

## Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

**Rationale:** The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

**Goal:** Long-term target based on Kentucky Board of Education 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 school/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.

### Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:  
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.  
For high school: Proficiency, 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.

# 1: Proficiency

State your **Proficiency** Goal

**Goal 1: Increase the average combined reading, math, science, and social studies scores for all students to meet delivery targets.**

Proficiency						
School Level	Combined RD/MA Actual Target		SS Actual Target		Science Actual Target	
<b>Elementary School</b>	65.6	70.5	71.5	77.5		
<b>Middle School</b>	56.1	70.7	61.4	71.4		
<b>High School</b>	56.0	69.3	69.1	73.1	54.4	60.8

<p>Which <b>Strategy</b> will the school/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 approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></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>	<p>Which <b>Activities</b> will the school/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></p> <ul style="list-style-type: none"> <li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p><b>Objective 1:</b> High quality advanced opportunities such as Early College, Advanced Placement, Advanced/Honors, and Dual Credit opportunities will be increased, and quality enhanced for all</p>	<p>All students will be able to access high quality advanced work in college and/or career pathways. Design and Deploy Standards that ensure preparedness and opportunity for advanced level course work for ALL.</p>	<p>Work in collaboration with CCHS, NKU, Thomas More, Gateway, Sullivan, and other universities to expand dual credit opportunity options including flexible scheduling and course options.</p>	<p>Increased Dual Credit options and number of students participating.</p>		
		<p>Increase AP course offerings as student interest demands, and increase student passage rates in all AP courses to exceed state</p>	<p>Increased equity in excellence ratings in ALL courses for ALL</p>		ADKY funds

subgroups of students throughout the district.		average or increase to exceed the National average (whichever is greater)	groups of students. (increased passing “3” rates for all groups)		
		Increase, at each level, the opportunities and quality of options for which G/T students can access, through differentiation, field experiences, and organized opportunities so that all students in G/T continue to score at/above the 96 <sup>th</sup> percentile in their area of giftedness and continue to excel in his/her area of giftedness.	Gifted and Talented Annual District Report demonstrating increase in options, G/T student and parent survey results, student achievement results.		GT state funds to provide a district GT specialist
<b>Objective 2:</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 congruency with standards and will be consistently monitored by principals.	<i>The Kentucky Academic Standards ensure that all districts and schools have access to the same outline of expectations. The Kentucky Academic Standards are in Kentucky statute as what is to be taught. It is imperative that schools and districts continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. The Career Technical Education Pathways are specific requirements for completion of college and career readiness. Standards and curriculum are fundamental to each and every student.</i>	Book study on “Three-Minute Walk Through” and Cognitive Coaching training will support principals in monitoring and evaluating equal access to a rigorous curriculum	Improved TELL results in leadership, improved VAL-ED results, improved student achievement results Improved Student Achievement Improved Student Voice results		Title IIA funds
		Teachers and administrators will become experts in understanding, supporting, and implementation of the Kentucky Framework for Teaching (KFFT) which exemplifies best practices in 1) planning and preparation 2) classroom environment 3) instruction 4) professional responsibilities and 5) student growth Professional learning will focus on supporting teachers and administrators in improving daily instruction consistent with KFFT.	Improved Teacher performance in Domains 1-4 Professional Learning Survey results Improved Student Achievement Improved Student Voice results		Title IIA funds, IT grant funds, PD and Title I funds

		<p>All principals and teachers will receive on-going support and professional learning, as determined by principals and teacher surveys, on the teacher professional growth and effectiveness system – using the PGES as an instrument to improve instruction and grow teacher effectiveness in every classroom. This professional learning will help the district make the connection between support, growth, and evaluation.</p>	<p>Improved Teacher performance in Domains 1-4 Professional Learning Survey results Improved Student Achievement Improved Student Voice results</p>		<p>Title IIA funds, IT grant funds, PD and Title I funds</p>
		<p>All principals and teachers will have the opportunity to participate in professional learning offered through the schools and district, designed to support and enhance student engagement. Instructional Coaches will support these practices through modeling, fish bowl experiences, coaching, and video libraries of engagement strategies.</p>	<p>Improved Teacher performance in Domains 1-4 Professional Learning Survey results Improved Student Achievement Improved Student Voice results</p>		<p>Title IIA funds, IT grant funds, PD and Title I funds</p>
		<p>Professional Learning to Increase Student Engagement – Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations (personalized instruction/learning). Learning expectations are clearly defined through vertical alignment and professional learning community activities. This strategy will result in a 20% increase in the student engagement results reported on the Resiliency Poll. Further evidence will be seen through classroom observations and student achievement results. Instructional units and student work will reflect increased engagement strategies and real-world, applicable and rigorous activities.</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 results</p>		<p>Title IIA funds, IT grant funds, PD and Title I funds</p>
		<p>Every school will use assessment literacy practices from Classroom Assessment for Student Learning to:</p> <ol style="list-style-type: none"> <li>1. Provides effective targeted, penalty free practice for students</li> <li>2. Enable students to take responsibility for their own learning</li> <li>3. Improve student motivation and enables students to be in control of their own learning</li> </ol>	<p>Improved Teacher performance in Domain 3 Professional Learning Survey results Improved Student Achievement</p>		<p>Title IIA funds, IT grant funds, PD and Title I funds</p>

		<p>4. Improve student achievement (The previous three result in improved student achievement)</p> <p>5. Move from a grading culture to a learning culture (Engaging students in activities automatically moves attention away from grading to learning)</p>	Improved Student Voice results		
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## 2: Gap

State your **Gap** Goal

Goal 2: Increase the average combined reading, math, science, and Social Studies scores for all students in all GAP groups to meet delivery targets.

GAP GROUPS						
School Level	RD/MA Actual Target		SS Actual Target		Science Actual Target	
<b>Elementary</b>	65.6	70.5	71.5	77.5		
<b>Free/Reduced Lunch</b>	56.2	62.1	47.7	58.6		
<b>IEP</b>	39.1	46.8	31.0	44.2		
<b>Middle School</b>	56.1	70.7	61.4	71.4		
<b>African American</b>	48.1	62.6	NA	NA		
<b>Free/Reduced Lunch</b>	41.1	60.9	44.5	60.2		
<b>IEP</b>	13.5	39.9	21.6	40.4		
<b>High School</b>	56.0	69.3	69.7	73.1	54.4	60.8
<b>Free/Reduced Lunch</b>	44.5	60.3	55.7	62.2	41.6	49.4
<b>IEP</b>	12.9	40.1	30.8	46.5	2.1	36.0

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>Objective 1:</b> Student learning environments will support the whole child through on-going differentiation and consideration of best practices to remove barriers to learning.	Learning Forward Professional Learning Model will be used to guide the work of the Action Research Teams.	District-wide action research teams will build the capacity of teachers in the areas of co-teaching, trauma informed strategies, poverty impact, and early childhood development. Participants will serve as leaders in research based strategies to close the achievement gap and reduce novice.	Resiliency Poll will demonstrate improvements in student hope, well-being, and engagement, student achievement will increase to meet delivery targets on KPREP, conditional		Title IIA funds, IT grant funds, PD and Title I funds

			growth will increase on MAP, Chronic Absenteeism will decrease, discipline will decrease		
		Student Social and Emotional Well-Being – Drug and Alcohol, Safe Schools assessments, student self-reported data on hope, engagement, and well-being, and other wellness needs assessment data will be used to monitor the effectiveness of our current programming. As a result, schools can implement programs and address specific barriers unique to our students. Data will be analyzed and shared with counselors, administrators, teachers, and the community.	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 Absenteeism will decrease, discipline will decrease		Ed Council grant funding for Resiliency Poll
		Working in collaboration with Children’s Hospital of Cincinnati, CCS will develop pro social skills through the use of a multi-tiered system of supports which implements interventions based on tiers (or levels) of need (aka Universal, Selective, and Intensive Interventions). This project will be applied to over 1,000 students from different ages across a four-year period and will identify key peers necessary to mitigate the bystander effect, thus promoting social resilience among those with whom they interact. Campbell County School District will partner with a research team from Cincinnati Children’s Hospital Medical Center along with grant consultants specializing in social analysis network as well as bullying and the bystander effect to enhance pro social skills in all students.	Discipline referral rates Pre and Post teacher, counselor and student surveys Resiliency Poll Measures related to peer victimization, school satisfaction, behavior and anxiety District School Safety Results (District Report Card)		NIJ grant funding
		With collaboration amongst the school community, CCS will partner with CDC to implement “Teens Linked to Care” which will provide opportunities for resources, guidance, and support for preventative and positive behaviors aimed at reducing	KIP Survey Results Pride Survey Results		CDC grant funding

		student risky behaviors and developing leadership capacity in at-risk secondary students.			
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### 3: Graduation rate

State your **Graduation rate** Goal

<b>Goal 3: Increase Graduation Rates to meet all delivery targets and increase actual graduation rate where delivery target has been met.</b>		
<b>High School</b>	Actual 97.3	Target 97.2
<b>Free/Reduced Lunch</b>	95.1	95.2
<b>IEP</b>	94.4	89.9

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>Objective 1:</b> Students will increase their preparedness and education in varied career options and studies.	Ensure high quality career experiences for all pathways which include internships, job shadowing, and other meaningful activities in established pathways.	Ensure high quality pathways are supported with feeder programs, courses, and intentional activities for students in grades K-8.	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.		PLTW funds, ADKY
		Provide intensive professional learning for school counselors with a focus on 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: <ul style="list-style-type: none"> <li>Literature reviews</li> <li>Career Readiness On-Demand Webinars</li> </ul>	Measures of success: <ul style="list-style-type: none"> <li>Pre and Post Training Assessments</li> <li>Teacher and Student Surveys on Transition</li> </ul>		CURR, Title IIA

Goal 3: Increase Graduation Rates to meet all delivery targets and increase actual graduation rate where delivery target has been met.					
High School	Actual 97.3	Target 97.2			
Free/Reduced Lunch	95.1	95.2			
IEP	94.4	89.9			
		<ul style="list-style-type: none"> <li>The utilization of developmentally appropriate ASCA-developed Career Conversation Starters with elementary, middle and high school students</li> </ul>	Readiness Supports <ul style="list-style-type: none"> <li>Graduation Rate</li> <li>Transition Readiness Rates</li> </ul> ILP Usage Reports for Students and Parents		
		Work with CCHS to implement and expand upon the career pathways of Engineering and Computer Science through Project Lead The Way	PLTW implementation of new courses to support pathways		PLTW funds
		Work with CCMS to implement a Project Lead The Way gateway program which will support CCHS pathways (coding, computer science, engineering)	PLTW implementation of gateway units to support CCHS pathways.		PLTW funds
<b>Objective 2:</b> STEAM (Science, Technology, Engineering, Arts, and Mathematics) opportunities- all students will have access to diversified and real-world science, technology, engineering, arts, and mathematics (STEAM) pathway opportunities and college/career like experiences.	<i>The Kentucky Academic Standards ensure that all districts and schools have access to the same outline of expectations. The Kentucky Academic Standards are in Kentucky statute as what is to be taught. It is imperative that schools and districts continually assess, review, and revise school curricula to support the assurance that</i>	Experiences aimed at quality preparation for college and career pathways will be provided for students. The next step for these experiences include strategic planning in pathways to ensure access for all students. These experiences include: Job shadowing, college and career visits, cooperative job placements, project-based/real-world learning experiences, etc. From this, student success rates and interest in STEAM programs will increase. Examples to date include: student led audio/video production, student led Camel Store, aviation flight simulation, Navigo Scholar work, veterinary and agriculture field experiences, Gateway STEM day, drama performance and production, choir and band programming, graphic arts courses, computer aided drafting 3, sports marketing/digital design, etc.	Student surveys will indicate that students have a clear understanding of pathway opportunities, have had opportunities to experience real-world application of concepts and skills required in at least one pathway, and express a clear		

Goal 3: Increase Graduation Rates to meet all delivery targets and increase actual graduation rate where delivery target has been met.					
High School	Actual 97.3	Target 97.2			
Free/Reduced Lunch	95.1	95.2			
IEP	94.4	89.9			
	<p><i>all students have the knowledge, skills, and dispositions for future success. The Career Technical Education Pathways are specific requirements for completion of college and career readiness. Standards and curriculum are fundamental to each and every student.</i></p>			connection between high school work and postsecondary plans for their future.	
			Schools will consider student exhibition opportunities to “show what you know” and receive feedback from community stakeholders on STEAM learning. District will support schools as they work to expand knowledge of best practices and problem-based learning in STEAM to provide the most relevant and meaningful opportunities for students to engage in exhibition opportunities.	Expo and Expo exit slips/survey	First expo held by June 2018
<b>Objective 3:</b> All students will graduate high school with a clear understanding of his/her personal and learning strengths and	A high quality, comprehensive career coaching and advising process will be enhanced to ensure that all students are		The Director of School Improvement and the Student Well-being Coordinator will train the school counseling team across the district to use the American School Counseling Association (ASCA) Career Conversation Model. During monthly PLC time, school counselors will build a generalized crosswalk of	Student surveys will indicate that students have a clear understanding of pathway	

<b>Goal 3: Increase Graduation Rates to meet all delivery targets and increase actual graduation rate where delivery target has been met.</b>					
<b>High School</b>	Actual 97.3	Target 97.2			
<b>Free/Reduced Lunch</b>	95.1	95.2			
<b>IEP</b>	94.4	89.9			
experience and skills in his/her career interests in order to support a successful transition to college or career.	supported in career pathways, career exploration and exposure, and career options and planning.	conversation starters that will fit particular grade levels and content areas. The team will work together on practicing, utilizing and leveraging the ASCA Career Conversation Starters by modeling career conversations with others and with students. Counselors will ultimately use these career conversations when participating in small group and individual career counseling services and will also train teachers on how to use the career conversation model within content area instruction, as well.	opportunities, have had opportunities to experience real-world application of concepts and skills required in at least one pathway, and express a clear connection between high school work and postsecondary plans for their future.		
<b>Objective 4:</b> Transition Education Studies- Students will increase their preparedness in varied employability options by completing the alternative diploma course of study, employability standards attainment record and career work experience certification.	A high quality, comprehensive career coaching and advising process will be enhanced to ensure that all students, including those working towards and alternative diploma, are supported in career pathways, career exploration and exposure, and career options and planning.	Usability Site Transition Services Plan/Program; Campbell County Schools will provide access to the alternative diploma course of study, employability standards and career work experience certification to all students that meet the eligibility guidelines for alternate assessment.	Employment of students learning in an alternative diploma course of study, Project SEARCH participation and other internship opportunities,		

#### 4: Growth

State your **Growth** Goal

**Goal 4: Every child in grades K-8 will meet or exceed MAP conditional growth goal and make measurable growth as determined by rigorous common assessments in ELA, Math, Science and Social Studies in grades 9-12.**

KPREP Growth	Categorical	Percentile
Elementary School	68.6	65.5
Middle School	61.0	56.8
High School	NA	NA

MAP SC Growth F16-F17	% Met Projection		CCMS % Met Proj.		
	4 <sup>th</sup> 5 <sup>th</sup>		6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
RLY	62	60			
CLINE	68	69			
GL	47	66			
CRES	58	58			
CROSS	56	51			
Middle School			49	55	65

**Goal 4: Every child in grades K-8 will meet or exceed MAP conditional growth goal and make measurable growth as determined by rigorous common assessments in ELA, Math, Science and Social Studies in grades 9-12.**

KPREP Growth	Categorical	Percentile
Elementary School	68.6	65.5
Middle School	61.0	56.8
High School	NA	NA

MAP SC Growth F16-F17	% Met Projection		CCMS % Met Proj.		
	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
RLY	62	60			
CLINE	68	69			
GL	47	66			
CRES	58	58			
CROSS	56	51			
Middle School			49	55	65

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p><b>Objective 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>Ensure access to a viable, standards based curriculum and supporting resources for Tier I instruction</p> <p><i>All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence-based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. It is the</i></p>	<p>Every school will identify and plan for every child not meeting MAP conditional growth goal in ELA, Math, Science and SS, in grades K-8, and common assessment proficiency in grades 9-12.</p>	<p>Action Plans will reflect plans which identify each child and specify and monitor intervention progress in grades K-12.</p>	<p>Principal mid-year and July Action Plan reporting.</p>	
		<p>Every school will use assessment literacy practices from Classroom Assessment for Student Learning to:</p> <ol style="list-style-type: none"> <li>1. Provides effective targeted, penalty free practice for students</li> <li>2. Enable students to take responsibility for their own learning</li> <li>3. Improve student motivation and enables students to be in control of their own learning</li> <li>4. Improve student achievement (The previous three result in improved student achievement)</li> <li>5. Move from a grading culture to a learning culture (Engaging students in activities automatically moves attention away from grading to learning)</li> </ol>	<p>Improved Teacher performance in Domains 1-4 Professional Learning Survey results Improved Engagement results on Resiliency Poll Improved Student Achievement Improved Student Voice results</p>		

**Goal 4: Every child in grades K-8 will meet or exceed MAP conditional growth goal and make measurable growth as determined by rigorous common assessments in ELA, Math, Science and Social Studies in grades 9-12.**

KPREP Growth	Categorical	Percentile
Elementary School	68.6	65.5
Middle School	61.0	56.8
High School	NA	NA

MAP SC Growth F16-F17	% Met Projection		CCMS % Met Proj.		
	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
RLY	62	60			
CLINE	68	69			
GL	47	66			
CRES	58	58			
CROSS	56	51			
Middle School			49	55	65

	<i>responsibility of the school and district to determine how students learn best.</i>			
<b>Objective 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	<i>The Kentucky Academic Standards ensure that all districts and schools have access to the same outline of expectations. The Kentucky Academic Standards are in Kentucky statute as what is to be taught. It is imperative that schools and districts continually assess, review, and revise school curricula to support the assurance that all students have the</i>	The district will support schools in ensuring resources for training and high quality staffing for interventions which include universal design for learning and comprehensive interventions for students with disabilities.	Improved Teacher performance in Domains 1-4 Professional Learning Survey results Improved Engagement results on Resiliency Poll Improved Student Achievement Improved Student Voice results	
		The district will support schools in ensuring that a high quality, research-based RTI process has been developed and is implemented in all schools, and includes universal design for	Improved Teacher performance in Domains 1-4	

**Goal 4: Every child in grades K-8 will meet or exceed MAP conditional growth goal and make measurable growth as determined by rigorous common assessments in ELA, Math, Science and Social Studies in grades 9-12.**

KPREP Growth	Categorical	Percentile
Elementary School	68.6	65.5
Middle School	61.0	56.8
High School	NA	NA

MAP SC Growth F16-F17	% Met Projection		CCMS % Met Proj.		
	4 <sup>th</sup> 5 <sup>th</sup>		6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
RLY	62	60			
CLINE	68	69			
GL	47	66			
CRES	58	58			
CROSS	56	51			
Middle School			49	55	65

	<i>knowledge, skills, and dispositions for future success. The Career Technical Education Pathways are specific requirements for completion of college and career readiness. Standards and curriculum are fundamental to each and every student.</i>	learning and comprehensive interventions for students with disabilities.	Professional Learning Survey results Improved Engagement results on Resiliency Poll Improved Student Achievement Improved Student Voice results		
		Ensure the quality of Tier II and Tier III interventions through observations, training, on-going support and data analysis.	Improved Teacher performance in Domains 1-4 Professional Learning Survey results Improved Engagement results on Resiliency Poll Improved Student Achievement	Monitoring and reporting of RTI process and progress will occur quarterly at the district level. Building level monitoring and reporting will occur more frequently as	

**Goal 4: Every child in grades K-8 will meet or exceed MAP conditional growth goal and make measurable growth as determined by rigorous common assessments in ELA, Math, Science and Social Studies in grades 9-12.**

KPREP Growth	Categorical	Percentile
Elementary School	68.6	65.5
Middle School	61.0	56.8
High School	NA	NA

MAP SC Growth F16-F17	% Met Projection		CCMS % Met Proj.		
	4 <sup>th</sup> 5 <sup>th</sup>		6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
RLY	62	60			
CLINE	68	69			
GL	47	66			
CRES	58	58			
CROSS	56	51			
Middle School			49	55	65

			Improved Student Voice results	established in the RTI handbook.	
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**5: Transition readiness**

State your **Transition readiness** Goal

**Goal 5:**  
**Increase the number of students “ready” for Kindergarten to 60% by August 1, 2018 (currently 51% August 1, 2017).**  
**Increase the number of students projected on MAP to obtain ACT proficiency in grades 5 and 8 by 10% in Reading and in Math.**  
 TRANSITION READINESS BENCHMARK DATA: FALL MAP PROJECTED TO MEET ACT BENCHMARK.

	Reading	Math
5 <sup>th</sup>	54%	51%
8 <sup>th</sup>	42%	34%
11 <sup>th</sup>	48%	36%

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>Objective 1:</b> Kindergarten Readiness	The district will work with Elementary schools and local providers to bring awareness of readiness levels, and work closely with preschool staff to ensure alignment of expectations, resources, support, and parental engagement and capacity.	The district will host up to 3 Kindergarten Readiness Community Events where parents and community members can come learn about Readiness from Birth to Kindergarten, distribute resources to build parent and childcare capacity. Information, resources, activities will all be open to any family in the region wanting to learn (parochial, local districts, local daycare providers).	Improved Kindergarten Readiness Levels to 60% by August 2018.	Winter Wonderland 12/9	
		Head Start Expansion through Tier II Grant CCS will collaborate with Head Start to implement the Tier II Preschool grant which will increase professional learning and collaboration with Head Start, expand services for eligible preschool students, and provide family support through on-going trainings to improve readiness levels for Kindergarten.	Increased numbers of students attending CCS Headstart Increased numbers of parent participation in on-going trainings, Increased teacher capacity as reported by teacher survey data, observations, and kindergarten readiness levels from Head Start		
<b>Objective 2:</b> Collectively, with an on-going			Participation, Feedback and input		

**Goal 5:**

**Increase the number of students “ready” for Kindergarten to 60% by August 1, 2018 (currently 51% August 1, 2017).**

**Increase the number of students projected on MAP to obtain ACT proficiency in grades 5 and 8 by 10% in Reading and in Math.**

TRANSITION READINESS BENCHMARK DATA: FALL MAP PROJECTED TO MEET ACT BENCHMARK.

	Reading	Math
5 <sup>th</sup>	54%	51%
8 <sup>th</sup>	42%	34%
11 <sup>th</sup>	48%	36%

<p>community/stakeholder group, conversations will be facilitated to create a graduate and transition profile to clearly articulate to stakeholders the specific dispositions we want our students to develop and demonstrate in order to ensure they are college, career, and life ready.</p>	<p><i>The Kentucky Academic Standards ensure that all districts and schools have access to the same outline of expectations. The Kentucky Academic Standards are in Kentucky statute as what is to be taught. It is imperative that schools and districts continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. The Career Technical Education Pathways are specific requirements for completion of college and career readiness. Standards and curriculum are fundamental to each and every student.</i></p>	<p>Collectively, with an on-going community/stakeholder group, conversations will be facilitated between the months of October 2017 – February 2018 to obtain input.</p>	Participation survey results			
		<p>A group of stakeholder representatives will work with input obtained from stakeholders and will develop a draft graduate and transitions profile to clearly articulate to stakeholders the specific dispositions we want our students to develop and demonstrate in order to ensure they are college, career, and life ready.</p> <p>Specific considerations need to include the following 21<sup>st</sup> Century Learning Student Outcomes:</p> <ol style="list-style-type: none"> <li>1) Global Awareness</li> <li>2) Financial, Economic, Business and Entrepreneurial Literacy</li> <li>3) Civic Literacy</li> <li>4) Health Literacy</li> <li>5) Environmental Literacy</li> </ol> <p>Specific considerations need to include the following 21<sup>st</sup> Century Skills:</p> <ol style="list-style-type: none"> <li>1) Creativity and Innovation</li> <li>2) Critical Thinking and Problem Solving</li> <li>3) Communication and Collaboration</li> <li>4) Information, Media, and Technology Skills</li> <li>5) Life and Career Skills</li> </ol> <p>(*P21 Partnership for 21<sup>st</sup> Century Learning Framework)</p>	Draft distributed	Draft developed by June 2018		
		<p>After a period of public review, the graduate and transition profile will be presented to the Board of Education for approval.</p>	Board Approved Profile	August 1, 2018		

**6: Other (optional)**

State your **Other Goal** (optional)

<b>Goal 6: Recruitment and Retention</b>		
<b>Measures</b>	<b>2016-2017 Baseline</b>	<b>2017-2018</b>
Working Conditions -- Managing Student Conduct	84.90%	78.40%
Working Conditions -- Community Engagement and Support	91.10%	89.30%
Working Conditions -- School Leadership	86.30%	85.80%
Percentage of New and KTIP Teachers	8.40%	14.30%
Percentage of Teacher Turnover	19.20%	15.60%

<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>Objective 1:</b> Campbell County Schools will work to attract and retain the highest quality and qualified staff as measured by retention analysis and exit interviews/surveys and applicant pool quality.	CCS will establish a learning culture and environment which will attract and retain the highest qualified staff.	Campbell County will continue to work with the salary committee established in 16-17 to: analyze certified and classified salaries for equity in duties and competitiveness in NKY.	retention analysis data, exit interviews/surveys information and applicant pool quality	On-going through the 17-18 school year to be completed by April 1.	
		Campbell County will continue to work with the salary committee established in 16-17 to: Analyze extra duty positions for equity in duties and competitiveness in NKY.	retention analysis data, exit interviews/surveys information and applicant pool quality	On-going through the 17-18 school year to be completed by April 1.	
		Campbell County will continue to work with the salary committee established in 16-17 to: Analyze administrative positions and indexes for equity in duties and competitiveness in NKY.	retention analysis data, exit interviews/surveys information and applicant pool quality	On-going through the 17-18 school year to be completed by April 1.	