ILP with Fidelity | - ILP Reports  
- Anecdotal Data  
- Career Pathway Data  
- Data Dashboard | - District guidance on implementation of ILP  
- Monitoring of ILP implementation with support/feedback  
- Monitoring process development of ILP utilization to determine Transition Pathway and Readiness to include class schedule  
- Support/guidance for all schools  
- Communication of ILP on website, etc.  
Recommendation Guidance for ILPs and Xello | No additional funding |
| KCWP 6: Establishing Learning Culture and Environment | Graduation Requirements, Portrait of Graduate development/implementation - Work Ethic Certificate implementation | - Anecdotal Data  
- Product Review  
- Data Dashboard | - Committee/Group finalize POG development at each level  
- Develop criteria for Graduation Prerequisite student collection of evidence for Superintendent approval  
- Information shared with school SBDM councils for consideration of inclusion in curriculum for the Essential Workplace Skills Certificate  
- Systems Approach to monitor graduation eligibility - Develop form for a custom tab in IC to track Graduation Prerequisites and Graduation Qualifiers | No additional funding |
<table>
<thead>
<tr>
<th>KCWP 5: Design, Align, Deliver Support Classroom Activities</th>
<th>Transition Ready/Pathways November Presentation</th>
<th>Data Dashboard • Product Review from accelerated courses, Prep/Prep Plus • Product/Data Review from Counselor review • Pathway document</th>
<th>Implementation of MTSS Model with fidelity • Review of Prep/Prep Plus, Accelerated Courses including AP and Dual Credit • Review of Counselor data/roles, prioritized work for counselors, needs, etc. • P-12 Pathway document/handbook (communication for all stakeholders including family engagement as it relates to the P-12 pathways)</th>
<th>No additional funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCWP 6: Establishing Learning Culture and Environment</td>
<td>Collective Efficacy Initiative</td>
<td>Professional Growth Sessions • Cultural Changes-Anecdotal • Formative/Summative Assessment Data • Data Dashboard</td>
<td>District Level Staff Training, Collective Efficacy • Leadership Training Collective Efficacy • Leadership Implementation in PLC’s/Schools • District Level Support/Guidance/Monitoring/Feedback • Additionally District Level Support in Schools who need the most support</td>
<td>No additional funding</td>
</tr>
<tr>
<td>KCWP 2: Design and Deliver Instruction</td>
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<tr>
<td>Goal 4: KCSD Exiting Seniors ACT Average Composite 22 (See Goal 1 &amp; 2)</td>
<td>ACT for 10th Grade</td>
<td>Data Dashboard/ Transition Ready and Graduation Qualifier</td>
<td>Explore cost • High School focus group to determine the best ACT window to test in order to use the data to inform instruction • Inform students, teachers, and parents as to the “Why” of requiring the ACT at grade 10 • Data analysis through PLC’s at each school to determine curricular and instructional implications</td>
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<tr>
<td>KCWP 4: Review, Analyze, and Apply Data</td>
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### Strategy

<table>
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<tr>
<th>KCWP 5: Design, Align, Deliver Support Classroom Activities</th>
<th>KCWP 6: Establishing Learning Culture and Environment</th>
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</table>

#### Classroom Activities

**KCWP 5: Establishing Learning Culture and Environment**

**Activity/Action Step**

- PBI/Virtual School/Diversion
- Refinement/Development
- Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation.
- Encourage student opportunity in self-monitoring behavior, including progress monitoring of goals.
- Ensure that all available resources are deployed to assist students in need, i.e., FRYSC, DPP, etc.

**Measure/Evidence of Success (Products/Deliverables)**

- Monthly School/District Student Data Monitoring
- Anecdotal Data

**Progress Monitoring of Action(s)**

- Committee/Group Review of PBI/Virtual School Current/Potential innovation/utilization
- Review 2019 Diversion Numbers. Discuss structure (to include a systemic process, i.e., transition meetings/timelines) for admittance to Diversion to include a school path to enter kids into diversion with school caps.
- Review lead teacher change to (Change Diversion Name-Coordinator) Oversees new program to include PBI/Virtual School

**Funding**

- No additional funding at this time

### Graduation Rate Goal

**By 2023, the district will increase the graduation rate from 94.7% in 2019 to 95%, as measured by the school report card 4-year adjusted cohort graduation rate.**

**Goal 5: KCSD Graduation Rate 95% (See Goal 1, 2 & 3)**

**Graduation Rate Objective 1:** By 2020, the district will increase the graduation rate from 94.7% in 2019 to 94.8%, as measured by the school report card 4-year adjusted cohort graduation rate.

### ADDITIONAL DISTRICT INITIATIVES NOT REQUIRED THROUGH KDE CDIP GUIDELINES:

**Goal 6: KCSD Attendance Rate 96.25% (See Goal 1 & 2)**

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<th>Action Step</th>
<th>Evidence of Success (Products/Deliverables)</th>
<th>Action(s)</th>
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9
Individual School Attendance Plan
Development with district support/guidance/assistance

- Data Dashboard/Monthly Attendance Data: District/School

- DPP develop plan template for schools to utilize
- Assist schools with development with plan
- Support implementation with district level assistance
- Identify schools of greater need for additional support guidance. Share best practices among schools through RBTL feeder pattern meeting structure.
- Visit schools that need additional support throughout the school year
- Review all attendance policies with schools to ensure compliance
- Ensure every student is scheduled appropriately with no schedule gaps
- Celebrate success monthly
- (Ensure any increase in attendance is a result of kids receiving education daily which is the purpose of attendance goal)

Goal 7: All 3rd Graders reading on Grade Level exiting primary (See Goal 1 & 2)

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<th>Evidence of Success (Products/Deliverables)</th>
<th>Action(s)</th>
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</thead>
</table>
| Curriculum and Assessment redesign in primary program with emphasis on ensuring ALL students reading on grade level | - Data dashboard
- Formative/summative assessment data | - District led curriculum and common assessment review/revisions in Primary Program
- Extending standards based report card development through Primary Program
- School specific strategies in CSIP to address ALL students reading on Grade Level Exiting 3rd |
Goal 8: Beginning in 4th grade ALL KCSD students will participate in at least one activity providing a meaningful connection to school beyond the regular classroom

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| - Monthly Student Engagement Data: District/School | • Student Engagement Coordinator (SEC) works individually with schools to develop strategies  
• SEC Shares engagement opportunities across district (i.e. schools with higher percentages opportunities and strategies to engage kids)  
• SEC supports implementation of strategies  
• Identify schools of greater need for additional support guidance  
• Visit schools that need additional support throughout the school year  
• Celebrate success monthly  
• SEC consistently shares message of the importance of engaging students in school  
• Review data collection process | |

Individual School Student Engagement Strategies included in CSIP with district support/guidance/assistance

Goal 9: Remain Fiscally Solvent and Efficient

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<tr>
<th>Action Step</th>
<th>Evidence of Success (Products/Deliverables)</th>
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| Utilization of grants with intentionality | - Data Dashboard  
- Anecdotal  
- Financial Report Review to include timeline | • Professional growth/discussions with district/school leadership on Research Based/Best practices for utilization of grants |
| Demographic study/transportation efficiency | - Data Dashboard  
- Anecdotal  
- Report Review/Implementation of Data | • Complete board approved Demographic Study during the 2020 school year  
• Utilize data to ensure efficiency with district planning for facilities (Facility Plan), transportation (Routing), etc. |

<table>
<thead>
<tr>
<th>World Class Initiatives</th>
<th>Action Step</th>
<th>Evidence of Success (Products/Deliverables)</th>
<th>Action(s)</th>
</tr>
</thead>
</table>
| Safety and Security Plan implementation (Safety is KCSD #1 Priority) (See Goals 1 & 2) | - Completion of Scope of Work developed by Safety Committee and approved by the KCSD Board  
- Compliance Review for SB 1 Document  
- Outside Agency Independent Review of work  
- Anecdotal | • Develop Safety/Security Compliance Document and assure implementation for SB 1  
• Develop Scope of Work for safety/security with implementation 2020 school year  
• Implement Navigate Threat Assessment Program during the 2020 School year  
• Share work/plans with KY Center of Safe Schools and local/regional agencies |
| Cyber Security Plan | • Reduction in Staff/Student related cyber incidents  
• Improved Social Media Etiquette  
• Complete Restoration following a cyber incident | • Student/Staff training on appropriate Social Media Postings (Digital Citizenship)  
• Implement an IDS (Intrusive Detection System)  
• Vital Information Back-Up (Important for proper recovery from a cyber attack) |
| **Identify and visit Identified High Achieving School Districts** | • Established Action Plan  
• Action Plan created for Pre/Post Cyber Incidents |
| • Site(s) Selection Visit and Reflection  
• Action Plan/CDIP informed changes with implementation |
| • Define High Achieving  
• Research high achieving school districts in KY, US and International  
• Develop protocol for site visits  
• Visit site for growth opportunities/reflection/growth  
• Adjust district plans/systems from new learning |

| **Diversity/Inclusion Training** | • See attached Plan  
• Diversity and Inclusion Plan  
• Make It Plain KCSD Notes/Plan |
| • Data Dashboard  
• Completion of Scope of Work developed district in partnership with contractor  
• Anecdotal |

| **Building Capacity through cohort model(s)** | • Review/Revise existing cohort models to ensure world class growth  
• Develop Plan for implementation for Spring 2020 for Rank Change Program designed for Excellence in the “Cycle of Quality Instruction” |
| • Survey Data  
• Anecdotal Data  
• Reports Gathered from Process |

| **Policy/Procedure systemic review/implementation** | • Systemic Approach to Policy/Procedure Review  
• Systemic Approach to implementation of specific policies (i.e. fees/field trips) |
| • Leadership Awareness and Implementation-Anecdotal |
Click on A to access forms for each tier of instruction.

Click symbol below for:
- MTSS/RTI PLC Process
- Data PLC Process
- Quality Instruction PLC Process
- Data Dashboard
Kenton County
Henry Webb
1055 Eaton Dr
Fort Wright, Kentucky, 41017
United States of America

Last Modified: 11/19/2019
Status: Open
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Gap Target Assurance

As superintendent of the district, I hereby certify that (please select one):

- No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years.

- The following school(s) failed to meet its/their targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. (Please list the names of any school being reported pursuant to KRS 158.649(9) in the comment box below.)

COMMENTS
Please enter your comments below.

Dixie Heights High School, Simon Kenton High School, Scott High School, Summit View Academy, Turkey Foot Middle School, Twenhofel Middle School, Woodland Middle School, Beechgrove Elementary, Ft. Wright Elementary, RC Hinsdale Elementary, Piner Elementary, River Ridge Elementary, and Taylor Mill Elementary.
<table>
<thead>
<tr>
<th>Attachment Name</th>
<th>Description</th>
<th>Associated Item(s)</th>
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</table>
