

## 2019-20 Phase Three: Executive Summary for Districts\_12162019\_16:31

2019-20 Phase Three: Executive Summary for Districts

**Covington Independent**  
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Last Modified: 12/23/2019  
Status: Open

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## 2019-20 Phase Three: Executive Summary for Districts

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#### Description of the District

Describe the district'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 district serves?

Covington Independent Public Schools (CIPS) is a small, independent public school district that serves just a little under four thousand students and sits on the banks of the Ohio River in Kenton County right across the bridge from Cincinnati, OH. CIPS has seven schools (five K-5 elementary schools, one 6-8 middle school and one 9-12 high school with a career center on campus) and two additional centers (a preschool center serving 3 and 4 year-olds and an alternative center serving some of our most at risk and challenging students in grades 6-12). Fifty-seven percent of the students served by CIPS are considered minorities (state average is 23%). Eighty-eight percent of the students served qualify for free and/or reduced lunch pricing (88% qualify for free and 2% qualify for reduced) while the state average is 59%. Covington has the highest free/reduced rate in the state. The state average homeless rate is 4% while 17% of the learners in Covington are considered homeless (ninth highest in the state and second highest in the NKY region). In the past six years, CIPS has had an influx of English Learners (EL) from a region of Guatemala where formal education stopped around grade 2. Currently we have almost four hundred students labelled as EL based upon W-APT screening and ACCESS testing results. This population has increased four hundred students labelled as EL based upon W-APT screening and ACCESS testing results. This population has increased substantially in the past three years. Twenty-three percent (including Pre-K students who qualify for Special Education services) of the students in Covington have an IEP (state average is 16%). Considering these demographic factors, the attendance rate for CIPS was 95.2% for the 18-19 SY. Annual attendance has hovered around the 95% range for the past several years. Our students come to school. Covington sits amidst approximately 22 school districts in the NKY/Greater Cincinnati region. As a result, approximately 28% of our teachers leave Covington annually (state average is 17%). Our overall 'years of experience is 8.67 years (state average is 12 years) and 16% (state average is 7%) of the teachers in the classroom here in Covington have never taught before being hired in Covington, i.e. they are 'first year teachers'. In addition to the demographic factors and trends listed above, the properties in Covington where our students and families live are mostly rental property meaning as rent comes due and families are not able to pay, they move. Thus, the transience rate for students switching schools within the district especially at the elementary level is about 30% annually.

#### District's Purpose

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

District's Purpose In 2016-2017, CIPS revisited and revised the strategic plan. The mission, vision, beliefs, goals and strategies are captured on the strategic plan public information document that is attached. In June 2016, the district convened a district leadership team and with facilitation from AdvancEd, wrote beliefs and critical commitments based on student data and the mission, vision and beliefs of the board of education. See attached. In the past year, every teacher in Covington Independent Schools has begun writing a curriculum as collaborative teams K-12 grade. This work occurs on a monthly basis and is not only worked on by teachers, but our teachers lead it. Each collaborative team is led by teacher leads at each and every grade level and content area K-12. Our purpose is to develop a coherent and viable curriculum that each teacher uses and every student has access to in each classroom, no matter which school they attend. We are also

developing and implementing Response to Intervention Systems (RTI) in all schools K-12 in order to provide timely interventions for students who need remediation or acceleration. District staff in collaboration with school administrators and teacher leaders complete school visits to classrooms on a regular basis to provide feedback to administration, student support teams and teachers to guide school wide improvement efforts in the areas of academics (engagement, learning and rigor) and behavior.

#### Notable Achievements and Areas of Improvement

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

Some of our most recent notable achievements include: AdvancEd accreditation 2017 Read to Achieve and Math Achievement Fund grants at several schools 1:1 deployment and implementation continues at HHS and HMS Project Lead the Way grant at HMS for Computer App building James E Biggs Preschool-5 STAR Award Glenn O Swing Elementary- 5 STAR Award Sixth District Elementary (tested out of TSI status from 2018), John G. Carlisle Elementary and Latonia Elementary- 3 STAR Award Covington Transformational Learning Center-Center of Distinction 2014, 2015, 2016, 2017, 2018, 2019 Areas of Improvements: In September 2019, 9th District Elementary School was identified as a Comprehensive Support and Improvement School according to Kentucky state assessment results. The school was assigned a two-member team of Education Recovery Specialists and will undergo a Diagnostic Review with leadership determination in December 2019. In addition, Holmes Middle School, continues to be designated Comprehensive Support and Improvement school for the 19-20 school year and continues to receive assistance from the state.

#### Additional Information

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

In September 2019, 9th District Elementary School was identified as a Comprehensive Support and Improvement School according to Kentucky state assessment results. The school was assigned a two-member team of Education Recovery Specialists and will undergo a Diagnostic Review with leadership determination in December 2019. This year the district is currently developing a district wide curriculum for all schools. 9th District Elementary and all of its teachers are working collaboratively to develop the curriculum with all other elementary teachers in the district. Over the past 4 months the district has provided training and follow-up in lesson plan design for all 9th District Elementary teachers and administrators. This training, follow-up and monitoring of lesson plans will continue throughout the school year. In addition, the district has led training for a team of 9th District teachers and administrators to develop a Response to Intervention program for reading in its school for all students K-5. Covington Independent Schools continues to 9th District administrators, student support staff and teacher leaders training in positive behavior supports on a regular basis. Student support teams are provided with tools in tier 1 through tier 3 supports through training of each school's Foundations Teams consisting of student support teams of admins and teachers. District leaders also provide monitoring as requested by administrators, as well as regular district focus visits which provide schools with data to support their on-going progress with overall positive behavior supports in the classroom. On a monthly basis, the district also monitors in collaboration with school administration and student support teams each school's current behavior data and assists with next steps needed for students identified as in need of further assistance or additional needs identified for the school to improve upon in these areas. In addition, Holmes Middle School, continues to be designated

Comprehensive Support and Improvement school for the 19-20 school year and continues to receive assistance from the state.

#### Additional Information

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

Covington Independent Schools continues to provide administrators, student support staff and teacher leaders training in positive behavior supports on a regular basis. This training focuses on all levels of behavior in and out of the classroom. Student support teams are provided with tools in tier 1 through tier 3 supports through training of each school's Foundations Teams consisting of student support teams of admins and teachers. District leaders provide opportunities for job embedded training during and afterschool hours. District leaders also provide monitoring as requested by administrators, as well as regular district focus visits which provide schools with data to support their on-going progress with overall positive behavior supports in the classroom. On a monthly basis, the district also monitors in collaboration with school administration and student support teams each school's current behavior data and assists with next steps needed for students identified as in need of further assistance or additional needs identified for the school to improve upon in these areas.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 <a href="#">CIPS Strategic Plan 2017-2022</a>	5 year Strategic Plan for Covington Independent Schools	•