

# 2020-21 Comprehensive Improvement Plan for Districts

## Rationale

District improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, districts build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

## Operational definitions of each area within the plan

**Goal:** Long-term three to five-year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

**Objective:** Short-term target to be attained by the end of the current school year.

**Strategy:** Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

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

**Measure of Success:** the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring:** is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

## Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:  
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.  
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

Which <b>Strategy</b> will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based</i>	Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none"><li>● <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li></ul>	In the following chart, identify the timeline for the activity or activities, the person(s) responsible
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<p>approach. Provide justification and/or attach evidence for why the strategy was chosen.)</p> <ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li><a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li><a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li><a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li><a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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### 1: Proficiency Goal

Goal 1:

**Increase the proficiency index for combined reading and math in Elementary, Middle, and High School. The KPREP increases must:**

- Remain above the cut scores and improve in each school for ALL student disaggregated categories.
- Remain above the state average and improve in each school for ALL student disaggregated categories.
- Improve in NKY Rankings for ALL student disaggregated categories, and all schools.

#### MAP Proficiency Goals:

- All students will make average to above average conditional growth from Fall to Spring 2021
- All grade levels in all schools (grades K-10) will make average to above average conditional growth from Fall to Spring 2021.

#### ACT % Meeting Benchmark Goal:

- Percentage of students meeting benchmark in Reading, Math, and English will improve for ALL student disaggregated categories.

#### 2020 ACT

Reading All	21.33
All % meeting benchmark	57.4%

#### 2020 ACT

English All	20.36
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### Accountability Cutscores

Sch. Level	Indicators	Recommended Threshold Cutscores
Elem.	Proficiency	60.5
	Separate Academic	52.6
	Growth	15.8
Middle	Proficiency	62
	Separate Academic	55
	Growth	9.5
High	Proficiency	40
	Transition Readiness	41
	Graduation Rate	85

OAA:DAS: 9/21/2018

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All % meeting benchmark	61.1%
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**2020 ACT**

Math All	20.57
All % meeting benchmark	49.7%

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>O1:</b> All students will be reading on grade level by third grade.	Establishing Learning Culture and Environment	To engage and inform parents, all parents of students not on grade level will receive a pointed letter informing them of this concern, sharing pertinent assessment data, requesting at-home support, and providing specific resources to help. Further, summer programming and support initiatives will be explained in this letter with dates so parents can plan for their child to participate.	District Level Reviews of data, procedures, and processes will take place twice a year.	Letters sent home by February 26 and May 14	General Fund
	Design & Deploy Standards				
	Design & Deliver Instruction	Targeted training for relevant staff in foundational reading skills and early primary literacy.	Participation Certificates Increased understanding in the five components of literacy noted in planning, instruction, and PLC work	Learning Walks noting implementation of foundational literacy skills conducted by Admin, TLLs, District Leadership 2X year.  Training created via recorded videos for asynchronous learning. To be viewed by Feb. 2021. Virtual sessions by Feb. 2021 <a href="https://sites.google.com/nkces.org/the-foundations/home">https://sites.google.com/nkces.org/the-foundations/home</a>	Title II A
		Curriculum videos created to demonstrate instructional strategies and trajectories on foundational reading skills and	Increased proficiency results in data Increased understanding of	Video timeline monitored by CIA, First deadline by Dec. 22 and completed by May 15, 2021	Title II A

		challenging standards.	trajectories and deconstruction of target/standard		
		Common phonemic awareness program supplements (Heggerty) will be implemented across the district for K/1. Second grade will implement with struggling readers. Targeted phonics instruction will be included in all K-2 classrooms.	Increase in numbers of fluent readers  Increase of phonics instruction time	Quarterly checks by principals and district CIA All K/1 use program by end of 2021	Title II A
		Targeted training on the use of success criteria in instruction and assessment. Success criteria will be posted, used in modeling proficiency of the learning target, provide specific growth feedback, and will be used in self-assessments.	Increased articulation by teachers and students for how to successfully master all content learning targets.  Increased proficiency scores.	Learning Walks noting implementation of success criteria used to guide and assess conducted by Admin, TLLs, District Leadership by Dec. 22 and March 15, 2021 FLC training provided by TLLs for ALL staff during summer 2020-2021, Follow up new to CCS training by Dec. 22	Title II A
		Virtual district common grade level PLCs will occur and focus on foundational reading and successful practices in teaching reading and reading strategies across content. Focus on strategies to ensure students reading on grade level independently.	Increase in teacher understanding and best practices in teaching reading	PLC monitoring by principals, district CIA Common District PLCs across grade level to begin Jan. 2021	Title II A
<b>O1:</b> All students will be reading on grade level by third grade.	Design, Align and Deliver Support	Free, all day Kindergarten will be implemented by 2021-2022 to increase early childhood readiness and best prepare all students to read on grade level by third grade.	Enrollment numbers	BOE consideration of ALL-day K classes by March 1, 2021.	General Fund

		Include all-day Kindergarten in the FY 22 budget for Board consideration.			
		Initiate an awareness campaign using Small Matters and other early childhood public awareness materials.	Number of participants	Campaign begins with Kick-off by Dec. 22, follow up sessions by March 22 and May 1	
		All preschool classrooms will move to full capacity and CCS will aggressively advertise and promote pre-school and the change to all day Kindergarten.	Number of PreK students	Increase in number of PreK by Dec. 31; weekly enrollment numbers reviewed  All day Kindergarten information added to district and school websites by March 5.	Preschool state funds IDEA B General Fund
<b>O2:</b> All students will be taught a viable curriculum which is continually assessed, reviewed, and revised to support that all students have the knowledge, skills, and dispositions for future success and will be consistently monitored by principals and administrators.	Design, Deploy, Deliver, and Analyze Instruction  Focused analysis of standards & assessments with how to instruct using best practices based on that data.	Virtual and recorded training sessions on MAP reports and how to use the learning continuum to instruct small groups at each student's readiness level.	Increase in teacher understanding of reports and planning small group instruction, increase in proficiency scores	Videos recorded and placed on CCS Instructional Site by Dec. 10. PLC notes will highlight viewing records by Jan.7.	Title II A
		Targeted training in John O'Connor's research for high impact strategies including co-teaching.	Increased opportunities to respond, increased small group instruction, Adherence to collaboration IEP minutes being reflective of direct/small-group instruction and not entire class periods.	Learning walks by TLLs, Admins, and principals will demonstrate use of FLC and O'Connor's strategies. Virtual and in person LWs to take place Oct. -May.	Title II A IDEA
		Utilization of IXL for skill building and assessing mastery of skills. IXL will also help determine mastery of standards for individual students.	Increase in usage reports and proficiency scores	Weekly IXL monitoring reports sent to all principals and administrators Training on how to read and run reports completed by Jan. 2021	General Fund  Flexible Focus

		Targeted Assistance groups based on skill level for RIT band instruction and small groups will be encouraged and supported by the district instructional team.	Increase in proficiency scores	Monitored by principals and district CIA	General Fund
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## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal):

**Increase the separate academic indicator for science, SS, and writing each at Elementary, Middle, and High School levels. These increases must:**

- Remain above the cut scores and improve in each school for ALL student disaggregated categories.
- Remain above the state average and improve in each school for ALL student disaggregated categories.
- Improve in NKY Rankings for ALL student disaggregated categories, and all schools.

## Accountability Cutscores

Sch. Level	Indicators	Recommended Threshold Cutscores
Elem.	Proficiency	60.5
	Separate Academic	52.6
	Growth	15.8
Middle	Proficiency	62
	Separate Academic	55
	Growth	9.5
High	Proficiency	40
	Transition Readiness	41
	Graduation Rate	85

OAA-DAS- 9/21/2018

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## Separate Academic Indicator

### MAP Science Goals:

- All students will make average to above average conditional growth from Fall to Spring 2021
- All grade levels in all schools (grades 3-8) will make average to above average conditional growth from Fall to Spring 2021

### ACT % Meeting Benchmark Goal:

- Percentage of students meeting benchmark in Science will improve for ALL student disaggregated categories.

## 2020 ACT SCIENCE PERCENT MEETING BENCHMARK

All % meeting	33.9 %
Science Accom	14.79 %
Accom % meeting	0.0%

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p><b>O1:</b> Students will be taught, and have access to learn with a comprehensive curriculum aligned to the Kentucky Program of Studies, Kentucky Core Academic Standards, using district common resources and curriculum pacing guides. Instruction will demonstrate congruence with standards and will be consistently monitored by principals.</p>	Design and Deploy Standards	<p>Intentional standards training in writing, science and social studies. Training will include how to embed writing across content areas to demonstrate knowledge using rubrics or success criteria for all assignments. All content teachers are responsible for writing standards.</p>	<p>PIMSER ideas will be implemented into classroom lessons and documented by Science ICs in curriculum documents.</p>	<p>Rigorous alignment of instruction and assessments, to reflect new application-level assessment items. This will be monitored by principals. ICs, TLL will provide ongoing input, along with needed training. Multiple Science training options sent to staff from Oct.-Dec. SS training to take place by March 2021 Writing training to take place by March 2021</p>	Title II A
	Design and Deliver Instruction		<p>Increased proficiency scores in writing, science and social studies</p>		
	Review, Analyze, and Apply Data	<p>Administrator monitoring and collection of writing across content to demonstrate learning, then calibrating with other admins across the district to assess quality and alignment.</p>	<p>Increased rigor in writing standards and knowledge of what proficiency looks like Increased proficiency scores</p>	<p>Intentional and planned writing calibration and monitoring activity will occur by January and May with ICs and TLL.</p>	General Fund Title II A
	Design, Align and Deliver Support	<p>Implementation of GIZMOS Modular online Science Simulations aligned to NGSS to understand challenging concepts through inquiry &amp; exploration</p>	<p>Increased proficiency scores Increased and observed engagement in problem solving, scientific processes (NGSS) implementation</p>	<p>IC-developed plan for monitoring of teacher Gizmo use and incorporation of simulations into science curriculum maps. GIZMOS training will occur by Jan. 15, 2021</p>	Flex Focus funds
		<p>Sample accommodations and modifications will be provided for units of study by Special</p>	<p>Increased proficiency for Students With</p>	<p>Accommodations added with input from SPED IC by Feb. 2021 and will continue through May or</p>	General Fund IDEA- B

		Educator IC and Instructional ICs as needed.	Disabilities and at-risk learners	until all units have examples.	
		Learning MAPs and PLCs utilized to ensure rigorous alignment of instruction and assessments focusing on writing, social studies and science with review of common curriculum resources.	Increased proficiency scores	ICs and TLL will analyze mastery of standard on Common Assessments at a district level and will work with schools to analyze and determine next steps.	General Fund Title II A

## Accountability Cutscores

Sch. Level	Indicators	Recommended Threshold Cutscores
Elem.	Proficiency	60.5
	Separate Academic	52.6
	Growth	15.8
Middle	Proficiency	62
	Separate Academic	55
	Growth	9.5
High	Proficiency	40
	Transition Readiness	41
	Graduation Rate	85



### 3: Gap

Goal 3:

Increase the proficiency indicator, separate academic indicator, and growth indicator for ALL students.

These increases must:

- Remain above the cut scores and improve in each school for ALL student disaggregated categories.
- Remain above the state average and improve in each school for ALL student disaggregated categories.
- Improve in NKY Rankings for ALL student disaggregated categories, and all schools.

#### MAP GAP GOALS:

- All students will make average to above average conditional growth from Fall to Spring 2021
- All grade levels in all schools (grades 3-10) will make average to above average conditional growth from Fall to Spring 2021

ACT Benchmark goals: To improve the overall ACT composite score for Students With Disabilities.

Improve Reading, Math, English, and Science scores for Students With Disabilities.

#### 2020 ACT COMPOSITE

<b>All Students</b>	20.93
<b>IEP Students</b>	15.33

<b>Reading All</b>	21.33
<b>All % meeting benchmark</b>	57.4%
<b>Reading Accom</b>	15.17
<b>Accom % meeting</b>	8.3%
<b>Non-identified % meeting</b>	64.0%

<b>English All</b>	20.36
<b>All % meeting benchmark</b>	61.1%
<b>English Accom</b>	14.88
<b>Accom % meeting</b>	29.2%

<b>Math All</b>	20.57
<b>All % meeting benchmark</b>	49.7%
<b>Math Accom</b>	15.83
<b>Accom % meeting</b>	12.5%
<b>Non-identified % meeting</b>	56.0%

<b>Science All</b>	20.96
<b>All % meeting benchmark</b>	33.9%
<b>Science Accom</b>	14.79
<b>Accom % meeting</b>	0.0%

<b>Objective</b>	<b>Strategy</b>	<b>Activities to Deploy Strategy</b>	<b>Measure of Success</b>	<b>Progress Monitoring Date &amp; Notes</b>	<b>Funding</b>
<b>O1:</b> Students' needs will be equitably met-academically, socially, emotionally, and physically in environments where all have optimal	Design, Align, and Deliver Support	District-wide action research teams will build the capacity of teachers in the areas of understanding how to address GAP groups. Participants will serve as leaders in research-based strategies to close the achievement gaps for all students.	Resiliency Poll will demonstrate improvements in student hope, well-being, and engagement, student achievement will increase to meet delivery targets on KPREP, conditional growth will increase on MAP, Chronic	Each DART participant and leader monitors Fall, Winter, and Spring data to plan for next steps.	Title IIA funds, IT grant funds, PD and Title I funds

opportunities for academic success.			Absenteeism will decrease, discipline will decrease		
		Virtual sessions and recordings of John O'Connor's High Yield Strategies like Explicit Instruction to Enhance Achievement for All Students especially SWD	Increased proficiency Increased observations of Opportunities to Respond (OTR) and Practice Turns and Feedback by principals and Sp Ed Leadership and IC.	District learning walks will identify O'Connor's High Yield strategies in classroom instruction. Data analysis will take place by January 2021 and May 2021 to monitor progress	PD and Title I funds
		The District will continue the strategic implementation of a data analysis tool, Decision Ed. This tool will greatly increase efficiency in data use with predictable analytics, user friendly teacher dashboards, and real-time data. By increasing our data analysis capabilities, we will more easily and readily be able to identify needs, barriers, and examine causal relationships which may be otherwise difficult to identify.	Prioritized district and school goals based on data analysis.  Training for administrators Training for ICs Training for Teacher Leaders Training for teachers	Decision Ed Trainings: Administrators trained in Oct 2020  ICs and Teacher Leaders trained in February  Teacher Training planned for Summer 2021  Teacher dashboards implemented by August 2021.	General Fund
		Quarterly administrator monitoring of home school communication specifically with GAP students	Increase in attendance rates, work completion, proficiency	Home visits for targeted students begin no later than November. Continue as needed.	General Fund
		Guardian video & print resources posted to the website ensuring they know how to use virtual platforms and district materials to support at home learning.	Number of guardians using resources, increase in student performance	Guardian Blended Learning resources added to CCS Parent site by July 2020	General Fund
		Targeted Assistance during remote learning periods for GAP students	Attendance rates for those targeted, increase in proficiency,	Student lists provided by November 25, 2020 and	General Fund

		to attend in person five days per week receiving their specific interventions.	increase in social/emotional well being  Participating students' growth scores	instruction of small group interventions monitored by principals, TLLs, District Admins	
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#### 4: Graduation Rate

Goal 4 :

Increase graduation rate for ALL students. These increases must:

- Remain above the cut scores and improve in each school for ALL student disaggregated categories.
- Remain above the state average and improve in each school for ALL student disaggregated categories.
- Improve in NKY Rankings for ALL student disaggregated categories, and all schools.
- Improve the successful college completion/retention rate to above 97.5 for ALL student disaggregated categories.

#### GRADUATION RATES \*18-19 data

High School All	98
Free/Reduced Lunch	95.2
IEP	85.1

	School	District	Kentucky
<b>Comparing College Performance by College Readiness</b> (based on KDE's college and career readiness definitions)			
6. Average first year cumulative GPA			
a. Ready for college-level coursework	2.59	2.59	2.51
b. Not ready for college-level coursework	1.53	1.53	1.61
7. Average college-level credit hours earned			
a. Ready for college-level coursework	23.0	23.0	20.8
b. Not ready for college-level coursework	10.4	10.4	10.4
8. Percent who returned for second year of college			
a. Ready for college-level coursework	80.1%	80.1%	79.2%
b. Not ready for college-level coursework	54.5%	54.5%	57.6%

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>O 1:</b> Students will increase their preparedness and education in varied career options and studies.	<p>Ensure high quality career experiences for all pathways which include internships, job shadowing, and other meaningful activities in established pathways.</p> <p>Design, Align, and Deliver Support</p> <p>Implement Positive Support Connection Teams to identify students at CCMS, AEC and CCHS to develop a healthy approach to the demands of multiple risk factors (i.e. dropouts, @ risk of drop out, social-emotional learning, etc. due to COVID-19,)</p>	<p>Ensure high quality pathways are supported with <b>feeder programs</b>, courses, and intentional activities for students in grades K-8. Follow up and monitor the implementation of strategies from professional learning for school counselors with a focus on Kentucky Framework of Best Practices for School Counselors and ASCA Career Readiness Resources. This work will be led by the Director of School Improvement and the Student Well-Being Coordinator during monthly PLC time and will include:</p> <ul style="list-style-type: none"> <li>Literature reviews</li> <li>Career Readiness On-Demand Webinars</li> <li>The utilization of developmentally appropriate ASCA-developed Career Conversation Starters with elementary, middle and high school students</li> <li>Work with CCHS to implement and expand upon the career pathways of Engineering and Computer Science and</li> </ul>	<p>Needs assessments will reflect an improvement in students reporting that they have clear goals for postsecondary which result from improved career awareness, high quality experiences, planning, preparation, and exposure.</p> <p>Measures of success:</p> <ul style="list-style-type: none"> <li>Pre and Post Training Assessments</li> <li>Teacher and Student Surveys on Transition Readiness Supports</li> <li>Graduation Rate</li> </ul>	<p>By Fall Break 2020 Pilot Teachers and Targeted Groups of 60 students will be identified for the Transition Readiness Pilot at each transition grade 5, 8 and 12.</p> <p>Timeline of Transition Pilot Work submitted by November 23rd and monitored by Student Well-Being Coordinator and TLLs</p> <p>Student Pilot Transition Readiness Presentations completed by June 2021</p> <p>By November 2020 Dr.</p>	General Fund Title IV Perkins

		<p>begin biomedical pathway in 20-21 through Project Lead The Way</p> <ul style="list-style-type: none"> <li>• Work with CCMS to implement a Project Lead The Way gateway program which will support CCHS pathways (coding, computer science, engineering)</li> </ul>	<ul style="list-style-type: none"> <li>• Transition Readiness Rates</li> </ul> <p>ILP Usage Reports for Students and Parents</p> <p>PLTW implementation of new courses to support pathways</p> <p>Increase the number of students in middle, high and alternative programs that are identified as “drop out” or “at risk of drop out” due to COVID with the goal of graduation.</p>	<p>Damian Sweeney from KDE presented on the KY Framework of Best Practices for School Counselors and the connection of CCR work.</p> <p>Xello is being implemented in K-12 and is the ILP tool for CCMS and CCHS. This is being monitored by the Student Well-Being Coordinator along with Building Leads. CCHS is also implementing NaviGo as a supplement to Xello.</p> <p>Positive Support Connection Teams will be established at CCMS, AEC and CCHS by January 2021</p>	
<p><b>○ 2:</b> All students will graduate high school with a clear understanding of his/her personal and learning strengths and experience and skills in his/her career interests in order to support a successful transition to college or career.</p>	Design and Deliver Instruction	<p>Create more opportunities for students to complete self and career interest inventories prior to middle school.</p> <p>Work to improve the usage of the ILP by reviewing and planning with Xello and YouScience products to ensure every student has access to career exploration resources .</p> <p>Implement Snippet and Snapshot career interest inventories and curriculum with Navigo in grades 6-8.</p>	<p>Student surveys will indicate that students have a clear understanding of pathway opportunities and begin considering future plans.</p> <p>ILP student and parent usage reports.</p> <p>ILP completion rates.</p>	<p>Xello training for Counselors by October 2020.</p> <p>Xello is implemented in K-12. Xello is linked to counseling curriculum and CCHS includes Xello and NaviGo during thCLC instruction. This is monitored by the building level lead and the</p>	<p>General Fund</p> <p>Title II A</p> <p>Title IV</p>

		<p>Teachers will receive training to be career mentors for students in grades 6-8 and any additional mentors for grades 9-12 by Aug. 2021</p> <p>Continue to expand upon Navigo work with You Science at CCHS and begin use at CCMS</p>	<p>Teachers will be trained as career mentors by Navigo</p> <p>Snippet, Snapshot, and YouScience implementation 6-12</p>	<p>Student-Well Being Coordinator</p>	
<p><b>O 3:</b> All students will graduate with the competencies described in the Campbell County Profile of a Graduate.</p>	<p>Design &amp; Deliver Instruction</p>	<p>District instructional staff will provide targeted professional learning opportunities for principals and teachers to know and understand the application of Common Core content literacy and speaking and listening standards, as well as other soft skills related to the Graduate Profile.</p> <p>Administer pilot of transition readiness defense presentations at the 5th, 8th and 12th grade level during the 20-21 school year.</p>	<p>Staff and student survey results.</p> <p>Lesson plans reflect strong understanding and application of the following:</p> <ul style="list-style-type: none"> <li>• content literacy strategies</li> <li>• soft skills related to the graduate profile</li> </ul>	<p>Graduate Profile will be noted in curriculum documents for teachers &amp; related lessons will be available for transition years.</p> <p>During the 20-21 school year transition years (5, 8 and 12)pilot teachers will develop and administer curriculum with the assistance of Well-Being Coordinator and TLLs</p>	<p>Title IIA Title IV</p>
		<p>Graduate Profile competencies will be noted in curriculum maps for the 2020-21 school year so that competencies can be intentionally reinforced during activities/lessons.</p> <p>Pilot groups will collect artifacts to demonstrate these descriptor skills at 5th, 8th and 12th grade</p>	<p>Curriculum maps and lesson design reflective of graduate profile competencies</p> <p>Student and Mentor survey results will reflect positive partnerships.</p>	<p>Transition Readiness Pilot Project implemented in two 5th grade classrooms, as well as with 60 8th grade students at CCMS and 60 Seniors at CCMS</p>	<p>Title IIA General Fund Title IV</p>

		<p>in the 20-21 school year, consider using an Electronic Portfolio option for collection</p> <p>Continue Career Mentor Training at CCHS with Navigo (year 2) and begin Navigo exploration at CCMS in 2021 with implementation of Snippet and Snapshot career aptitude assessments and career mentoring.</p>		<p>Students involved in the Pilot Project will present their Transition Readiness presentations by June 2021 to a panel of staff, community members and peers.</p>	
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## 5: Growth

Goal 5:

**Increase the growth score in Elementary, Middle, and High School. The increases must:**

- Remain above the cut scores and improve in each school.
- Remain above the state average and improve in each school.
- Improve in NKY Rankings for ALL student disaggregated categories, and all schools.

**Every child in grades K-10 will meet or exceed MAP conditional growth goal, improving upon the prior year growth percentile (as a student, class, grade, school) in every content area, and make measurable growth as determined by rigorous common assessments in ELA, Math, Science and Social Studies in grades 9-12.**

## Accountability Cutscores

Sch. Level	Indicators	Recommended Threshold Cutscores
Elem.	Proficiency	60.5
	Separate Academic	52.6
	Growth	15.8
Middle	Proficiency	62
	Separate Academic	55
	Growth	9.5
High	Proficiency	40
	Transition Readiness	41
	Graduation Rate	85

OAA-DAS: 9/21/2018

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**2020 FALL MAP ACT College Readiness on Track to meet ACT Benchmarks of 22 in Reading and Math**

Grade	Reading	Math
5 <sup>th</sup>	47.1%	34.5%
8 <sup>th</sup>	43.4%	25%
10 <sup>th</sup>	45.3%	38.5%



Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p><b>○ 1:</b> Design and deploy standards and instructional delivery using best practices in instruction and assessment literacy, which offer equitable access to all students, are intentional and aligned to standards, and are monitored for progress.</p>	<p>Design and Deploy Standards</p> <p>Design and Deliver Instruction</p> <p>Ensure access to a viable, standards-based curriculum and supporting resources for Tier I instruction</p>	<p>Identify and plan for every child not meeting MAP conditional growth goals in ELA, Math, &amp; Science in grades K-8, and common assessment proficiency in grades 9-12.</p>	<p>Each school will have an intentional plan to identify each child and specifically monitor intervention progress in grades K-12.</p>	<p>Principal meetings</p>	<p>General Fund - MAP</p>
	<p>District Level Reviews of data, procedures, and processes will take place twice a year.</p>	<p>Success criteria will be used to provide differentiated instruction, so students have an entry point to learning the target and an accelerated target.</p>	<p>Improved Teacher performance in Domains 1-4 Professional Learning Survey results</p>	<p>District Learning Walks, TLL and IC attendance in PLCs, principal monitoring</p>	<p>General Fund PD Fund</p>
		<p>Focused small group instruction based on RIT bands from the Learning Continuum will be used at least once weekly.</p>	<p>Improved Engagement, improved results on Resiliency Poll, Improved Student Achievement, Improved Student Voice results</p>	<p>District review walks occurring twice/year</p> <p>Lesson plan monitoring, LWs by principals and TLL, MAP growth after Fall, Winter, and Spring testing sessions.</p>	<p>General Fund</p>
<p><b>○ 2:</b> Ensure that every student has access to high quality interventions for Reading and/or Math, and Behavior, through the Response to Intervention (RTI) process</p>	<p>Design, Align and Deliver Support</p> <p>District Level Reviews of data, procedures, and processes will take place twice a year.</p>	<p>Targeted training and high-quality staffing for interventions which include comprehensive interventions for students with disabilities.</p>	<p>Improved Teacher performance in Domains 1-4 Professional Learning Survey results Improved Engagement results on Resiliency Poll Improved Student Achievement Improved Student Voice</p>	<p>FFW training in August AimsWebPLUS in August</p>	<p>PD Fund Title I Fund</p>

		Frequent intentional communication of Response to Intervention work with parents, including progress monitoring information (multiple 2-way communication avenues will be explored by each school)	Improved Student Voice results Improved Customer Satisfaction levels of parents via surveys	Target assistance groups will begin Dec. 7  District wide team review of data and programs by Feb.  Teacher and/or principal communication with parents will occur every 4 weeks.	IDEA funding General Fund SBDM Funds General Fund - MAP  Education Council Grant Funds
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## 6: Transition Readiness (Post-Secondary Readiness)

Goal 6: *For the 2020-2021 school year, all students will be provided with instruction and experiences that will enable them to transition to, and be successful in, their next academic setting.*

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>O 1:</b> By August of 2021, incoming kindergarteners will demonstrate a readiness rate of 55%	Design, Align and Deliver Support	Academic and behavioral expectations are shared and modeled to families with children aged birth to 5.	Brigance Results Parent Survey Results Kindergarten MAP data	Kindergarten Readiness Events will occur by Feb. 2021 and May 2021	

<p><b>O 2:</b> By August of 2021, 5<sup>th</sup> &amp; 8<sup>th</sup> grade students will successfully transition to the next school.</p>	<p>Design, Align and Deliver Support</p>	<p>Academic and behavioral expectations are shared and modeled to incoming 5<sup>th</sup> &amp; 8<sup>th</sup> grade students. A pilot Transition Defense Project will be conducted for 5<sup>th</sup> and 8<sup>th</sup> graders during the 21-22 school year in order to defend pilot 5<sup>th</sup> &amp; 8<sup>th</sup> graders' readiness for sixth grade.</p>	<p>Student Surveys Parent Surveys 6<sup>th</sup> &amp; 9<sup>th</sup> Grade MAP Results 6<sup>th</sup> &amp; 9<sup>th</sup> Grade Attendance 6<sup>th</sup> &amp; 9<sup>th</sup> Grade Discipline</p> <p>Successful transition defense results from piloted students.</p>	<p>Transition Readiness Pilot Project implemented in (2) 5<sup>th</sup> &amp; 8<sup>th</sup> grade classrooms by November 2020.</p> <p>5<sup>th</sup> &amp; 8<sup>th</sup> grade students involved in the Pilot Project will present their Transition Readiness presentations by June 2021 to a panel of staff, community members and peers.</p>	
	<p>Establishing Learning Culture and Environment</p>	<p>Common language and expectations of the district Graduate Profile and Roadmap to Success will be shared continuously with students K-12.</p>	<p>Learning walks noting Graduate Profile language and lessons.</p>	<p>CCS Profile of a Graduate posters are visible in each classroom and language of profile referenced by Sept. 2020</p>	
<p><b>O 3:</b> By August of 2021, students will experience an exploration of Kentucky's 16 Career Clusters</p>	<p>Design and Deliver Instruction</p>	<p>School counselors will deliver guidance lessons in grades K-12 using Xello where students will explore careers. Students will be given opportunities to shadow a variety of career areas.</p>	<p>Student surveys</p> <p>Xello student usage reports, lesson completion rates, and student profiles.</p> <p>ILP usage and completion rates</p>	<p>Xello is implemented in K-12, which supports the 16 Kentucky Career Clusters.</p> <p>Career Presentations and exploration opportunities will occur for students by June of 2021</p>	
<p><b>O 4:</b> By August of 2021, the high school transition readiness indicator will increase to 80%.</p>	<p>Design and Deliver Instruction</p>	<p>Collaborate with high school to track student progress in completing CTE Career Pathways.</p>	<p>Career Readiness Indicator</p> <p># of work-based opportunities</p>	<p>Quarterly monitoring of data by building and district level Admin</p>	
	<p>Review, Analyze and Apply Data</p>	<p>Expansion of programming to increase offerings and experiences/opportunities available at the ATC. Discussions and exploration of next steps will include district, CCHS, and ATC leadership.</p>	<p># of course credits earned through work-based opportunities.</p> <p>Percentage of students passing CTE assessments</p>	<p>Quarterly monitoring of data by building and district level Admin</p>	

			# of students with Industry Certifications		
<p><b>O 5:</b> By August of 2021 graduating seniors will successfully transition to college, career and/or life.</p>	<p>Design, Align and Deliver Support</p>	<p>Collaborate with high school staff to refine the essential workplace skills instructional plan.</p>	<p># of students earning the Northern Kentucky Regional Work Ready Seal.</p> <p># of students completing and presenting their Transition Readiness Defense</p>	<p>By the end of January 2021 students will be presented information about the Essential Workplace Skills plan</p>	
	<p>Establishing Learning Culture and Environment</p>	<p>A pilot Transition Defense Project will be conducted for 12<sup>th</sup> graders during the 20-21 school year in order to defend pilot 12<sup>th</sup> graders' readiness for high school.</p>	<p>Successful transition defense results from piloted students as measured by committee input, student surveys and teacher input.</p>	<p>Transition Readiness Pilot project implemented with a target group of 60 Senior students by November 2020</p> <p>Transition Readiness Pilot Defense Presentation by June 2021</p>	

## 7: Other - OPERATIONS (Optional)

Goal 7: *For the 2020-2021 school year, operations will work to increase service, efficiency, productivity and effectiveness.*

### **Goal 7 Operations:**

- O 1.** Food Service – Improve kitchen efficiency through production and equipment.
- O 2.** Human Resource – Improve recruiting of qualified substitutes to fill daily vacancies.
- O 3.** Finance – Improve the efficiency and effectiveness of the finance department through processes and services.
- O 4.** Buildings & Grounds – Improve the operation of major building systems
- O 5.** Technology – (1) Educate and empower teachers and staff to be efficient and effective users of technology resources. (2) Develop a comprehensive disaster recovery plan for Campbell County Schools technology resources.
- O 6.** Transportation – Improve bus safety through staff training and community outreach.
- O 7.** Student Services – Increase the effectiveness and efficiency with Home/Hospital instruction for its students in need.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>O 1. Food Service</b> Efficient Kitchen Production and Energy Efficient Equipment	Chef in Schools training staff on efficient & productive use of current equipment	Culinary Skill Assessment, Evaluation and Training provided to all schools	Improved kitchen production and operations which will improve food quality and presentation		Food Service - \$5,000 Annually
	Establish Equipment Needs and Replacement Plan for each kitchen	School Dude – Maintenance Direct	Reduced Energy Consumption  Reduced Repair Costs of Equipment  Increased production & quality of meals		Food Service and Possible General Fund - \$100,000 annually
<b>O 2. Human Resources</b> Qualified substitutes will be available for daily absences for all staff	Provide district policies to employees on leave.	Send policies out to all employees and review with principals.	Reduced number of times policy is not followed.		General Fund Budget Item \$418,043 (increase \$62,706)
	Work with Leadership on professional training absences.	Meet with Leadership to review data.	Reduced number of days a substitute is needed for professional learning.		

	Evaluate engaged substitutes.	Determine the number of substitutes who consistently accept jobs in our district.	Calculate how many days a substitute works on average.		
	Increase substitute engagement.	Monitor unfilled substitute vacancies by school & grade/subject.	Retention data of substitutes from year-to-year		
	Increase substitute salary.	Develop a substitute salary comparable to surrounding districts.	Submit plan to superintendent for board approval.		
<b>O 3. Finance</b> Automate Processes	Move from paper processing to electronic processing.	Electronic Purchase Orders	Implemented throughout FY21		General Fund Finance budget – no additional costs to add module in Munis
		ACH Payments for accounts payable. Meet with Fifth Third to see what vendors will qualify and potential cash back savings.	Reduction in number of printed checks Cash back rewards		Not applicable

<p>Consolidation of Services within Finance and HR Departments</p>	<p>Meet with other departments to determine their needs in relation to finance operations. Collaborate to improve sharing of data and reporting of employee information.</p>	<p>Reduce the number of vendors used for employee related functions such as payroll processing, HR processing, Professional Dev tracking, etc.</p> <p>Potential Changes:</p> <p>*Munis ESS Program</p> <p>*Professional Dev module in Frontline</p>	<p>Decrease in number of vendors while reducing or keeping costs the same.</p> <p>Using one software program for multiple purposes.</p>		<p>General Fund Finance Budget as budgeted</p>
<p><b>O 4. Buildings and Grounds</b></p> <p>Establish a replacement schedule for major building systems.</p>	<p>Utilize KFICS to inventory and evaluate major building systems.</p>	<p>Work with architect and engineers to use KFICS and evaluate systems</p>	<p>Establishment of replacement schedules based on current age, condition, and life span</p>		<p>Buildings - \$25,000</p>
<p>Track major building system repairs and maintenance</p>	<p>Manage major building system repairs and maintenance in SchoolDude</p>	<p>Additional SchoolDude Training</p> <p>Utilize software and data</p>	<p>Ability to run reports</p>		<p>Buildings - \$20,000</p>



<b>O 5. Technology</b>  Streamline Communication and Resources for Staff and Students	Create an easily accessible location of Technology Resources that will be available to all staff.	Create a Google Shared Drive shared with all district staff.	Shared Drive visible to all staff members by January 2021.		Not Applicable.
		Add content to Shared Drive based on most frequent requests from the work order system, department and building level meetings.	Add no fewer than 10 resources by the end of the 20-21 school year.		
		Promote Shared Drive through work order system, emails, website and training/PD sessions.	Documentation of communications sent, and meetings held promoting the resource.		
	Determine the most appropriate work order system to use to meet Campbell County needs.	Create survey to send to end users to determine pros and cons of current work order system	Survey results collected by Jan. 2021.		Anticipated cost not to exceed \$12,000.  Funding Source: TecX Budget
		Review feedback from completed work orders to determine end user satisfaction.	Feedback results collected monthly.		

		Determine most important features a tech department needs/wants in the work order system.	Documentation of needs and wants for the work order system.		
		Create a rubric to evaluate current and alternative work orders systems to determine next steps.	Documentation of rubric to be used for evaluation of potential work order systems.		
		Research alternative work order systems that meet end user and tech department needs.	Documentation of evaluation of no less than three different work order systems and their scores on the newly created rubric.		
Increase overall uptime of network equipment to sustain power outages.	Connect network hardware in data closets to generator backup where available.	For schools with backup generators (XRoads, CRES, CCMS, CCHS) determine if capacity exists to move network equipment to the backup circuit.	Documentation of available power sources in each network closet.		\$10,000 to install additional outlets connected to generator(s).

	Ensure all network closets have the capability to sustain an outage of 1 hour.	For schools with backup generators determine if outlets exist in the data closet to move equipment to and add outlets as necessary.	Documentation of equipment being connected to generator outlets.  Documentation of successful power transfer to generator.		Funding Source: TecX Budget -  \$10000 to upgrade/replace UPS.  Funding Source: ERate
		Continue to replace/upgrade UPS to match load demand and support sustained outage.	Purchase of new UPS to match load calculations.		
Document disaster recovery plan for CCS Technology Resources.	Document all technology resources that are located at each location throughout the district.	Work with network technicians and pc technicians to document all network resources located throughout the district.	Document of all resources stored in Technology shared drive.		Not Applicable
	Create a digital document that includes the details of our data backup plan and steps to recover data should a disaster occur.	Work with network technicians and pc technicians to document CCS disaster recovery strategy to ensure no areas are missed and everyone understands their role.	Document of disaster recovery process provided to Assistant Superintendent of Operations.		

<b>O 6. Transportation</b> Reduce over time the number of drivers illegally ignoring active school bus stop-arms	Stop-arm cameras installed on all buses.	Survey/assess baseline of weekly stop-arm violations	Reduction of stop-arm violations over time		Not Applicable
	Develop baseline of weekly violations	Work with drivers on their actions that may prevent violations and ensure they are following proper procedures when loading/unloading	Evidence of information provided to community		
	Tracking of Data	Develop communication plan to include district and county support (county attorney's office)	Meeting with county		
	Community work to enhance community awareness regarding stop-arm violations	Identify most common areas in the county for violations (potentially buses)	List of common violation locations		
Consistent criteria and application of school bus stop locations	Determine criteria through research, state regulations, board policy and routing software application	Review state laws and regulations  Review board policy and procedures	Established criteria  Stops/routes that are modified or changed to meet criteria to the extent possible		Not Applicable

	Identify specific hazard zones	Review routes  Survey drivers after criteria is established	Driver survey data		
<b>O 7. Student Services</b>  Increase the effectiveness and efficiency with which the Campbell County School District (CCS) delivers Home/Hospital (HH) instruction for its students in need.	The Director of Student Services (DSS) will increase his knowledge of HH regulations and procedures.	During the 20-21 school year, DSS will review relevant statutes and regulations (and the KDE DPP Manual), as well as policies and procedures regarding HH instruction.	More frequent implementation of HH services for students in need during the 2021-2022 school year.		Not Applicable
	DSS will review current HH procedures at CCS and across the region/state in order to explore potential revisions to improve effectiveness and efficiency.	During the 20-21 school year, DSS will consult with relevant district personnel (e.g., assistant superintendent, district health coordinator, director of special education), as well as other KY DPPs across the region/state to explore opportunities for HH improvements at CCS.	Timelier implementation of HH services (i.e., referral to delivery) for students in need during the 2021-2022 school year.		

	DSS will increase the knowledge and awareness of HH among relevant CCS staff (e.g., administrators, counselors, clerks/registrars, secretaries, nurses, etc.).	During the summer of 2021, DSS will train relevant CCS staff on HH procedures and expectations (e.g., administrators, counselors, clerks/registrars, secretaries, nurses, etc.).			
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