



Comprehensive District Improvement Plan

Fort Thomas Independent

28 N Ft Thomas Ave
Fort Thomas, KY 41075

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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)	<p>Complete the District Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*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.</p> <p>**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:</p>	I acknowledge that I have uploaded the District Equity Data.		District Equity Diagnostic 2016

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.

While our district is becoming more diverse, as compared to other districts, we remain relatively homogeneous. Every one of our students is taught by a highly-qualified certified teacher. We have an experienced workforce, with the great majority of our teachers having four or more years of experience. We have a very small percentage of inexperienced teachers (three or fewer years) in our district, with only 7 of our 174 teachers having this level of experience. Fourteen (8%) of our 174 teachers are Nationally Board Certified.

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.

We have five schools with a total of nine building level administrators (principals and assistant principals). Over the course of the last three years, some of our principals have accepted other positions in the district or retired, thus providing openings for new administrators. Because of this, our building level leadership as a whole is less experienced than in prior years; however, we have filled these positions with capable individuals who will provide outstanding leadership in our schools. In addition, although our teacher turnover is very low overall, we have had several retirements in recent years. Therefore, our school have experienced greater teacher turnover than in prior years. Even so, the percentage remains extremely small compared to turnover in other schools and districts.

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the District Equity Goals tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*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.</p> <p>**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:</p>	I acknowledge that I have uploaded the District Equity Goals Data.		FTIS 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:

Increase the percentage of National Board Certified teachers from 8% to 10% by 2018.

Measurable Objective 1:

collaborate to increase the percentage of our students taught by National Board Certified Teachers by 08/01/2018 as measured by Teacher Certification .

Strategy1:

Teacher Support - Teachers who have already achieved National Board Certification will mentor and support those going through the process for the first time by providing information and feedback as needed.

Category: Professional Learning & Support

Research Cited:

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Activity - Professional Support Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers interested in going through the process to become Nationally Board Certified will be assisted by a learning community of those teachers who have successfully achieved this status.	Professional Learning	01/01/2017	08/01/2018	\$0 - No Funding Required	National Board Certified Teachers, Assistant Superintendent for Teaching and Learning, Teachers interested in achieving National Board Certification

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	Woodfill Elementary 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?

All five of our schools are performing extremely well under the Unbridled Learning accountability system in Kentucky. With our most recent assessment data, Fort Thomas Independent ranked number 3 out of all 173 school districts in the state. The district was classified by the Kentucky Department of Education as a "District of Distinction" in 2012, 2014, and 2015. Each of our schools, as well as our district, is labeled "Distinguished."

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?

Areas of strength include a college and career readiness rate of 92.2% and an average composite ACT score of 24.4. In addition, our district has recently been named to the College Board 7th Annual AP District Honor Roll for increasing the number of students who are enrolled in AP courses and the percentage of those who earn a 3 or higher on the AP exams. Last year's data reflects that nearly 70% of all students who took an AP exam earned a passing score of 3 or higher. Our district attendance rate is 97.2%. Our overall achievement scores are very high at all grade levels.

Opportunities for Improvement

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

Opportunities for improvement include meeting combined reading/math proficiency goals for elementary and high school students, increasing achievement for students in our identified gap groups, and improving our high school graduation rate.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

Star Enterprise serves as a universal screener that allows us to monitor student growth throughout the year and make instructional adjustments as needed. Teachers and administrators utilize PLC time to analyze student performance data and plan additional instruction, intervention, or enrichment opportunities as needed to maximize each student's learning.

Conclusion

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

Our next steps will be to evaluate the success of our assessment and intervention programs based upon student results and to make recommendations for any changes that may need to be made for next year, particularly in regard to staffing and scheduling at the elementary level and high school levels. Additional professional learning opportunities will be provided for teachers on topics such as utilizing data to better inform instruction, differentiating instruction, standards-based instruction, and developing assessments that better measure student mastery.

Comprehensive District Improvement Plan 2016- 17

Overview

Plan Name

Comprehensive District Improvement Plan 2016-17

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	Professional Learning	Objectives: 1 Strategies: 1 Activities: 8	Organizational	\$41500
2	Stakeholder Communication	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$58500
3	School Culture/Climate	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$272000
4	K-PREP Combined Reading and Math Proficiency	Objectives: 3 Strategies: 6 Activities: 11	Organizational	\$1035000
5	Novice Reduction	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	Gap Reduction	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$60000
7	College and Career Readiness	Objectives: 1 Strategies: 4 Activities: 7	Organizational	\$841000
8	Graduation Rate	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$51000
9	National Board Certification	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Professional Learning

Measurable Objective 1:

collaborate to offer a range of professional development opportunities by 08/31/2017 as measured by improved teacher effectiveness data, student achievement data, and teacher surveys.

Strategy 1:

Required and flexible professional development activities - Teachers will complete a minimum of 24 hours of required and flexible professional development in order to have a positive impact on teaching and learning.

Category: Professional Learning & Support

Research Cited: Teachers who continue to grow and develop throughout their careers have a positive impact on student achievement.

Activity - Teacher Workshops (Potential Topics: Differentiated Instruction and 21st Century Skills)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend a workshop/presentation focusing on how to meet the needs of a range of learners in their classrooms. Schools: All Schools	Professional Learning	06/01/2017	05/31/2018	\$6000	District Funding	Assistant Superintendent
Activity - PD Express	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher professional development is tracked via this system. Schools: All Schools	Technology	02/01/2013	06/30/2018	\$3000	District Funding	Central office administrators and personnel and building principals
Activity - Educational Study Seminars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers new to Fort Thomas Independent Schools are required to participate in a series of six educational study seminars over the course of their first two years of employment. These seminars focus on best practices and research in the field of education. Schools: All Schools	Professional Learning	02/01/2013	06/30/2018	\$0	No Funding Required	Assistant Superintendent for Teaching and Learning, District and Building Administrators
Activity - Schoology Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will attend hands-on training workshops that focus on developing classroom assessments. Schools: All Schools	Professional Learning	07/01/2016	08/31/2018	\$5000	District Funding	Trainers, Administrators
Activity - Technology Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly workshops will cover a wide variety of topics relating to the use of technology in the classroom. Sample topics include Edmodo, iPads in the classroom, Microsoft Excel, etc. Schools: All Schools	Professional Learning	01/01/2017	05/31/2018	\$0	No Funding Required	Technology Director
Activity - Additional conferences and workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Opportunities are available for interested faculty and staff to attend professional conferences and workshops relating to a particular field or focus area. These include conferences tied to professional organizations, ASCD workshops, AP trainings, etc. Schools: All Schools	Professional Learning	01/01/2017	08/30/2018	\$17000	Title II Part A	Central office and building administrators
Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Late arrival dates will be built into the 2017-2018 school calendar to allow teachers time to collaborate within the school day. In addition, one extra paid day will be built into the 2017-2018 academic calendar. This day will be divided up into 4 sessions to be held after school. This will allow elementary schools, in particular, to have time to collaborate across grade levels throughout the district. Schools: All Schools	Professional Learning	01/01/2017	06/30/2018	\$500	District Funding	District and Building-Level Administrators; All Teachers
Activity - Personalized Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will work with individual teachers to develop a personalized learning plan that is targeted toward needs that have been identified collaboratively or that has been identified as a desired area of improvement by the teacher. Schools: All Schools	Professional Learning	01/01/2017	05/31/2018	\$10000	District Funding	Principals, Teachers, Assistant Superintendent for Teaching and Learning

Goal 2: Stakeholder Communication

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Measurable Objective 1:

collaborate to provide stakeholders with on-going communication about our schools and district by 06/30/2018 as measured by stakeholder surveys, parent involvement, and community support .

Strategy 1:

Multiple Forms of Communication - We will increase communication with all stakeholders and offer programs that meet the needs and interests of parents and community members.

Category: Stakeholder Engagement

Activity - School Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase communications regarding school attendance, including information about absences/tardies and the consequences of excessive tardies and absences. Schools: All Schools	Academic Support Program	01/01/2017	06/30/2018	\$0	General Fund	Assistant Superintendent, School Administrators

Activity - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using a variety of media (including but not limited to, newsletters, Infinite Campus, Schoology, phone notification system, e-mail, brochures, etc.), the district and schools will effectively communicate school news, facts, and teaching tips to parents. Schools: All Schools	Parent Involvement	01/01/2017	06/30/2018	\$50000	General Fund	Administrators

Activity - Teacher Webpages/Schoology Accounts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design and maintain webpages/Schoology accounts which will include biographical information, a photo, contact information, and their syllabus. Schools: All Schools	Technology	01/01/2017	06/30/2018	\$6000	District Funding	Teachers, Principals

Activity - Parent Informational Seminars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Informational Seminars will be reviewed and redesigned to offer topics that meet the current needs and requests of parents. Schools: All Schools	Parent Involvement	01/01/2017	06/30/2018	\$1000	General Fund	Central Office Administrators

Activity - Community Education Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Adult learning and community education programs will be reviewed and redesigned to meet the current needs and requests of community members. Schools: All Schools	Community Engagement	01/01/2017	06/30/2018	\$1500	General Fund	District Technology Coordinator
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Activity - Phone System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All employees will continue to use the current phone system for normal daily telecommunication functions. All employees will also be trained to implement the technology available through the current phone system (i.e. voicemail, passwords, etc.). Schools: All Schools	Technology	01/01/2017	06/30/2018	\$0	No Funding Required	District Technology Director, Administrators

Goal 3: School Culture/Climate

Measurable Objective 1:

collaborate to provide increased attention to school safety, address the diverse needs of all learners, and facilitate the transition of students by 06/30/2018 as measured by the well-being and success of all students.

Strategy 1:

Meeting the Needs of Diverse Learners - We will address the needs of diverse learners.

Category: Learning Systems

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to refine our Response to Intervention (RTI) program for at-risk students. Schools: All Schools	Academic Support Program	01/01/2017	06/30/2018	\$0	No Funding Required	District Administrators, Principals, Teachers

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use data to differentiate instruction (process, product, or content) to meet the needs of the individual learner. Schools: All Schools	Direct Instruction	01/01/2017	06/30/2018	\$0	No Funding Required	Classroom Teachers

Strategy 2:

School Safety - Procedures and plans will be reviewed and refined to ensure a safe learning environment for all students.

Category: Management Systems

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Activity - Safety Procedures and Supervision Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Safety procedures and supervision will be reviewed and concerns addressed (doors secured and locked, street crossings, passes enforced, hallway supervisions during class changes, etc.). School staff will consult with the police department to discuss collaborative options for ensuring school safety. Schools: All Schools	Policy and Process	01/01/2017	06/30/2018	\$10000	General Fund	Assistant Superintendent, Principals, Fort Thomas Police Department, Teachers, Staff

Activity - Physical Plants	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district and schools will maintain physical plants that are in outstanding condition, clean, and orderly. Schools: All Schools	Other	01/01/2017	06/30/2018	\$250000	General Fund	Administrators, Building Supervisors

Activity - Telecommunications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will continue to use district provided cell phones to contact parents, district staff, or emergency personnel, as needed, to help ensure student and staff safety. Schools: All Schools	Technology	01/01/2015	06/30/2016	\$11500	General Fund	Director of Technology, Administrators

Strategy 3:

Transition Programs - Support programs will be in place for students as they transition from building to building or from outside the district.

Category: Management Systems

Activity - Freshman Mentoring, 6th Grade Transition Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to provide programs that support students in a smooth transition between buildings or when attending our schools for the first time. Schools: All Schools	Academic Support Program	01/01/2017	06/30/2018	\$500	District Funding	Administrators, Counselors, Transition Committees

Goal 4: K-PREP Combined Reading and Math Proficiency

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for elementary students from 78.2% to 81.2% by 10/01/2016 as measured by the School Report Card Next Generation Learners Achievement Data.

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Strategy 1:

Reading/Math Instruction - All students are exposed to daily literacy and numeracy instruction with remediation provided for students needing additional support.

Category: Continuous Improvement

Research Cited: Journeys and Everyday Math are research-based programs aligned to the Kentucky Core Academic Standards.

Activity - Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students are exposed to daily language arts instruction utilizing Journeys and other resources. Schools: Woodfill Elementary School, Moyer Elementary School, Johnson Elementary School	Academic Support Program	08/15/2016	10/01/2017	\$75000	District Funding	Teachers, administrators, support staff

Activity - Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students are exposed to daily math instruction utilizing Everyday Math and additional resources. Schools: Woodfill Elementary School, Moyer Elementary School, Johnson Elementary School	Academic Support Program	08/15/2016	10/01/2017	\$100000	District Funding	Teachers, administrators, support staff

Activity - iReady Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receive a minimum of 100 minutes per week of additional personalized online instruction in reading and math to support and reinforce the concepts being taught in the classroom. Schools: Woodfill Elementary School, Moyer Elementary School, Johnson Elementary School	Academic Support Program	08/15/2016	10/01/2017	\$35000	District Funding	Teachers, administrators, support staff

Strategy 2:

Remediation and Enrichment - Teachers and administrators will utilize data to inform instructional decisions regarding individual student learning, progress, and placement.

Category: Continuous Improvement

Activity - PLC Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level support teams will meet regularly to discuss student performance and progress based on several sources of student data. Student placement and/or services may be adjusted as a result of the findings in these meetings. Schools: Woodfill Elementary School, Moyer Elementary School, Johnson Elementary School	Academic Support Program	08/15/2016	10/01/2017	\$0	No Funding Required	Teachers, administrators, support staff

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(shared) Strategy 3:

Curriculum and Instruction - Teachers will utilize best practices and all available resources to design and implement lessons that promote mastery of the Kentucky Core Academic Standards for reading and math.

Category: Continuous Improvement

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will post and reference daily learning targets which are written in student-friendly language. Schools: All Schools	Academic Support Program	08/15/2016	10/01/2017	\$0	No Funding Required	Classroom Teachers

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will frequently utilize formative assessment data to guide and inform instruction. Schools: All Schools	Academic Support Program	08/15/2016	10/01/2017	\$0	No Funding Required	Classroom Teachers

(shared) Strategy 4:

Digital Conversion - Students and teachers will be provided with a Macbook Air to facilitate relevant, real-world, and global learning experiences which engage students and better prepare them for post-secondary experiences.

Category: Integrated Methods for Learning

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers will utilize the computers to facilitate meaningful real-world learning experiences that support and reinforce other classroom learning. Schools: Highlands Middle School, Highlands High School	Technology	08/15/2016	10/01/2017	\$800000	District Funding	Teachers, administrators, technology department, assistant superintendent

Measurable Objective 2:

collaborate to increase the averaged combined reading and math K-PREP scores for middle school students from 77.9% to 79.7% by 10/01/2016 as measured by the School Report Card Next Generation Learners Achievement Data.

(shared) Strategy 1:

Curriculum and Instruction - Teachers will utilize best practices and all available resources to design and implement lessons that promote mastery of the Kentucky Core Academic Standards for reading and math.

Category: Continuous Improvement

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Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will post and reference daily learning targets which are written in student-friendly language. Schools: All Schools	Academic Support Program	08/15/2016	10/01/2017	\$0	No Funding Required	Classroom Teachers

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will frequently utilize formative assessment data to guide and inform instruction. Schools: All Schools	Academic Support Program	08/15/2016	10/01/2017	\$0	No Funding Required	Classroom Teachers

Strategy 2:

Targeted Support/Personalized Learning - Students will utilize support programs designed to maximize their individual academic performance.

Category: Continuous Improvement

Research Cited: All support programs are research-based.

Activity - ALEKS Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will utilize ALEKS math, a computer-based program that allows for additional personalized instruction based on individual student needs. Schools: Highlands Middle School, Highlands High School	Academic Support Program	08/15/2016	10/01/2017	\$15000	District Funding	Teachers and administrators

Activity - Reading Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional reading support, as indicated by classroom performance and assessment data, will receive additional reading instruction. Schools: Highlands Middle School, Highlands High School	Academic Support Program	08/15/2016	10/01/2017	\$10000	District Funding	Teachers and administrators

Activity - PEAK Volunteer Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community volunteers will work one-on-one with students needing individual support in reading and/or math. Schools: Highlands Middle School	Academic Support Program	08/15/2016	10/01/2017	\$0	No Funding Required	Teachers, administrators, community volunteers

(shared) Strategy 3:

Digital Conversion - Students and teachers will be provided with a Macbook Air to facilitate relevant, real-world, and global learning experiences which engage students and better prepare them for post-secondary experiences.

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Category: Integrated Methods for Learning

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers will utilize the computers to facilitate meaningful real-world learning experiences that support and reinforce other classroom learning. Schools: Highlands Middle School, Highlands High School	Technology	08/15/2016	10/01/2017	\$800000	District Funding	Teachers, administrators, technology department, assistant superintendent

Measurable Objective 3:

collaborate to maintain or increase the averaged combined reading and math End-of-Course (EOC) Scores from 77% to 82.6% by 10/01/2017 as measured by the School Report Card Next Generation Learners Achievement Data.

(shared) Strategy 1:

Curriculum and Instruction - Teachers will utilize best practices and all available resources to design and implement lessons that promote mastery of the Kentucky Core Academic Standards for reading and math.

Category: Continuous Improvement

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will post and reference daily learning targets which are written in student-friendly language. Schools: All Schools	Academic Support Program	08/15/2016	10/01/2017	\$0	No Funding Required	Classroom Teachers

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will frequently utilize formative assessment data to guide and inform instruction. Schools: All Schools	Academic Support Program	08/15/2016	10/01/2017	\$0	No Funding Required	Classroom Teachers

(shared) Strategy 2:

Digital Conversion - Students and teachers will be provided with a Macbook Air to facilitate relevant, real-world, and global learning experiences which engage students and better prepare them for post-secondary experiences.

Category: Integrated Methods for Learning

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students and teachers will utilize the computers to facilitate meaningful real-world learning experiences that support and reinforce other classroom learning. Schools: Highlands Middle School, Highlands High School	Technology	08/15/2016	10/01/2017	\$800000	District Funding	Teachers, administrators, technology department, assistant superintendent
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Strategy 3:

Released Items - Teachers will utilize released test items in instruction.

Category: Continuous Improvement

Activity - Test Question Bank	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the use of EOC released items and sample test questions into their classroom instruction so that students are familiar with both content and format. Schools: Highlands High School	Academic Support Program	08/15/2016	10/01/2017	\$0	No Funding Required	Teachers

Goal 5: Novice Reduction

Measurable Objective 1:

collaborate to reduce the number of novice students in reading and math so that the averaged combined novice rate for the district falls from 3% in 2015 to 1.5% by 10/01/2019 as measured by the School Report Card Next Generation Learners Achievement Data.

Strategy 1:

Collaboration - Utilizing classroom and assessment data, support teams will collaborate to increase the numbers of students who are proficient in reading and math.

Category: Continuous Improvement

Activity - Advisory Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level and team member teachers, along with support staff and administrators, will meet regularly to discuss student performance and growth. Instructional decisions regarding student placement and participation in intervention programs will be made in these meetings when supported by data. Schools: All Schools	Academic Support Program, Behavioral Support Program	08/15/2016	10/01/2019	\$0	No Funding Required	Teachers, Administrators, Support Staff

Goal 6: Gap Reduction

Measurable Objective 1:

collaborate to increase proficiency for students in identified gap groups at all grade levels by 10/01/2017 as measured by the School Report Card Next Generation Learners Achievement Data.

Strategy 1:

STAR Enterprise Assessment - Teachers will utilize STAR data to guide instruction and increase student learning.

Category: Continuous Improvement

Activity - Remediation and Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize STAR Enterprise data for students in RTI and special education programs to determine appropriate interventions and remediation strategies. Schools: All Schools	Academic Support Program	08/15/2016	10/01/2017	\$30000	District Funding	Teachers

Activity - Monitor and Support Individual Student Growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will track individual student and classroom STAR data, meet with teachers, and monitor classroom activities to ensure all students are growing. Schools: All Schools	Academic Support Program	08/15/2016	10/01/2017	\$30000	District Funding	Teachers and administrators

Strategy 2:

Decrease Suspension Rate - Collaborate to reduce the number of special education students who are suspended as measured by year-end Infinite Campus reports.

Category: Management Systems

Activity - Data Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review suspension data monthly to determine trends, patterns, successes, and challenge areas. Schools: All Schools	Behavioral Support Program	08/15/2016	10/01/2017	\$0	No Funding Required	Teachers, Administrators

Activity - Alternatives to Suspension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Utilize a discipline review team to prevent or reduce suspensions by recommending appropriate alternatives to suspensions and ensuring that students with excessive behavioral referrals have a behavior support plan. Schools: All Schools	Behavioral Support Program	08/15/2016	10/01/2017	\$0	No Funding Required	Teachers, Administrators
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Goal 7: College and Career Readiness

Measurable Objective 1:

achieve college and career readiness by increasing the percentage of students identified as college and/or career ready from 89.2% to 92.2% by 10/01/2017 as measured by the School Report Card Next Generation Learners Achievement Data.

Strategy 1:

Targeted Interventions - Students not meeting benchmark reading or math scores will be identified and given additional support during the school day.

Category: Continuous Improvement

Activity - Transition Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specialized courses in math and English/reading will be required for those seniors not meeting ACT benchmarks. Schools: Highlands High School	Academic Support Program	08/15/2016	10/01/2017	\$0	No Funding Required	English and math classroom teachers, guidance counselors, administration
Activity - Career Clusters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upon entry into high school, students will be advised regarding various options for career clusters and career pathways. Schools: Highlands High School	Career Preparation/Orientation	08/15/2016	10/01/2017	\$0	No Funding Required	Guidance counselors and administration
Activity - Computer-based Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing extra support in reading and math (as determined by classroom performance, STAR Enterprise scores, EPAS scores, etc.) will utilize programs such as ALEKS or Reading Plus for remediation. Schools: Highlands Middle School, Highlands High School	Academic Support Program	08/15/2016	10/01/2017	\$10000	District Funding	Teachers and administration

Strategy 2:

Effective Instruction - Teachers are highly qualified and knowledgeable regarding both content and effective pedagogy.

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Category: Human Capital Management

Activity - Hire and Support Highly Qualified Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Only the most qualified teachers will be hired, and teachers new to Fort Thomas Independent Schools will participate in a year-long series of seminars for induction and professional learning. Schools: All Schools	Recruitment and Retention	08/15/2016	10/01/2017	\$1000	District Funding	District and School Leadership

Strategy 3:

Comprehensive Assessment System - All students in grades K-8, as well as special needs students at the high school, will take the STAR Enterprise assessment a minimum of three times per year to measure achievement and to monitor growth in reading and math.

Category: Continuous Improvement

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with each student in grades K-8 to set appropriate growth goals on the assessment. Areas for improvement will be identified and discussed with the student. Targeted interventions will take place for students as needed. Schools: All Schools	Academic Support Program	08/15/2016	10/01/2017	\$30000	District Funding	Teachers, Students, Administrators

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the STAR Enterprise assessment for progress monitoring with students who are in RTI (Response to Intervention) to ensure appropriate growth. Adjustments to the students' learning program will be made as needed. Schools: All Schools	Academic Support Program	08/15/2016	10/01/2017	\$0	No Funding Required	Teachers, Administrators

Strategy 4:

Digital Instruction - Students and teachers will be administered a computer for individual instructional use.

Category: Integrated Methods for Learning

Activity - Technology Enhancement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and students will each be assigned a laptop that can be accessed from the classroom or from home at the point of need. Technology specialists will be available to help teachers construct lessons that allow students to utilize technology to do things they could not do without it. Schools: Highlands Middle School, Highlands High School	Technology	08/15/2016	10/01/2017	\$800000	District Funding	Teachers, Administrator s, Technology Department
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Goal 8: Graduation Rate

Measurable Objective 1:

collaborate to increase our graduation rate from 94.9% to 98% by 08/01/2017 as measured by the School Report Card Next Generation Learners Achievement Data.

Strategy 1:

Support Strategies - Highlands High School will implement support strategies for students who are struggling and may consider leaving school before graduation.

Category: Persistence to Graduation

Activity - Freshman Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming ninth-grade students will participate in a mentoring program to help ease their transition to high school. Schools: Highlands High School	Academic Support Program	01/01/2017	06/30/2018	\$1000	Other	Guidance Counselors and Administrator s

Activity - Specialized Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing extra support will be scheduled in courses designed to meet their individual needs and/or remediate skills. Schools: Highlands High School	Academic Support Program	01/01/2017	06/30/2018	\$0	No Funding Required	Teachers, Administrator s, Guidance Counselors

Activity - Student Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize homeroom to explain and advise students regarding various opportunities for school involvement. Schools: Highlands High School	Academic Support Program	01/01/2017	10/01/2018	\$0	No Funding Required	Teachers

Activity - Academic Achievement Coordinator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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An academic achievement coordinator will be hired to support at-risk students.	Academic Support Program, Behavioral Support Program, Parent Involvement	01/01/2017	06/30/2018	\$50000	Title I Part A	Academic Achievement Coordinator, Teachers, Guidance Counselors, Administrators
Schools: Highlands Middle School, Highlands High School						

Goal 9: National Board Certification

Measurable Objective 1:

collaborate to increase the percentage of National Board Certified Teachers from 8% to 10% by 2018 by 08/01/2018 as measured by Teacher Certification .

Strategy 1:

Teacher Support - Teachers who have already achieved National Board Certification will mentor and support those going through the process for the first time by providing information and feedback as needed.

Category: Professional Learning & Support

Activity - Professional Support Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers interested in going through the process to become Nationally Board Certified will be assisted by a learning community of those teachers who have successfully achieved this status.	Professional Learning	01/01/2017	08/01/2018	\$0	No Funding Required	National Board Certified Teachers, Assistant Superintendent for Teaching and Learning, Teachers interested in achieving National Board Certification
Schools: All Schools						

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring	Teachers will utilize the STAR Enterprise assessment for progress monitoring with students who are in RTI (Response to Intervention) to ensure appropriate growth. Adjustments to the students' learning program will be made as needed.	Academic Support Program	08/15/2016	10/01/2017	\$0	Teachers, Administrators
Test Question Bank	Teachers will implement the use of EOC released items and sample test questions into their classroom instruction so that students are familiar with both content and format.	Academic Support Program	08/15/2016	10/01/2017	\$0	Teachers
Professional Support Community	Teachers interested in going through the process to become Nationally Board Certified will be assisted by a learning community of those teachers who have successfully achieved this status.	Professional Learning	01/01/2017	08/01/2018	\$0	National Board Certified Teachers, Assistant Superintendent for Teaching and Learning, Teachers interested in achieving National Board Certification
Educational Study Seminars	All teachers new to Fort Thomas Independent Schools are required to participate in a series of six educational study seminars over the course of their first two years of employment. These seminars focus on best practices and research in the field of education.	Professional Learning	02/01/2013	06/30/2018	\$0	Assistant Superintendent for Teaching and Learning, District and Building Administrators
Formative Assessment	Teachers will frequently utilize formative assessment data to guide and inform instruction.	Academic Support Program	08/15/2016	10/01/2017	\$0	Classroom Teachers

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PLC Team Meetings	Grade level support teams will meet regularly to discuss student performance and progress based on several sources of student data. Student placement and/or services may be adjusted as a result of the findings in these meetings.	Academic Support Program	08/15/2016	10/01/2017	\$0	Teachers, administrators, support staff
Advisory Team Meetings	Grade level and team member teachers, along with support staff and administrators, will meet regularly to discuss student performance and growth. Instructional decisions regarding student placement and participation in intervention programs will be made in these meetings when supported by data.	Academic Support Program, Behavioral Support Program	08/15/2016	10/01/2019	\$0	Teachers, Administrators, Support Staff
Transition Courses	Specialized courses in math and English/reading will be required for those seniors not meeting ACT benchmarks.	Academic Support Program	08/15/2016	10/01/2017	\$0	English and math classroom teachers, guidance counselors, administration
Response to Intervention	Continue to refine our Response to Intervention (RTI) program for at-risk students.	Academic Support Program	01/01/2017	06/30/2018	\$0	District Administrators, Principals, Teachers
Student Involvement	Teachers will utilize homeroom to explain and advise students regarding various opportunities for school involvement.	Academic Support Program	01/01/2017	10/01/2018	\$0	Teachers
Career Clusters	Upon entry into high school, students will be advised regarding various options for career clusters and career pathways.	Career Preparation/Orientation	08/15/2016	10/01/2017	\$0	Guidance counselors and administration
Differentiated Instruction	All teachers will use data to differentiate instruction (process, product, or content) to meet the needs of the individual learner.	Direct Instruction	01/01/2017	06/30/2018	\$0	Classroom Teachers
Specialized Courses	Students needing extra support will be scheduled in courses designed to meet their individual needs and/or remediate skills.	Academic Support Program	01/01/2017	06/30/2018	\$0	Teachers, Administrators, Guidance Counselors
Learning Targets	All teachers will post and reference daily learning targets which are written in student-friendly language.	Academic Support Program	08/15/2016	10/01/2017	\$0	Classroom Teachers
Technology Workshops	Weekly workshops will cover a wide variety of topics relating to the use of technology in the classroom. Sample topics include Edmodo, iPads in the classroom, Microsoft Excel, etc.	Professional Learning	01/01/2017	05/31/2018	\$0	Technology Director
PEAK Volunteer Program	Community volunteers will work one-on-one with students needing individual support in reading and/or math.	Academic Support Program	08/15/2016	10/01/2017	\$0	Teachers, administrators, community volunteers

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Phone System	All employees will continue to use the current phone system for normal daily telecommunication functions. All employees will also be trained to implement the technology available through the current phone system (i.e. voicemail, passwords, etc.).	Technology	01/01/2017	06/30/2018	\$0	District Technology Director, Administrators
Alternatives to Suspension	Utilize a discipline review team to prevent or reduce suspensions by recommending appropriate alternatives to suspensions and ensuring that students with excessive behavioral referrals have a behavior support plan.	Behavioral Support Program	08/15/2016	10/01/2017	\$0	Teachers, Administrators
Data Review	Review suspension data monthly to determine trends, patterns, successes, and challenge areas.	Behavioral Support Program	08/15/2016	10/01/2017	\$0	Teachers, Administrators
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Achievement Coordinator	An academic achievement coordinator will be hired to support at-risk students.	Academic Support Program, Behavioral Support Program, Parent Involvement	01/01/2017	06/30/2018	\$50000	Academic Achievement Coordinator, Teachers, Guidance Counselors, Administrators
Total					\$50000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Freshman Mentoring	Incoming ninth-grade students will participate in a mentoring program to help ease their transition to high school.	Academic Support Program	01/01/2017	06/30/2018	\$1000	Guidance Counselors and Administrators
Total					\$1000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Physical Plants	The district and schools will maintain physical plants that are in outstanding condition, clean, and orderly.	Other	01/01/2017	06/30/2018	\$250000	Administrators, Building Supervisors

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Telecommunications	Administrators will continue to use district provided cell phones to contact parents, district staff, or emergency personnel, as needed, to help ensure student and staff safety.	Technology	01/01/2015	06/30/2016	\$11500	Director of Technology, Administrators
Community Education Program	Adult learning and community education programs will be reviewed and redesigned to meet the current needs and requests of community members.	Community Engagement	01/01/2017	06/30/2018	\$1500	District Technology Coordinator
Safety Procedures and Supervision Plans	Safety procedures and supervision will be reviewed and concerns addressed (doors secured and locked, street crossings, passes enforced, hallway supervisions during class changes, etc.). School staff will consult with the police department to discuss collaborative options for ensuring school safety.	Policy and Process	01/01/2017	06/30/2018	\$10000	Assistant Superintendent, Principals, Fort Thomas Police Department, Teachers, Staff
Parent Communication	Using a variety of media (including but not limited to, newsletters, Infinite Campus, Schoology, phone notification system, e-mail, brochures, etc.), the district and schools will effectively communicate school news, facts, and teaching tips to parents.	Parent Involvement	01/01/2017	06/30/2018	\$50000	Administrators
School Attendance	Increase communications regarding school attendance, including information about absences/tardies and the consequences of excessive tardies and absences.	Academic Support Program	01/01/2017	06/30/2018	\$0	Assistant Superintendent, School Administrators
Parent Informational Seminars	Parent Informational Seminars will be reviewed and redesigned to offer topics that meet the current needs and requests of parents.	Parent Involvement	01/01/2017	06/30/2018	\$1000	Central Office Administrators
Total					\$324000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Additional conferences and workshops	Opportunities are available for interested faculty and staff to attend professional conferences and workshops relating to a particular field or focus area. These include conferences tied to professional organizations, ASCD workshops, AP trainings, etc.	Professional Learning	01/01/2017	08/30/2018	\$17000	Central office and building administrators
Total					\$17000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Teacher Workshops (Potential Topics: Differentiated Instruction and 21st Century Skills)	Teachers will attend a workshop/presentation focusing on how to meet the needs of a range of learners in their classrooms.	Professional Learning	06/01/2017	05/31/2018	\$6000	Assistant Superintendent
Monitor and Support Individual Student Growth	Administrators will track individual student and classroom STAR data, meet with teachers, and monitor classroom activities to ensure all students are growing.	Academic Support Program	08/15/2016	10/01/2017	\$30000	Teachers and administrators
Freshman Mentoring, 6th Grade Transition Program	Continue to provide programs that support students in a smooth transition between buildings or when attending our schools for the first time.	Academic Support Program	01/01/2017	06/30/2018	\$500	Administrators, Counselors, Transition Committees
Technology Integration	Students and teachers will utilize the computers to facilitate meaningful real-world learning experiences that support and reinforce other classroom learning.	Technology	08/15/2016	10/01/2017	\$800000	Teachers, administrators, technology department, assistant superintendent
Reading Instruction	All students are exposed to daily language arts instruction utilizing Journeys and other resources.	Academic Support Program	08/15/2016	10/01/2017	\$75000	Teachers, administrators, support staff
Teacher Webpages/Schoology Accounts	Teachers will design and maintain webpages/Schoology accounts which will include biographical information, a photo, contact information, and their syllabus.	Technology	01/01/2017	06/30/2018	\$6000	Teachers, Principals
Hire and Support Highly Qualified Teachers	Only the most qualified teachers will be hired, and teachers new to Fort Thomas Independent Schools will participate in a year-long series of seminars for induction and professional learning.	Recruitment and Retention	08/15/2016	10/01/2017	\$1000	District and School Leadership
Schoology Training	Teachers will attend hands-on training workshops that focus on developing classroom assessments.	Professional Learning	07/01/2016	08/31/2018	\$5000	Trainers, Administrators
Reading Plus	Students needing additional reading support, as indicated by classroom performance and assessment data, will receive additional reading instruction.	Academic Support Program	08/15/2016	10/01/2017	\$10000	Teachers and administrators
ALEKS Math	All students will utilize ALEKS math, a computer-based program that allows for additional personalized instruction based on individual student needs.	Academic Support Program	08/15/2016	10/01/2017	\$15000	Teachers and administrators
PD Express	Teacher professional development is tracked via this system.	Technology	02/01/2013	06/30/2018	\$3000	Central office administrators and personnel and building principals

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Personalized Learning	Administrators will work with individual teachers to develop a personalized learning plan that is targeted toward needs that have been identified collaboratively or that has been identified as a desired area of improvement by the teacher.	Professional Learning	01/01/2017	05/31/2018	\$10000	Principals, Teachers, Assistant Superintendent for Teaching and Learning
Goal Setting	Teachers will collaborate with each student in grades K-8 to set appropriate growth goals on the assessment. Areas for improvement will be identified and discussed with the student. Targeted interventions will take place for students as needed.	Academic Support Program	08/15/2016	10/01/2017	\$30000	Teachers, Students, Administrators
Math Instruction	All students are exposed to daily math instruction utilizing Everyday Math and additional resources.	Academic Support Program	08/15/2016	10/01/2017	\$100000	Teachers, administrators, support staff
Computer-based Intervention	Students needing extra support in reading and math (as determined by classroom performance, STAR Enterprise scores, EPAS scores, etc.) will utilize programs such as ALEKS or Reading Plus for remediation.	Academic Support Program	08/15/2016	10/01/2017	\$10000	Teachers and administration
iReady Instruction	Students receive a minimum of 100 minutes per week of additional personalized online instruction in reading and math to support and reinforce the concepts being taught in the classroom.	Academic Support Program	08/15/2016	10/01/2017	\$35000	Teachers, administrators, support staff
Remediation and Interventions	Teachers will utilize STAR Enterprise data for students in RTI and special education programs to determine appropriate interventions and remediation strategies.	Academic Support Program	08/15/2016	10/01/2017	\$30000	Teachers
Technology Enhancement	Teachers and students will each be assigned a laptop that can be accessed from the classroom or from home at the point of need. Technology specialists will be available to help teachers construct lessons that allow students to utilize technology to do things they could not do without it.	Technology	08/15/2016	10/01/2017	\$800000	Teachers, Administrators, Technology Department
Professional Learning Communities	Late arrival dates will be built into the 2017-2018 school calendar to allow teachers time to collaborate within the school day. In addition, one extra paid day will be built into the 2017-2018 academic calendar. This day will be divided up into 4 sessions to be held after school. This will allow elementary schools, in particular, to have time to collaborate across grade levels throughout the district.	Professional Learning	01/01/2017	06/30/2018	\$500	District and Building-Level Administrators; All Teachers
Total					\$1967000	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Workshops (Potential Topics: Differentiated Instruction and 21st Century Skills)	Teachers will attend a workshop/presentation focusing on how to meet the needs of a range of learners in their classrooms.	Professional Learning	06/01/2017	05/31/2018	\$6000	Assistant Superintendent
PD Express	Teacher professional development is tracked via this system.	Technology	02/01/2013	06/30/2018	\$3000	Central office administrators and personnel and building principals
Educational Study Seminars	All teachers new to Fort Thomas Independent Schools are required to participate in a series of six educational study seminars over the course of their first two years of employment. These seminars focus on best practices and research in the field of education.	Professional Learning	02/01/2013	06/30/2018	\$0	Assistant Superintendent for Teaching and Learning, District and Building Administrators
Schoology Training	Teachers will attend hands-on training workshops that focus on developing classroom assessments.	Professional Learning	07/01/2016	08/31/2018	\$5000	Trainers, Administrators
Technology Workshops	Weekly workshops will cover a wide variety of topics relating to the use of technology in the classroom. Sample topics include Edmodo, iPads in the classroom, Microsoft Excel, etc.	Professional Learning	01/01/2017	05/31/2018	\$0	Technology Director
Additional conferences and workshops	Opportunities are available for interested faculty and staff to attend professional conferences and workshops relating to a particular field or focus area. These include conferences tied to professional organizations, ASCD workshops, AP trainings, etc.	Professional Learning	01/01/2017	08/30/2018	\$17000	Central office and building administrators
School Attendance	Increase communications regarding school attendance, including information about absences/tardies and the consequences of excessive tardies and absences.	Academic Support Program	01/01/2017	06/30/2018	\$0	Assistant Superintendent, School Administrators

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Parent Communication	Using a variety of media (including but not limited to, newsletters, Infinite Campus, Schoology, phone notification system, e-mail, brochures, etc.), the district and schools will effectively communicate school news, facts, and teaching tips to parents.	Parent Involvement	01/01/2017	06/30/2018	\$50000	Administrators
Teacher Webpages/Schoology Accounts	Teachers will design and maintain webpages/Schoology accounts which will include biographical information, a photo, contact information, and their syllabus.	Technology	01/01/2017	06/30/2018	\$6000	Teachers, Principals
Parent Informational Seminars	Parent Informational Seminars will be reviewed and redesigned to offer topics that meet the current needs and requests of parents.	Parent Involvement	01/01/2017	06/30/2018	\$1000	Central Office Administrators
Community Education Program	Adult learning and community education programs will be reviewed and redesigned to meet the current needs and requests of community members.	Community Engagement	01/01/2017	06/30/2018	\$1500	District Technology Coordinator
Response to Intervention	Continue to refine our Response to Intervention (RTI) program for at-risk students.	Academic Support Program	01/01/2017	06/30/2018	\$0	District Administrators, Principals, Teachers
Differentiated Instruction	All teachers will use data to differentiate instruction (process, product, or content) to meet the needs of the individual learner.	Direct Instruction	01/01/2017	06/30/2018	\$0	Classroom Teachers
Safety Procedures and Supervision Plans	Safety procedures and supervision will be reviewed and concerns addressed (doors secured and locked, street crossings, passes enforced, hallway supervisions during class changes, etc.). School staff will consult with the police department to discuss collaborative options for ensuring school safety.	Policy and Process	01/01/2017	06/30/2018	\$10000	Assistant Superintendent, Principals, Fort Thomas Police Department, Teachers, Staff
Physical Plants	The district and schools will maintain physical plants that are in outstanding condition, clean, and orderly.	Other	01/01/2017	06/30/2018	\$250000	Administrators, Building Supervisors
Telecommunications	Administrators will continue to use district provided cell phones to contact parents, district staff, or emergency personnel, as needed, to help ensure student and staff safety.	Technology	01/01/2015	06/30/2016	\$11500	Director of Technology, Administrators
Freshman Mentoring, 6th Grade Transition Program	Continue to provide programs that support students in a smooth transition between buildings or when attending our schools for the first time.	Academic Support Program	01/01/2017	06/30/2018	\$500	Administrators, Counselors, Transition Committees
Phone System	All employees will continue to use the current phone system for normal daily telecommunication functions. All employees will also be trained to implement the technology available through the current phone system (i.e. voicemail, passwords, etc.).	Technology	01/01/2017	06/30/2018	\$0	District Technology Director, Administrators

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Professional Learning Communities	Late arrival dates will be built into the 2017-2018 school calendar to allow teachers time to collaborate within the school day. In addition, one extra paid day will be built into the 2017-2018 academic calendar. This day will be divided up into 4 sessions to be held after school. This will allow elementary schools, in particular, to have time to collaborate across grade levels throughout the district.	Professional Learning	01/01/2017	06/30/2018	\$500	District and Building-Level Administrators; All Teachers
Learning Targets	All teachers will post and reference daily learning targets which are written in student-friendly language.	Academic Support Program	08/15/2016	10/01/2017	\$0	Classroom Teachers
Formative Assessment	Teachers will frequently utilize formative assessment data to guide and inform instruction.	Academic Support Program	08/15/2016	10/01/2017	\$0	Classroom Teachers
Advisory Team Meetings	Grade level and team member teachers, along with support staff and administrators, will meet regularly to discuss student performance and growth. Instructional decisions regarding student placement and participation in intervention programs will be made in these meetings when supported by data.	Academic Support Program, Behavioral Support Program	08/15/2016	10/01/2019	\$0	Teachers, Administrators, Support Staff
Remediation and Interventions	Teachers will utilize STAR Enterprise data for students in RTI and special education programs to determine appropriate interventions and remediation strategies.	Academic Support Program	08/15/2016	10/01/2017	\$30000	Teachers
Monitor and Support Individual Student Growth	Administrators will track individual student and classroom STAR data, meet with teachers, and monitor classroom activities to ensure all students are growing.	Academic Support Program	08/15/2016	10/01/2017	\$30000	Teachers and administrators
Data Review	Review suspension data monthly to determine trends, patterns, successes, and challenge areas.	Behavioral Support Program	08/15/2016	10/01/2017	\$0	Teachers, Administrators
Alternatives to Suspension	Utilize a discipline review team to prevent or reduce suspensions by recommending appropriate alternatives to suspensions and ensuring that students with excessive behavioral referrals have a behavior support plan.	Behavioral Support Program	08/15/2016	10/01/2017	\$0	Teachers, Administrators
Hire and Support Highly Qualified Teachers	Only the most qualified teachers will be hired, and teachers new to Fort Thomas Independent Schools will participate in a year-long series of seminars for induction and professional learning.	Recruitment and Retention	08/15/2016	10/01/2017	\$1000	District and School Leadership
Goal Setting	Teachers will collaborate with each student in grades K-8 to set appropriate growth goals on the assessment. Areas for improvement will be identified and discussed with the student. Targeted interventions will take place for students as needed.	Academic Support Program	08/15/2016	10/01/2017	\$30000	Teachers, Students, Administrators
Progress Monitoring	Teachers will utilize the STAR Enterprise assessment for progress monitoring with students who are in RTI (Response to Intervention) to ensure appropriate growth. Adjustments to the students' learning program will be made as needed.	Academic Support Program	08/15/2016	10/01/2017	\$0	Teachers, Administrators

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Professional Support Community	Teachers interested in going through the process to become Nationally Board Certified will be assisted by a learning community of those teachers who have successfully achieved this status.	Professional Learning	01/01/2017	08/01/2018	\$0	National Board Certified Teachers, Assistant Superintendent for Teaching and Learning, Teachers interested in achieving National Board Certification
Personalized Learning	Administrators will work with individual teachers to develop a personalized learning plan that is targeted toward needs that have been identified collaboratively or that has been identified as a desired area of improvement by the teacher.	Professional Learning	01/01/2017	05/31/2018	\$10000	Principals, Teachers, Assistant Superintendent for Teaching and Learning
Total					\$463000	

Woodfill Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Instruction	All students are exposed to daily language arts instruction utilizing Journeys and other resources.	Academic Support Program	08/15/2016	10/01/2017	\$75000	Teachers, administrators, support staff
Math Instruction	All students are exposed to daily math instruction utilizing Everyday Math and additional resources.	Academic Support Program	08/15/2016	10/01/2017	\$100000	Teachers, administrators, support staff
iReady Instruction	Students receive a minimum of 100 minutes per week of additional personalized online instruction in reading and math to support and reinforce the concepts being taught in the classroom.	Academic Support Program	08/15/2016	10/01/2017	\$35000	Teachers, administrators, support staff
PLC Team Meetings	Grade level support teams will meet regularly to discuss student performance and progress based on several sources of student data. Student placement and/or services may be adjusted as a result of the findings in these meetings.	Academic Support Program	08/15/2016	10/01/2017	\$0	Teachers, administrators, support staff
Total					\$210000	

Moyer Elementary School

Comprehensive District Improvement Plan

Fort Thomas Independent

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Instruction	All students are exposed to daily language arts instruction utilizing Journeys and other resources.	Academic Support Program	08/15/2016	10/01/2017	\$75000	Teachers, administrators, support staff
Math Instruction	All students are exposed to daily math instruction utilizing Everyday Math and additional resources.	Academic Support Program	08/15/2016	10/01/2017	\$100000	Teachers, administrators, support staff
iReady Instruction	Students receive a minimum of 100 minutes per week of additional personalized online instruction in reading and math to support and reinforce the concepts being taught in the classroom.	Academic Support Program	08/15/2016	10/01/2017	\$35000	Teachers, administrators, support staff
PLC Team Meetings	Grade level support teams will meet regularly to discuss student performance and progress based on several sources of student data. Student placement and/or services may be adjusted as a result of the findings in these meetings.	Academic Support Program	08/15/2016	10/01/2017	\$0	Teachers, administrators, support staff
Total					\$210000	

Johnson Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Instruction	All students are exposed to daily language arts instruction utilizing Journeys and other resources.	Academic Support Program	08/15/2016	10/01/2017	\$75000	Teachers, administrators, support staff
Math Instruction	All students are exposed to daily math instruction utilizing Everyday Math and additional resources.	Academic Support Program	08/15/2016	10/01/2017	\$100000	Teachers, administrators, support staff
iReady Instruction	Students receive a minimum of 100 minutes per week of additional personalized online instruction in reading and math to support and reinforce the concepts being taught in the classroom.	Academic Support Program	08/15/2016	10/01/2017	\$35000	Teachers, administrators, support staff
PLC Team Meetings	Grade level support teams will meet regularly to discuss student performance and progress based on several sources of student data. Student placement and/or services may be adjusted as a result of the findings in these meetings.	Academic Support Program	08/15/2016	10/01/2017	\$0	Teachers, administrators, support staff
Total					\$210000	

Highlands Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive District Improvement Plan

Fort Thomas Independent

ALEKS Math	All students will utilize ALEKS math, a computer-based program that allows for additional personalized instruction based on individual student needs.	Academic Support Program	08/15/2016	10/01/2017	\$15000	Teachers and administrators
Reading Plus	Students needing additional reading support, as indicated by classroom performance and assessment data, will receive additional reading instruction.	Academic Support Program	08/15/2016	10/01/2017	\$10000	Teachers and administrators
PEAK Volunteer Program	Community volunteers will work one-on-one with students needing individual support in reading and/or math.	Academic Support Program	08/15/2016	10/01/2017	\$0	Teachers, administrators, community volunteers
Technology Integration	Students and teachers will utilize the computers to facilitate meaningful real-world learning experiences that support and reinforce other classroom learning.	Technology	08/15/2016	10/01/2017	\$800000	Teachers, administrators, technology department, assistant superintendent
Computer-based Intervention	Students needing extra support in reading and math (as determined by classroom performance, STAR Enterprise scores, EPAS scores, etc.) will utilize programs such as ALEKS or Reading Plus for remediation.	Academic Support Program	08/15/2016	10/01/2017	\$10000	Teachers and administration
Technology Enhancement	Teachers and students will each be assigned a laptop that can be accessed from the classroom or from home at the point of need. Technology specialists will be available to help teachers construct lessons that allow students to utilize technology to do things they could not do without it.	Technology	08/15/2016	10/01/2017	\$800000	Teachers, Administrators, Technology Department
Academic Achievement Coordinator	An academic achievement coordinator will be hired to support at-risk students.	Academic Support Program, Behavioral Support Program, Parent Involvement	01/01/2017	06/30/2018	\$50000	Academic Achievement Coordinator, Teachers, Guidance Counselors, Administrators
Total					\$1685000	

Highlands High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ALEKS Math	All students will utilize ALEKS math, a computer-based program that allows for additional personalized instruction based on individual student needs.	Academic Support Program	08/15/2016	10/01/2017	\$15000	Teachers and administrators
Reading Plus	Students needing additional reading support, as indicated by classroom performance and assessment data, will receive additional reading instruction.	Academic Support Program	08/15/2016	10/01/2017	\$10000	Teachers and administrators

Comprehensive District Improvement Plan

Fort Thomas Independent

Technology Integration	Students and teachers will utilize the computers to facilitate meaningful real-world learning experiences that support and reinforce other classroom learning.	Technology	08/15/2016	10/01/2017	\$800000	Teachers, administrators, technology department, assistant superintendent
Test Question Bank	Teachers will implement the use of EOC released items and sample test questions into their classroom instruction so that students are familiar with both content and format.	Academic Support Program	08/15/2016	10/01/2017	\$0	Teachers
Transition Courses	Specialized courses in math and English/reading will be required for those seniors not meeting ACT benchmarks.	Academic Support Program	08/15/2016	10/01/2017	\$0	English and math classroom teachers, guidance counselors, administration
Career Clusters	Upon entry into high school, students will be advised regarding various options for career clusters and career pathways.	Career Preparation/Orientation	08/15/2016	10/01/2017	\$0	Guidance counselors and administration
Computer-based Intervention	Students needing extra support in reading and math (as determined by classroom performance, STAR Enterprise scores, EPAS scores, etc.) will utilize programs such as ALEKS or Reading Plus for remediation.	Academic Support Program	08/15/2016	10/01/2017	\$10000	Teachers and administration
Technology Enhancement	Teachers and students will each be assigned a laptop that can be accessed from the classroom or from home at the point of need. Technology specialists will be available to help teachers construct lessons that allow students to utilize technology to do things they could not do without it.	Technology	08/15/2016	10/01/2017	\$800000	Teachers, Administrators, Technology Department
Freshman Mentoring	Incoming ninth-grade students will participate in a mentoring program to help ease their transition to high school.	Academic Support Program	01/01/2017	06/30/2018	\$1000	Guidance Counselors and Administrators
Specialized Courses	Students needing extra support will be scheduled in courses designed to meet their individual needs and/or remediate skills.	Academic Support Program	01/01/2017	06/30/2018	\$0	Teachers, Administrators, Guidance Counselors
Student Involvement	Teachers will utilize homeroom to explain and advise students regarding various opportunities for school involvement.	Academic Support Program	01/01/2017	10/01/2018	\$0	Teachers

Comprehensive District Improvement Plan

Fort Thomas Independent

Academic Achievement Coordinator	An academic achievement coordinator will be hired to support at-risk students.	Academic Support Program, Behavioral Support Program, Parent Involvement	01/01/2017	06/30/2018	\$50000	Academic Achievement Coordinator, Teachers, Guidance Counselors, Administrators
Total					\$1686000	

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	http://www.fortthomas.kyschools.us/	

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	No	We do have one teacher who is emergency certified for the grade level she is teaching even though she is a certified teacher.	

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		

Comprehensive District Improvement Plan

Fort Thomas Independent

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.	N/A		

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

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

Comprehensive District Improvement Plan

Fort Thomas Independent

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		

Comprehensive District Improvement Plan

Fort Thomas Independent

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.	Yes		

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

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

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

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

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

Comprehensive District Improvement Plan

Fort Thomas Independent

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

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

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

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

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

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

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

Comprehensive District Improvement Plan

Fort Thomas Independent

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:

Professional Learning

Measurable Objective 1:

collaborate to offer a range of professional development opportunities by 08/31/2017 as measured by improved teacher effectiveness data, student achievement data, and teacher surveys.

Strategy1:

Required and flexible professional development activities - Teachers will complete a minimum of 24 hours of required and flexible professional development in order to have a positive impact on teaching and learning.

Category: Professional Learning & Support

Research Cited: Teachers who continue to grow and develop throughout their careers have a positive impact on student achievement.

Activity - Additional conferences and workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Opportunities are available for interested faculty and staff to attend professional conferences and workshops relating to a particular field or focus area. These include conferences tied to professional organizations, ASCD workshops, AP trainings, etc.	Professional Learning	01/01/2017	08/30/2018	\$17000 - Title II Part A	Central office and building administrators

Activity - Teacher Workshops (Potential Topics: Differentiated Instruction and 21st Century Skills)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend a workshop/presentation focusing on how to meet the needs of a range of learners in their classrooms.	Professional Learning	06/01/2017	05/31/2018	\$6000 - District Funding	Assistant Superintendent

Activity - Personalized Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will work with individual teachers to develop a personalized learning plan that is targeted toward needs that have been identified collaboratively or that has been identified as a desired area of improvement by the teacher.	Professional Learning	01/01/2017	05/31/2018	\$10000 - District Funding	Principals, Teachers, Assistant Superintendent for Teaching and Learning

Goal 2:

SY 2016-2017

Comprehensive District Improvement Plan

Fort Thomas Independent

School Culture/Climate

Measurable Objective 1:

collaborate to provide increased attention to school safety, address the diverse needs of all learners, and facilitate the transition of students by 06/30/2018 as measured by the well-being and success of all students.

Strategy1:

Meeting the Needs of Diverse Learners - We will address the needs of diverse learners.

Category: Learning Systems

Research Cited:

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to refine our Response to Intervention (RTI) program for at-risk students.	Academic Support Program	01/01/2017	06/30/2018	\$0 - No Funding Required	District Administrators, Principals, Teachers

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use data to differentiate instruction (process, product, or content) to meet the needs of the individual learner.	Direct Instruction	01/01/2017	06/30/2018	\$0 - No Funding Required	Classroom Teachers

Goal 3:

College and Career Readiness

Measurable Objective 1:

achieve college and career readiness by increasing the percentage of students identified as college and/or career ready from 89.2% to 92.2% by 10/01/2017 as measured by the School Report Card Next Generation Learners Achievement Data.

Strategy1:

Effective Instruction - Teachers are highly qualified and knowledgeable regarding both content and effective pedagogy.

Category: Human Capital Management

Research Cited:

Activity - Hire and Support Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Only the most qualified teachers will be hired, and teachers new to Fort Thomas Independent Schools will participate in a year-long series of seminars for induction and professional learning.	Recruitment and Retention	08/15/2016	10/01/2017	\$1000 - District Funding	District and School Leadership

Comprehensive District Improvement Plan

Fort Thomas Independent

Goal 4:

National Board Certification

Measurable Objective 1:

collaborate to increase the percentage of National Board Certified Teachers from 8% to 10% by 2018 by 08/01/2018 as measured by Teacher Certification .

Strategy1:

Teacher Support - Teachers who have already achieved National Board Certification will mentor and support those going through the process for the first time by providing information and feedback as needed.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Support Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers interested in going through the process to become Nationally Board Certified will be assisted by a learning community of those teachers who have successfully achieved this status.	Professional Learning	01/01/2017	08/01/2018	\$0 - No Funding Required	National Board Certified Teachers, Assistant Superintendent for Teaching and Learning, Teachers interested in achieving National Board Certification

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

Goal 1:

Professional Learning

Measurable Objective 1:

collaborate to offer a range of professional development opportunities by 08/31/2017 as measured by improved teacher effectiveness data, student achievement data, and teacher surveys.

Strategy1:

Required and flexible professional development activities - Teachers will complete a minimum of 24 hours of required and flexible professional development in order to have a positive impact on teaching and learning.

Category: Professional Learning & Support

Research Cited: Teachers who continue to grow and develop throughout their careers have a positive impact on student achievement.

Comprehensive District Improvement Plan

Fort Thomas Independent

Activity - PD Express	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher professional development is tracked via this system.	Technology	02/01/2013	06/30/2018	\$3000 - District Funding	Central office administrators and personnel and building principals

Activity - Educational Study Seminars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers new to Fort Thomas Independent Schools are required to participate in a series of six educational study seminars over the course of their first two years of employment. These seminars focus on best practices and research in the field of education.	Professional Learning	02/01/2013	06/30/2018	\$0 - No Funding Required	Assistant Superintendent for Teaching and Learning, District and Building Administrators

Activity - Schoology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend hands-on training workshops that focus on developing classroom assessments.	Professional Learning	07/01/2016	08/31/2018	\$5000 - District Funding	Trainers, Administrators

Activity - Technology Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly workshops will cover a wide variety of topics relating to the use of technology in the classroom. Sample topics include Edmodo, iPads in the classroom, Microsoft Excel, etc.	Professional Learning	01/01/2017	05/31/2018	\$0 - No Funding Required	Technology Director

Activity - Additional conferences and workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Opportunities are available for interested faculty and staff to attend professional conferences and workshops relating to a particular field or focus area. These include conferences tied to professional organizations, ASCD workshops, AP trainings, etc.	Professional Learning	01/01/2017	08/30/2018	\$17000 - Title II Part A	Central office and building administrators

Activity - Teacher Workshops (Potential Topics: Differentiated Instruction and 21st Century Skills)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend a workshop/presentation focusing on how to meet the needs of a range of learners in their classrooms.	Professional Learning	06/01/2017	05/31/2018	\$6000 - District Funding	Assistant Superintendent

Comprehensive District Improvement Plan

Fort Thomas Independent

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Late arrival dates will be built into the 2017-2018 school calendar to allow teachers time to collaborate within the school day. In addition, one extra paid day will be built into the 2017-2018 academic calendar. This day will be divided up into 4 sessions to be held after school. This will allow elementary schools, in particular, to have time to collaborate across grade levels throughout the district.	Professional Learning	01/01/2017	06/30/2018	\$500 - District Funding	District and Building-Level Administrators; All Teachers

Activity - Personalized Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will work with individual teachers to develop a personalized learning plan that is targeted toward needs that have been identified collaboratively or that has been identified as a desired area of improvement by the teacher.	Professional Learning	01/01/2017	05/31/2018	\$10000 - District Funding	Principals, Teachers, Assistant Superintendent for Teaching and Learning

Goal 2:

Stakeholder Communication

Measurable Objective 1:

collaborate to provide stakeholders with on-going communication about our schools and district by 06/30/2018 as measured by stakeholder surveys, parent involvement, and community support .

Strategy1:

Multiple Forms of Communication - We will increase communication with all stakeholders and offer programs that meet the needs and interests of parents and community members.

Category: Stakeholder Engagement

Research Cited:

Activity - Phone System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All employees will continue to use the current phone system for normal daily telecommunication functions. All employees will also be trained to implement the technology available through the current phone system (i.e. voicemail, passwords, etc.).	Technology	01/01/2017	06/30/2018	\$0 - No Funding Required	District Technology Director, Administrators

Activity - School Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase communications regarding school attendance, including information about absences/tardies and the consequences of excessive tardies and absences.	Academic Support Program	01/01/2017	06/30/2018	\$0 - General Fund	Assistant Superintendent, School Administrators

Comprehensive District Improvement Plan

Fort Thomas Independent

Activity - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using a variety of media (including but not limited to, newsletters, Infinite Campus, Schoology, phone notification system, e-mail, brochures, etc.), the district and schools will effectively communicate school news, facts, and teaching tips to parents.	Parent Involvement	01/01/2017	06/30/2018	\$50000 - General Fund	Administrators

Activity - Community Education Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adult learning and community education programs will be reviewed and redesigned to meet the current needs and requests of community members.	Community Engagement	01/01/2017	06/30/2018	\$1500 - General Fund	District Technology Coordinator

Activity - Teacher Webpages/Schoology Accounts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design and maintain webpages/Schoology accounts which will include biographical information, a photo, contact information, and their syllabus.	Technology	01/01/2017	06/30/2018	\$6000 - District Funding	Teachers, Principals

Activity - Parent Informational Seminars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Informational Seminars will be reviewed and redesigned to offer topics that meet the current needs and requests of parents.	Parent Involvement	01/01/2017	06/30/2018	\$1000 - General Fund	Central Office Administrators

Goal 3:

School Culture/Climate

Measurable Objective 1:

collaborate to provide increased attention to school safety, address the diverse needs of all learners, and facilitate the transition of students by 06/30/2018 as measured by the well-being and success of all students.

Strategy1:

Meeting the Needs of Diverse Learners - We will address the needs of diverse learners.

Category: Learning Systems

Research Cited:

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to refine our Response to Intervention (RTI) program for at-risk students.	Academic Support Program	01/01/2017	06/30/2018	\$0 - No Funding Required	District Administrators, Principals, Teachers

Comprehensive District Improvement Plan

Fort Thomas Independent

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use data to differentiate instruction (process, product, or content) to meet the needs of the individual learner.	Direct Instruction	01/01/2017	06/30/2018	\$0 - No Funding Required	Classroom Teachers

Strategy2:

School Safety - Procedures and plans will be reviewed and refined to ensure a safe learning environment for all students.

Category: Management Systems

Research Cited:

Activity - Physical Plants	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district and schools will maintain physical plants that are in outstanding condition, clean, and orderly.	Other	01/01/2017	06/30/2018	\$250000 - General Fund	Administrators, Building Supervisors

Activity - Telecommunications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will continue to use district provided cell phones to contact parents, district staff, or emergency personnel, as needed, to help ensure student and staff safety.	Technology	01/01/2015	06/30/2016	\$11500 - General Fund	Director of Technology, Administrators

Activity - Safety Procedures and Supervision Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Safety procedures and supervision will be reviewed and concerns addressed (doors secured and locked, street crossings, passes enforced, hallway supervisions during class changes, etc.). School staff will consult with the police department to discuss collaborative options for ensuring school safety.	Policy and Process	01/01/2017	06/30/2018	\$10000 - General Fund	Assistant Superintendent, Principals, Fort Thomas Police Department, Teachers, Staff

Strategy3:

Transition Programs - Support programs will be in place for students as they transition from building to building or from outside the district.

Category: Management Systems

Research Cited:

Activity - Freshman Mentoring, 6th Grade Transition Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to provide programs that support students in a smooth transition between buildings or when attending our schools for the first time.	Academic Support Program	01/01/2017	06/30/2018	\$500 - District Funding	Administrators, Counselors, Transition Committees

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?

Fort Thomas Independent Schools, a recognized leader in the Greater Cincinnati/Northern Kentucky area and in the Commonwealth of Kentucky, consistently achieves high test scores and annually ranks as one of Kentucky's highest performing kindergarten through twelfth grade public school districts. The District's Vision 2020 goal is that all students in the Class of 2020 will be prepared for the global economy when they graduate. The vision is focused on three essential principals: creative and critical thinking, cooperative decision making, and a collaborative spirit. Approximately 3000 students attend Robert D. Johnson Elementary School, Ruth Moyer Elementary School, Samuel Woodfill Elementary School, Highlands Middle School or Highlands High School.

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.

Our new mission states, "Rich in tradition and committed to the future, the Fort Thomas Independent School District provides engaging and challenging learning experiences which foster creativity, curiosity, and innovation, while inspiring all students to pursue lifelong learning and become productive members of the global community."

Our vision statements are what we aspire to be and do as we work toward our mission. The following are things you will see going on in our district if we are indeed living our mission:

Our students engage in a variety of experiences that foster creativity and curiosity, demonstrating the skills and dispositions needed to solve real-world problems and to become caring and productive members of the global community.

Our teachers exhibit a student-centered passion for teaching and a deep understanding of content, utilizing research-based strategies to challenge and meet the needs of all learners.

Our leadership maintains high expectations, works collaboratively with all stakeholders, focuses on a shared mission, and demonstrates a commitment to individual student growth and achievement.

Our parents are encouraged to be active participants in their child's education, investing in a partnership of mutual respect.

Our community, as a valued partner, reciprocates our desire to develop a highly-skilled workforce that demonstrates civic pride, global citizenship, and service to others.

Our instruction focuses on individual student growth toward mastery of college and career readiness standards and instills a passion for lifelong learning.

Our technology is utilized by teachers and students in transformative ways to enhance student achievement and to make real-world global connections.

Our culture/climate welcomes and allows all stakeholders to feel safe, encouraged, nurtured, and challenged to achieve at high levels.

The Fort Thomas Board of Education believes that all students can learn; preparing students and improving their achievements are the most significant task of the district. We affirm our intent and commitment to the improvement of student learning to focus on teaching the state and national curriculum standards that enable our students to be competitive with other students across the world; to use best practice research to develop instructional techniques; to openly evaluate data on student achievement indicators; to discuss issues that affect the instructional program and to review/revise district goals to focus on student progress. All decisions will be based on what is best for our students.

Fort Thomas Independent Schools

Rich in Tradition, Committed to the Future

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.

Fort Thomas Independent Schools continually ranks as one of the Kentucky's top-performing public P-12 school districts. We were categorized as a District of Distinction in 2012, 2014 and 2015 and each of our schools is classified as Distinguished under Kentucky's Unbridled Learning: College and Career Readiness for All assessment system. We are very proud of our vibrant programs in academics, the arts, and athletics.

Highlands High School is a 2008 High Schools That Work Gold Achievement School and a National Blue Ribbon School of Excellence. Ninety-eight percent of our high school graduates go on to attend college. We have had 25 National Merit Finalists/Semifinalists in the last seven years. Offering multiple dual credit courses and 24 Advanced Placement courses, nearly 70 percent of our students graduate having earned some college credit.

Highlands Middle School's 8th grade students' most recent EXPLORE scores were once again among the highest in Northern Kentucky.

All three of our elementary schools are National Blue Ribbon Schools of Excellence. Most recently, Johnson Elementary was named a National Blue Ribbon for a second time in the fall of 2014.

Our schools works together very closely to ensure proper alignment and cohesion across the district. To this end, our district achieved district accreditation for the first time with Advanc-Ed during the 2015-2016 school year.

Another goal is that within the next three years, Highlands Middle School will be named a National Blue Ribbon School of Excellence.

Additional Information

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

Approximately 90% of our students participate in at least one sport or extracurricular activity. It is our strong belief that students excel when they have a sense of belonging in their school. To that end, we offer numerous athletic, academic, and fine arts programs for students at all grade levels.

In addition, our school district benefits greatly from both community and parental support. Parents and teachers communicate on a frequent basis, and countless volunteer hours are logged each year.