

Campbell County Schools



District Improvement Plan

2011-2013

Superintendent: Glen Miller

Associate Superintendent:

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CAMPBELL COUNTY SCHOOLS

DISTRICT IMPROVEMENT PLAN

2011-2013

“WHATEVER IT TAKES”

Approved: DRAFT

Responsible Person: Superintendent, Mr. Glen Miller

Contact Person: Associate Superintendent, Dr. Shelli L. Wilson

Signature of Board Chairperson:

Link to current District Assurances on KDE web page:

<http://www.education.ky.gov/NR/rdonlyres/efgp7cbgltnjfyfhqzr77s47t7oiptwzcgzaizunhciwzniuokowm6hgtseuodqpsr72afy4khwpqn2gisw76bh7b/DistrictAssurancesEmailInstructions.pdf>

Campbell County Schools – Our Community, Our Schools, Our Commitment

Vision:

Campbell County Schools will be a district which:

- **Focuses on student learning, utilizing research-based instruction to meet the needs of every student**
- **Sets high expectations for all and supports stakeholders in achieving these expectations**
- **Provides a wealth of opportunities in which students can excel**
- **Supports and retains dedicated, highly-trained staff members, treating each member as part of a learning community**
- **Is vested in the community, inspiring pride and a tradition of excellence**
- **Builds positive relationships among all groups, promoting open communication and valuing input**

Our Mission Slogan: “Whatever It Takes”

We will do “Whatever It Takes” to achieve our mission which is:

The mission of the Campbell County School District, in partnership with students, staff, parents, and community, is to provide the best possible education for all students in a safe environment, enabling them to become contributing, successful citizens and lifelong learners.

Doing “Whatever It Takes means:

We Believe:

- **Students come first.**
- **All students can learn and will succeed given time and support.**
- **All students must develop self-discipline and personal responsibility.**
- **All students must be challenged to reach their highest potential.**
- **Community, parents, and educators working together will create the best support for students.**
- **Community, families, educators, and students share in the responsibility for learning.**
- **Learning is a lifelong process.**
- **Everyone must be treated with dignity and respect.**

Plan Summary:

Since 2004, the CCS district has set an expectation that all schools identify and monitor the progress of the lowest performing 20% and top 10% academic performers at each school. This practice of identifying students not at proficiency has progressed with the implementation of the Measure of Academic Progress (MAP) Assessment, which allows us to individually track the progress of all students compared to national percentages. As this priority has continued, CCS now identifies, monitors, and intervenes with all students not on track for proficiency in reading and mathematics as well, and is piloting writing in grades K-5. Utilizing the district continuous assessment plan which consists of common assessments, multiple formative assessment measures, and benchmark assessments, student learning is monitored closely. Students not on track for proficiency are progress monitored utilizing a systematic response to intervention (Rtl) process. This process includes transition classes offered for students not meeting ACT benchmarks as well. Students in the top performance levels are also monitored to ensure that they are meeting their growth targets as well. All professional development and department initiatives align to these overarching goals to ensure that CCS meets AYP according to NCLB.

1. Mission Statement Development and Review: Each year, the Mission Statement of Campbell County Schools is reviewed at Opening Day, at board meetings, Council of Council meetings, parent, community and student advisory meetings and at administrator meetings. While our mission statement has not changed in the past few years, we have “adopted” a slogan, “Whatever It Takes” which is used often with these groups and as part of CCS publicity initiatives. This slogan was coined off of a book study that over one hundred district employees participated in during the 2007-2008 school year. This year, we have added district focus points which help to align our strategies and clearly communicate our goals.
2. Needs Assessment process aligned with Kentucky’s Standards and Indicators for School Improvement or other comprehensive needs assessment process used: Each year, CCS has reviewed the draft DIP at each meeting stated in (1). Further, a needs assessment is completed at each administrative retreat. Surveys used to assess needs include individual school surveys, Lighthouse Survey results and a customer services comprehensive survey. For the 11-13 DIP, CCS will be utilizing the Pathways to Proficiency Planning Instrument which will allow us to assess our needs via a survey of students, parents, employees, and community, and which aligns with the SISI document. This is the third year we have used this needs assessment, and can therefore analyze progress and trends that emerge over time.
3. The results of the needs assessment process were shared with the following groups/organizations: Community Input Group, administrators at schools and district, and school staff. The draft plan will be available for review and comment on the district website.
4. Background information regarding response to NCLB results from 2010-2011: An analysis of the 2011 KCCT results showed marked improvements across the district. Overall student results demonstrated student proficiency rates (reading and math) of 77.35, placing CCS 12th of 174 districts in the state (top 7%). The composite district ACT score places CCS 15th in the State, and the district transition index of 95 places CCS in the top three in Northern Kentucky, and the top 10% of all districts in the state.

Campbell County School District met 10 of 13 goals. Students qualifying for free and reduced lunch did not meet proficiency goals in reading, and students with disabilities did not meet proficiency goals in reading and math. With the goals that were in place for the 10-11 school year, it was determined by the district and schools that the reason AYP was not met was that more intense, research-based

intervention was needed in reading and mathematics. Implementation of a new math intervention program K-8 began in 09-10. We believe that with increased familiarity of the program and additional professional development, we will get the results in student proficiency we are looking for. Our students not at proficiency have dramatically improved with the use of the Voyager Reading intervention program. However, there are still some students who could benefit from a more intensive intervention such as Barton Reading. In order to make continued improvements, and meet AYP for the 11-12 school year, the district supported an additional .5 math staff developer and a .5 language arts staff developer at the high school level. Further, the district implemented "Springboard Reading," a pre-Advanced Placement curriculum with increased rigor, for the first time last year. This, paired with aligning our local curriculum to the new standards may have contributed to less of a rise in student proficiency. Job embedded professional development will be increased to meet the various needs and to ensure highly qualified staff is working with students not on track for proficiency. Further, all schools' structure and scheduling were analyzed to ensure appropriate support for students with special needs in reading and math for the 11-12 school year. With these changes and the implementation of the 11-13 District Improvement Plan, it is expected that Campbell County will meet its Annual Measurable Objective in all areas.

The 2011 NCLB results revealed marked improvements in several areas, with the district overall transition index improving to a very respectable 95, placing Campbell County Schools amongst the top 10% in the state. While this improvement is noteworthy, there is room for continued improvement. The NCLB report revealed student results below the national targets in the following areas: 1) High school reading results for students with disabilities. 2) At the Middle School, students with disabilities and all students did not meet the National targets for reading or mathematics. 3) At Crossroads Elementary, students with disabilities did not meet the target for reading, but did meet the math target. These areas will clearly continue to be one of the focus improvement areas for Campbell County Schools during the 2011-2012 school year. The 2011-2013 District Improvement Plan presented here reflects the following changes aimed specifically at improving these targeted areas:

- Implementation of a pre-advanced placement English/Language Arts program, “Springboard” in grades 6-12
- Implementation of a pre-advanced placement Mathematics program, “Springboard” in grades 6-8
- Individualized Education Program internal review and targeted, professional development related to the development of student individual education plans.
- Professional development in targeted areas.
- Increased staffing and resources especially in special education
- Increased parental involvement in education initiatives
- Strategic planning for increased graduation rate which involve earlier identification of at-risk students, preventative planning, parental engagement and education, and administrative involvement.
- Improved student engagement and inquiry to ensure that students are college and career ready, and have mastered Kentucky Core Academic Standards.
- Improved counseling services and resources to support improved College and Career Readiness percentages.

Our goals have been carefully reviewed by administrators, councils, teachers, community members, support staff, and students. This review has taken place since July, starting with administrator meetings, and we have strategically involved many stakeholders. We appreciate the input and involvement of all stakeholders in moving Campbell County Schools to meet 100% of the district goals.

Priority Need #1 Mathematics	Goal (Addresses the Priority Need)
<p>According to 2011 NCLB Report, the district scored:</p> <p>Mathematics:</p> <ul style="list-style-type: none"> • 75.81 % of all students scored Proficient or higher. • 66.14 % of students qualifying for Free and Reduced Lunch scored Proficient or higher. • 36.36% of students with disabilities scored proficient or higher. • 46.53 % of Elementary Mathematics scores were Distinguished on the 10-11 KCCT. • 35.26 % of Middle School Mathematics scores were Distinguished on the 10-11 KCCT. • 15.25% of High School Mathematics scores were Distinguished on the 10-11 KCCT. 	<p>The Mathematics NCLB Goal for the 2010-2011 school year is 79.89 % proficiency for each group of students.</p> <p>On the Jan. MAP test, 77 % of all students will be Proficient or higher in Math.</p> <p>On the Jan. MAP test, 75 % of free and reduced qualifying students will be Proficient or higher in Math.</p> <p>On the Jan. MAP test, 40 % of all students with disabilities will be Proficient or higher in Math. (safe harbor goal)</p> <p>On the May MAP test, 79.89 % of all students will be Proficient or higher in Math.</p> <p>On the May MAP test, 79.89% of free and reduced qualifying students will be Proficient or higher in Math.</p> <p>On the May MAP test, 42% of all students with disabilities will be Proficient or higher in Math. (safe harbor goal)</p>

Priority Need #1 Mathematics

Goal (Addresses the Priority Need)

Campbell County's goals for % Distinguished scoring mathematics students:

On the May MAP test, the following % of students will score Distinguished in Mathematics

Grade	% Distinguished	% Distinguished goal
3	52	54
4	47	48
5	41	43
6	35	37
7	35	37
8	36	39
9	X	37
10	X	37
11	15	20

Priority Need #1 Mathematics	Goal (Addresses the Priority Need)
<p>According to the 2011 EXPLORE, PLAN, and ACT reports, the district scored as follows in regards to meeting college and career readiness:</p> <p>ACT Benchmarks: EXPLORE 17, PLAN 19, ACT 22 *CPE Benchmark for ACT is 19</p> <ul style="list-style-type: none"> • 40 % of 8th graders scored at or above EXPLORE benchmark • 37 % of 10th graders scored at or above PLAN benchmark • 43% of 11th graders scored at or above the ACT benchmark 	<p>The Campbell County Improvement Goal for overall college and career readiness is 70% by 2015.</p> <p>On the 2011 EXPLORE test, 46% of all students will score above benchmark.</p> <p>On the 2011 PLAN test, 43% of all students will score above benchmark.</p> <p>On the 2011 ACT test, 49% of all students will score above benchmark.</p>
Priority Need #2 Reading	Goal (Addresses the Priority Need)
<p>District Combined Reading Total:</p> <ul style="list-style-type: none"> • 78.89 % of all students scored Proficient or higher. • 68.87 % of students qualifying for Free and Reduced Lunch scored Proficient or higher • 49.40% of students with disabilities scored Proficient or higher. • 26.27% of Elementary Reading scores were Distinguished on the 10-11 KCCT. • 20.80% of Middle School Reading scores were Distinguished on the 10-11 KCCT. • 16.18% of High School Reading scores were Distinguished on the 10-11 KCCT. 	

Priority Need # 2 Reading	Goal (Addresses the Priority Need)			
	Campbell County's goals for % Distinguished scoring students:			
	On the MAY MAP test, the following % of students will score Distinguished in Reading:	Grade	% Distinguished	% Distinguished goal
		3	27	29
		4	20	22
		5	31	33
		6	21	23
		7	22	24
		8	19	21
		9	x	21
		10	17	19
		11	x	19

Priority Need # 2 Reading	Goal (Addresses the Priority Need)
<p>According to the 2011 EXPLORE, PLAN, and ACT reports, the district scored as follows in regards to meeting college and career readiness:</p> <p>ACT Benchmarks: EXPLORE 15, PLAN 17, ACT 21*CPE benchmark is 20</p> <ul style="list-style-type: none"> • 46% of 8th graders scored at or above the EXPLORE benchmark in Reading • 55% of 10th graders scored at or above the PLAN benchmark in Reading • 58% of 11th graders scored at or above the ACT benchmark in Reading 	<p>The Campbell County Improvement Goal for overall college and career readiness is 70% by 2015.</p> <p>On the 2011 EXPLORE test, 52% of all students will score above benchmark.</p> <p>On the 2011 PLAN test, 61% of all students will score above benchmark.</p> <p>On the 2011 ACT test, 64% of all students will score above benchmark.</p>

Priority Need # 3 Science	Goal (Addresses the Priority Need)
<p>According to the 2011 EXPLORE, PLAN, and ACT reports, the district scored as follows in regards to meeting college and career readiness benchmarks as follows: ACT Benchmarks: EXPLORE 20, PLAN 21, ACT 24</p> <ul style="list-style-type: none"> • 18% of 8th graders scored below the EXPLORE benchmark in Science • 30% of 10th graders scored at or above PLAN benchmark in Science • 25% of 11th graders scored at or above the ACT benchmark in Science <p>According to 2011 NCLB Report, the district scored as follows:</p> <p>Science: (Elementary)</p> <ul style="list-style-type: none"> • 74.60% of all Elementary students scored Proficient or higher. • 38.33% of all Elementary students with a disability scored Proficient or higher. • 63.33% of all Elementary students qualifying for free and reduced lunch scored Proficient or higher. • 100% of all Elementary G/T students scored proficient or higher (97% distinguished) • 35% of all Elementary students scored Distinguished 	<p>The Campbell County Improvement Goal for overall college and career readiness is 70% by 2015.</p> <p>On the 2011 EXPLORE test, 24% of all students will score above benchmark.</p> <p>On the 2011 PLAN test, 36% of all students will score above benchmark.</p> <p>On the 2011 ACT test, 31% of all students will score above benchmark.</p> <p>Elementary Science goals:</p> <ul style="list-style-type: none"> • On the Spring MAP results, 78% of science tested students in grades 3-5 will score proficient or higher. • On the Spring MAP results, 42% of science tested students in grades 3-5 will score proficient or higher. • On the Spring MAP results, 67% of science tested students in grades 3-5 will score proficient or higher. • On the Spring MAP results, 100% of G/T science students will score distinguished. • On the Spring MAP results, 37% of all Elementary science tested students in grades 3-5 will score distinguished.

(Middle)

- 70.42% of all Middle School students scored Proficient or higher.
- 51.35% of all Middle School students qualifying for free and reduced lunch scored proficient or higher.
- 28.33% of all Middle School students with a disability scored proficient or higher.
- 96.34% of G/T qualifying Middle school students scored proficient or higher (68% distinguished)

(High)

- 52% of all High School students scored Proficient or higher.
- 38.10% of High School students qualifying for free and reduced lunch scored proficient or higher.
- 11.11% of High School students with a disability scored proficient or higher.
- 19% of G/T High School students scored distinguished in Science.

Middle School

- On the Spring MAP results, 72% of all Middle School students tested in science will score proficient or higher.
- On the Spring MAP results, 53% of all Middle School students tested in science will score proficient or higher.
- On the Spring MAP results, 30% of all Middle School students tested in science will score proficient or higher.
- On the Spring MAP results, 98% of G/T qualifying Middle School science students will score proficient or higher. 70% will score distinguished.

High School Science goals:

- On the Spring MAP results, 57% of high school students testing in science will score proficient or higher.
- On the Spring MAP results, 43% of high school students testing in science will score proficient or higher.
- On the Spring MAP results, 16% of high school students testing in science will score proficient or higher.
- On the Spring MAP results, 19% of G/T high school students testing in science will score proficient or higher.

<p>Priority Need # 4 Advanced levels (Unified strategy 1: Increase accelerated learning opportunities for all Kentucky students)</p>	<p>Goal (Addresses the Priority Need)</p>												
<p>2009 - 2011 AP data, student survey and discussion group data, as well as KCCT 2009-2011 student distinguished data, indicates that we are not providing or preparing advanced level and G/T students with a rigorous enough and varied curriculum.</p> <p>The AP Equity and Excellence Score shows the proportion of the high school's entire senior class who scored a 3 or higher on an AP Exam at any point during their high school career.</p> <p>Campbell County High School's Equity and Excellence Score for 2011: 13.1%, 2010 Equity and Excellence score 9.9%</p> <p>E and E by Grade:</p> <table border="0"> <tr> <td>2010</td> <td>12th – 8.3%</td> <td>2011-</td> <td>12th – 11.3%</td> </tr> <tr> <td></td> <td>11th – 5.1%</td> <td></td> <td>11th – 7.0%</td> </tr> <tr> <td></td> <td>10th - .2%</td> <td></td> <td>10th – 0%</td> </tr> </table>	2010	12th – 8.3%	2011-	12 th – 11.3%		11th – 5.1%		11 th – 7.0%		10 th - .2%		10 th – 0%	<ul style="list-style-type: none"> • Advanced Placement, Advanced/Honors, and Dual Credit opportunities will be increased throughout the district. • The High School AP Equity and Excellence Score will increase by 5%. • Student AP, Advanced/Honors classes, and Dual Credit enrollment will increase by 10% each year for each GROUP of students • Gifted and Talented opportunities will increase for each area of giftedness in each school and will be supported by the district. • The amount of students scoring in the 75th percentile on the MAP, EXPLORE, PLAN, and ACT will increase by 5% each year.
2010	12th – 8.3%	2011-	12 th – 11.3%										
	11th – 5.1%		11 th – 7.0%										
	10 th - .2%		10 th – 0%										

<p>Priority Need #5 Career awareness/options (Unified Strategy 3: Increase access to and quality of college and career readiness advising)</p>	<p>Goal (Addresses the Priority Need)</p>
<p>2010 and 2011 data from the EXPLORE, PLAN, ACT, and the KCCT assessments indicate that students need more preparation and education in varied career options and studies. Students report not knowing what career options are available to them, and have limited preparation and education regarding career pathways.</p>	<ul style="list-style-type: none"> • Student use of the Individual Learning Plan will become a more meaningful tool for students as they prepare for career options and studies. • Teacher understanding and support of the ILPs will improve through district supported professional development and monitoring with schools. • Parent and community support of the ILPs will improve through mentoring and awareness initiatives, supported by the district and schools. • EXPLORE, PLAN, ACT, and KCCT assessments will reflect a 10% improvement in students reporting that they have clear goals for postsecondary which result from improved career awareness, planning, preparation, and exposure.
<p>Priority Need # 6 Rigor</p>	<p>Goal (Addresses the Priority Need)</p>
<p>Needs assessment survey results from students indicate that students do not feel challenged in their work.</p>	<p>80 % of students in all GROUPS will meet, or exceed their growth targets on the May MAP assessments</p> <p>Survey results will reflect an improvement in the amount of students that report feeling challenged in their work.</p>
<p>Priority Need # 7 Alternative approaches (Unified strategy 2- Provide targeted interventions for all students who are not college and career ready)</p>	<p>Goal (Addresses the Priority Need)</p>
<p>CCHS Kentucky Average Graduation rate is 74.12%.</p> <p>Research supports student involvement of extracurricular activities, early intervention, mentoring, credit recovery/alternative schooling approaches and character education to reduce barriers and improve the chances of students graduating from high school.</p>	<p>To ensure that a higher percentage of students receive their high school diploma or GED through continued monitoring and evaluation of innovative programs/strategies:</p> <ul style="list-style-type: none"> • the use of the Persistence to Graduation Tool and school developed intervention tracking will help to identify students • intervention will take place and will be documented for these students. • The current graduation rate will increase 5% by May 2012.

Strategy/Activity for Priority Needs 1-7 Unified strategy 2	Responsible Person	Start Date	End Date	Estimated Resources and Costs
<p>All students will be taught and have access to learn with a comprehensive curriculum that is aligned to the Kentucky Program of Studies, and district curriculum pacing guides. Instruction will demonstrate congruency with the standards and will utilize best practices in instruction (Marzano). The assessment system consisting of a balanced use of formative and summative assessments will allow for early and ongoing identification of students not meeting proficiency so that interventions can be provided and students can reach proficiency in all content areas.</p>	<p>Dr. Shelli Wilson Ben Lusk Marlene Jones Connie Pohlgeers</p>	<p>8/11</p>	<p>Cont.</p>	<p>general fund cost of assessment annual cost of Build Your Own Curriculum – CURR general fund</p>
Strategy/Activity for Priority Needs 1-7 Unified strategy 2	Responsible Person	Start Date	End Date	Estimated Resources and Costs
<p>Students not scoring proficient in math and reading will be identified and targeted for intervention and flexible use of time and space in schools will allow opportunity for interventions. In addition, all students with IEP goals in math and/or reading will be included in targeted and intensive intervention instruction as needed. Schools will ensure that all targeted students are receiving interventions that are research-based, systematic, and are progress monitored. The Response to Intervention process will be used for all students K-11 in Mathematics, Reading, and Behavior.</p>	<p>Dr. Shelli Wilson Connie Pohlgeers Marlene Jones</p>	<p>8/11</p>	<p>Cont.</p>	<p>Teacher allocations to provide an interventionist for Math and Reading V-Math & Voyager general fund allocation Compass contract renewal (IDEA funds) Rtl specialists Staff developers</p>

Strategy/Activity for Priority Needs 1-7 Unified strategy 2	Responsible Person	Start Date	End Date	Estimated Resources and Costs
<p>Teachers and students at Crossroads Elementary and Campbell Ridge Elementary will participate in a pilot for implementing the writing component of Rtl. Students in grades 3-5 will be screened using the AIMSweb Written Expression probe three times per year. This data, combined with additional classroom data, MAP data, etc. will be used to determine if a student is a candidate for writing intervention. If a student is deemed eligible for intervention, the Rtl team, in conjunction with district Rtl staff, will design and monitor appropriate writing interventions.</p>	<p>Connie Pohlgeers Marlene Jones Cindy Jones Kelly Doan</p>	<p>10/11</p>	<p>Cont.</p>	<p>Rtl specialists</p>
Strategy/Activity for Priority Needs 1-7 Unified strategies 1 and 2	Responsible Person	Start Date	End Date	Estimated Resources and Costs
<p>Professional Growth Plans and Professional Development plan/PD Academy schedule will reflect an intentional focus on staff development growth specifically in the areas of:</p> <ul style="list-style-type: none"> • Congruency to the standards • Vertical alignment • 21st century learning skills • Best practices in instruction (Marzano) • Student engagement • Rigorous questioning • Project based learning opportunities • Intervention strategies for students not at Proficiency or targeted for Distinguished or Gifted and Talented • Acceleration strategies • Student technology strategies 	<p>Dr. Shelli Wilson Ben Lusk</p>	<p>8/11</p>	<p>Cont.</p>	<p>Math and Reading Interventionist-District Allocation to Schools. Title IIA, Title I(staff developers) Title I, Tier III, Professional Development Grant</p>

Strategy/Activity for Priority Needs 1-7 Unified strategy 2	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Performance assessments which will help identify strategic areas of weakness will be developed by schools and districts. Results will be analyzed at each school and shared with district and school level administration. Results will help schools and district determine what support and professional development is needed. This will be provided through PD Academy Sessions and staff developer trainings.	Dr. Shelli Wilson Ben Lusk Staff Developers and Principals	8/11	Cont.	Title I School Improvement Funds, Title I and Title II-A (Staff Developers)
Strategy/Activity for Priority Need #4 Unified strategy 2	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Dual Credit options will expand and all students will have access to dual credit opportunities as a result of strategic planning which includes a review of student and family dual credit interest, a meeting with local universities to expand options and build partnerships, and a review of student scheduling needs. Student success in dual credit courses will increase by 10% for the 11-12 school year.	Renee Boots Counselors	8/11	Cont.	0
Strategy/Activity for Priority Needs 1-7 Unified strategy 1 and 2	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Students will have access to high quality, flexible, and varied support programs. Each school will offer Extended School Service opportunities to specifically address students not at proficiency. Plans will be monitored and supported by the district. These programs will include Extended School Services, English Language Learners, tutoring programs, Breakfast Club, etc. Use existing evaluation tools (such as ESS Perks or develop a district/ school specific evaluation tool that can be used as a self-assessment of ESS, ELL or other remediation programs) to evaluate programs at least annually. Analyze growth of students participating in ESS, ELL, GT, etc. each trimester to ensure that student is making adequate progress.	ESS, ELL-Sally Kalb Building Contacts and Staff Developers	8/11	Cont.	Rtl Specialists (Title I IDEA) Staff Developers Building Contacts for ESS and ES

Strategy/Activity for Priority Need # 4 Unified strategy 1	Responsible Person	Start Date	End Date	Estimated Resources and Costs
All students will have access to Advanced Placement (AP) at high school, advanced courses at CCMS in reading (11-12), math (11-12), and science (12-13), and acceleration opportunities at the Elementary levels. Student success and participation will be tracked and will improve.	Dr. Shelli Wilson Dave Sandlin Renee Boots Ben Lusk Counselors	8/11	Cont.	Advance Kentucky grant CCS general fund G/T state fund

Strategy/Activity for Priority Need # 4 Unified strategy 1	Responsible Person	Start Date	End Date	Estimated Resources and Costs
By August 2014, all students will have access to science, technology, engineering, and mathematics (STEM) program opportunities and student success in STEM programs will increase. The Education Technology Advisory team will support this work along with career pathway development.	Dr. Shelli Wilson Sally Kalb Dave Sandlin Renee Boots Ben Lusk Counselors	8/11	Cont.	Project Lead the Way – Potential grant funding (application process in exploration as of 11/11)

Strategy/Activity for Priority Needs 1-7 Unified strategy 2	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Schools will ensure that the Response to Intervention process is in place for all students in reading, math, writing and behavior. The Rtl Problem Solving Model will be utilized to collaborate and discuss student progress. Intervention strategies for targeted students will be documented, shared, and discussed. Work samples will be collected and analyzed for success, next steps, and appropriateness of interventions. Frequent Rtl meetings will keep a focus on students performing below proficiency. Students will receive interventions in the classroom first, and will progress through the tiers as needed, and as specified by district Rtl procedures. Interventions at all tiers are research-based, systematic, and are progress monitored. Students requiring Tier II and Tier III intervention will have the opportunity to participate in intensive, small group, or one-on-one intervention services which may include Voyager, V-Math, Barton, Orton-Gillingham lessons, Fast ForWord, as well as Great Leaps interventions, Number World, MARS, and Compass.	Connie Pohlgeers, Marlene Jones	8/11	Cont.	PD funds from Title I Basic District Improvement and Special Education Edujobs Math and Reading Interventionist-District allocation to schools. RTA (Read to Achieve) Grant NKCES Special Ed Consultants Title IIA Rtl Intervention Specialists Special Ed and Regular Ed Staff Developers

Strategy/Activity for Priority Needs 1-7 Unified strategy 2	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Staff will receive professional development on intervention strategies targeted as part of the district-wide response to intervention. Staff will continue to receive job embedded professional development in the implementation of intervention strategies through grade level meetings, faculty meetings, and planning day activities. Intervention strategies for targeted students either not at Proficiency (or benchmarks), or targeted for Distinguished will be documented in each student's Individual Learning Plan (grades 6-12).	Dr. Shelli Wilson Marlene Jones Connie Pohlgeers	8/11	Cont.	District-wide Title I District Improvement Funds Rtl Interventionists Special Ed staff developers Persistence to Graduation Tool (PtGT) Title IIA

Strategy/Activity for Priority Needs 1-7 Unified strategy 2	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Develop a District Media Center Action Plan that is focused on the Media Center standards listed in Beyond Proficiency to enable each school's media center to become the literacy hub of their school.	Sally Kalb Principals	8/11	Cont.	Instructional money (schools) and general fund

Strategy/Activity for Priority Need 5 Unified strategy 3	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Career and Technical Education opportunities for students will support student post secondary preparedness with seamless communication and guidance between CCMS, McCormick Area Technology Education Center, and CCHS. The district administration will support and help coordinate these efforts. Student career pathways will be clearly articulated and developed with education beginning at 5 th grade and continuing to graduation for all students.	Mrs. Sally Kalb, CCHS Admin. and CCMS Admin.	8/11	Cont.	District General Fund
Strategy/Activity for Priority Need 5 Unified strategy 3	Responsible Person	Start Date	End Date	Estimated Resources and Costs
All secondary students will have access to a comprehensive advising program.	Mrs. Sally Kalb, CCHS Admin. and CCMS Admin.	8/11	Cont.	District General Fund

Strategy/Activity for Priority Need 5 Unified strategy 3	Responsible Person	Start Date	End Date	Estimated Resources and Costs
All secondary personnel will have access to professional development to support the utilization of the advising Toolkit. This PD will ensure that secondary staff is trained in the implementation of a comprehensive advising program.	Mrs. Sally Kalb, CCHS Admin. and CCMS Admin.	8/11	5/12	District General Fund
Strategy/Activity for Priorities 1-7 Unified strategy 3	Responsible Person	Start Date	End Date	Estimated Resources and Costs
District will support school counselors with an intentional focus on college and career readiness. The district will ensure that all counselors are prepared to implement and support the Individual Learning Plan for each student, conduct teacher and family/parent trainings and increase the use of the ILP as an effective tool to support student career exploration.	Sally Kalb Counselors Principals Connie Pohlgeers	8/11	Cont.	Counselor meetings Individual Learning Plans

Strategy/Activity for Priority Need 5 Unified strategy 3	Responsible Person	Start Date	End Date	Estimated Resources and Costs
All secondary schools will collaborate with postsecondary regional partners to develop an advising program as an integral component of the curriculum.	Mrs. Sally Kalb, CCHS Admin and CCMS Admin. Dr. Shelli Wilson	8/11	8/12	District General Fund
Strategy/Activity for Priorities 1-7	Responsible Person	Start Date	End Date	Estimated Resources and Costs
District team learning walk visits will provide opportunity for district leader calibration of best practices in instruction feedback/support and a district-wide awareness of the unique needs of each school. This year, community and business partners will be invited to build relationships and interest in "today's classroom."	Dr. Shelli Wilson and Principals	8/11	Cont. 3 per year	Title I-D for sub payment for teachers to participate in learning walks.
Strategy/Activity for Priorities 1-7	Responsible Person	Start Date	End Date	Estimated Resources and Costs
All teachers will participate in 6 hours of vertical and district-wide alignment professional development with the Program of Studies standards to improve the rigor of instruction, insure congruency to standards, and decrease overlaps and gaps. This will be 6 hours of District PD.	Dr. Shelli Wilson, Ben Lusk and Principals	8/11 & 8/12	Cont.	PD-6 Hours/District Required

Strategy/Activity for Priorities 1-7	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Planning and discussion of best practices in instruction are to be occurring at PLC meetings in each school, where teachers meet to examine congruency of standards to instruction and assessment. This will be monitored and supported with principal and district administrative support. Plan day plans will reflect this.	Dr. Shelli Wilson, Sally Kalb, Ben Lusk, Connie Pohlgeers, Brian Mercer, Marlene Jones, and S. Jones	8/11	Cont.	PLAN DAYS (4)

Strategy/Activity for Priorities 1-7	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Improved participation in meaningful after-school activities to build connections to school and foster peer relationships at each school. The district will support this strategy/activity.	Athletic Directors, Club Sponsors, Principals	8/11	Cont.	0
Strategy/Activity for Priorities 1-7	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Monitor attendance and students with a history of truancy to improve district-wide attendance to 96.5%. Monitor through Infinite Campus data base, identify at-risk students with the Persistence to Graduation Tool, and work with schools individually to develop intervention strategies and reduce barriers to poor attendance.	Kerry Hill, Steve Craig, Attendance Clerks and Principals	8/11	Cont.	Rtl specialists FRYSC School Resource Officers
Strategy/Activity for Priorities 1-7	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Transition Plans such as parent information nights, open houses, Camp Camel, and school visits from elementary/middle/high will be supported and monitored to ensure effectiveness and necessary support.	Sally Kalb and Kerry Hill	8/11	Cont.	Transportation costs
Strategy/Activity for Priorities 1-7 Unified strategy 2	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Alternative Programs to learning will continue to address student needs. A problem based learning focus with teachers at alternative programs will help to enhance engagement.	Sally Kalb, Ben Lusk, and Principals	Cont.	Cont.	Staff Developer
Strategy/Activity for Priorities 1-7	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Mental health needs will be an increased focus through collaboration with outside agencies, increased professional development for staff and the implementation of community organization grant to support mental health counseling.	Sally Kalb, Principals, Marlene Jones	8/11	Cont.	Grant funding, IDEA

Strategy/Activity for Priorities 1-7	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Implement and analyze data from the Pride Survey. Drug, Alcohol and Safe Schools assessment will monitor the effectiveness of our current programming and assess needs so that schools can implement programs and address specific barriers unique to our students. Data will be analyzed and shared with counselors, administrators, teachers and community.	Kerry Hill	11/11	Cont.	Pride Survey
Strategy/Activity for Priorities 1-7	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Every school will provide high quality service learning activities for all students in all schools. Schools will be supported with developing strategic plans for ensuring service learning opportunities for all students. Continue to look at district policy to require successful implementation of service learning across the district.	Connie Pohlgeers and Juli Hale	8/11	Cont.	District Service Learning Grant Funding
Strategy/Activity for Priorities 1-7	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Develop/establish character education program with a designed purpose that provides relationship building and value to all areas of school life, not just academic. The goal is to be a "District of Character."	Sally Kalb and Connie Pohlgeers	8/11	Cont.	General fund - CURR
Strategy/Activity for Priorities 1-7 Unified Strategy 2	Responsible Person	Start Date	End Date	Estimated Resources and Costs
All schools will track students at risk for dropping out of High School and will utilize Kentucky Continuous Monitoring Program and the Persistence to Graduation Tool. Interventions to barriers as specified in other strategies will be implemented as appropriate.	Kerry Hill Marlene Jones Connie Pohlgeers	11/11	5/12	0

Strategy/Activity for Priorities 1-7	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Infinite Campus parent portal and school usage/expectations will be clearly articulated and enforced to provide consistency and offer parents the most up to date information. The failure alert and "0/missing work" alert will be fully utilized.	Todd Colvin and Principals Connie Pohlgeers	1/11	Cont.	0
Strategy/Activity for Priorities 1-7 Unified strategy 2	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Develop a suspension make-up work task force/committee to analyze failure rates across the district as they relate to suspensions and different options/possibilities. This group will provide data and recommendations to school councils.	Principals and Kerry Hill	1/11	8/12	0

Action Component B: Enhance Academic and Athletic Facilities

District Name: Campbell County

Component Manager: Dr. Shelli Wilson

Priority Need	Goal (Addresses the Priority Need)
Efficiency is a priority especially due to the recent state of the economy, decreasing financial support from state revenue, and continued financial cuts in grant funding.	District efficiency and operations will improve in service quality and cost efficiency resulting in increased district overall operating cost reductions. Estimated savings goal is \$100,000 in general funds over 2 years.

Action Component B: Enhance Academic and Athletic Facilities

District Name: Campbell County

Component Manager: Dr. Shelli Wilson

Strategy/Activity	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Campbell County is building an Area Technical Center to enhance student opportunities and increase the amount of students receiving industry certificates.	Mr. Miller	7/11	1/13	State building funds
Strategy/Activity	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Campbell County is building an athletic complex to complete existing High School. This complex will help to build community pride and participation in programs. It will also increase and enhance student access for all programs and sports.	Mr. Miller	7/11	1/13	State building funds
Strategy/Activity	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Campbell County is renovating the CCHS cafeteria area to enhance the utilization of the area for academic purposes and to enhance student safety with more appropriate seating and traffic flow with the addition of a stairwell	Mr. Miller	7/11	1/13	State building funds
Strategy/Activity	Responsible Person	Start Date	End Date	Estimated Resources and Costs
The CCS district will be a KEEPS program member and will implement energy efficient strategies in all facilities. As new strategies are identified, "green friendly" efforts will increase and communication with stakeholders regarding the effectiveness will be a priority. Further, schools wishing to develop energy efficient teams will be provided with resources and training.	Kerry Hill Becky Lanter	5/11	Cont.	Cost of energy efficiency coaches (stipend)

Action Component C: Promote School Community Relations

District Name: Campbell County

Component Manager: Dr. Shelli Wilson

Priority Need	Goal (Addresses the Priority Need)			
<p>Survey results conducted in Fall 2011 indicate that there is a need for two way communication to improve at all levels (teacher, student, parent, administrator, school, and district).</p> <p>While survey results showed overall satisfactory ratings in communication, the need for two- way communication was less satisfactory, and CCS believes that this should always be a goal for improvement.</p> <p>Survey results from community members indicate that Campbell County can improve its positive image in the community.</p>	<p>Communication with the public will increase in frequency, visibility, and transparency.</p> <p>Follow up survey results will indicate a marked improvement in the overall satisfaction of communication at all levels.</p>			
Strategy/Activity	Responsible Person	Start Date	End Date	Estimated Resources and Costs
<p>All schools will address the 24 hour response time with staff and will monitor to ensure that this expectation is enforced.</p>	<p>Superintendent and Principals</p>	<p>8/11</p>	<p>Cont.</p>	
Strategy/Activity	Responsible Person	Start Date	End Date	Estimated Resources and Costs
<p>Parent portal will be used and maintained by all teachers. Each school's expectations of parent portal maintenance must be clearly defined. Principals will monitor compliance with the expectations.</p>	<p>Principals</p>	<p>8/11</p>	<p>Cont.</p>	
Strategy/Activity	Responsible Person	Start Date	End Date	Estimated Resources and Costs
<p>To increase district visibility and build relationships across the community, all district employees will be asked to volunteer at two events outside of school hours.</p>	<p>Principals</p>	<p>8/11</p>	<p>Cont.</p>	

Strategy/Activity	Responsible Person	Start Date	End Date	Estimated Resources and Costs
<p>An Alumni Foundation and Organization will have various opportunities to become involved in CCS. The goal this year is to communicate specific activities which will help develop meaningful relationships and positively highlight alum and CCS.</p>	<p>Juli Hale</p>	<p>9/11</p>	<p>Cont.</p>	

Action Component C: Promote School Community Relations

District Name: Campbell County

Component Manager: Dr. Shelli Wilson

Strategy/Activity	Responsible Person	Start Date	End Date	Estimated Resources and Costs
To increase involvement and participation from the Retired Teachers' Association, Campbell County will host regular meetings and communications with its' retirees and will develop and communicate specific activities which will help develop meaningful relationships and positively highlight retired CCS teachers and CCS.	Juli Hale	9/11	Cont.	

Strategy/Activity	Responsible Person	Start Date	End Date	Estimated Resources and Costs
There will be a focused effort to increase community business involvement in our schools. Specific, meaningful activities will be communicated to local business partners and frequent communication/highlights of CCS will occur through constant contact communications, cable channel, and website.	Juli Hale	8/11	Cont.	
Strategy/Activity	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Public relations director will receive timely updates on programs, student and staff accomplishments, and article ideas etc. for frequent positive communications regarding CCS.	Juli Hale	8/11	Cont.	
Strategy/Activity	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Each school will develop a community and family engagement and communication strategy in their school improvement plan. These plans will be monitored and supported by the district.	Principals Connie Pohlgeers	8/11	Cont.	

Action Component C: Promote School Community Relations

District Name: Campbell County

Component Manager: Dr. Shelli Wilson

Strategy/Activity	Responsible Person	Start Date	End Date	Estimated Resources and Costs
District intramurals/youth athletic handbooks will be developed detailing programs, dates, information, etc. to better communicate opportunities available across the district.	Juli Hale Principals	8/11	1/12	Printing/Publishing costs
Strategy/Activity	Responsible Person	Start Date	End Date	Estimated Resources and Costs
District handbooks detailing curriculum standards information, grade level information, and academic opportunities for advancement and remediation will be developed. These handbooks will help to communicate information and clarify specific grade level/course information.	Juli Hale Dr. Shelli Wilson Ben Lusk	9/11	5/12	Printing/Publishing costs
Strategy/Activity	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Based on student survey results and data analysis we will create a One to One Career Mentoring Program that will target on the Persistence to Graduate List at Campbell County High School. In addition, the career mentor program will target students on the PLAN Early Intervention Roster who report that they have no plans to finish high school and/or who have no post-high school education plans. Trained mentors will be matched with students who demonstrate interest in their particular career field and will mentor these students in such activities as the ILP Process, College/Career Planning, College Application Process, Financial Aid Questions and Goal Setting.	Connie Pohlgeers	1/12	Cont.	Business Organizations Individual Learning Plan

Action Component D: Promote New District-Wide Technologies

District Name: Campbell County

Component Manager: Dr. Shelli Wilson

Priority Need	Goal (Addresses the Priority Need)
<p>2011 student survey results and 2011 Gallup poll results indicate that students need to be more engaged in their learning. Also, the annual (2011) Phi Delta Kappa poll, conducted with Gallup, reported that 91% of respondents thought that students need internet access in school.</p> <p>Technology offers not only student engagement but the online instructional delivery that is necessary for student to achieve. Therefore, all students will learn in core classrooms with the necessary technology tools. To meet the students needs Campbell County Schools priorities are:</p> <ul style="list-style-type: none"> ○ Modern network (wired and wireless). ○ Updated Operating Systems and software. ○ Training and support for teachers and staff. ○ Student training on the appropriate use. ○ Updated “Instructional Device Units” (IDU) ○ Continue updating “Intelligent Classrooms” 	<ol style="list-style-type: none"> 1. Increase staff and student access to modern and relevant technologies. Evidence by <ol style="list-style-type: none"> a. Improved IDU to student ratio. b. Updated productivity tools. c. Upgraded wireless access 2. Create a computer replacement schedule. Evidence by a six year plan. 3. Create a server replacement schedule. Evidence by a six year plan. 4. Provide continuous professional development of available technology tools and skills to positively impact student achievement. Evidence by training, participation and increased test scores. 5. Increase the number of classes that are equipped with Intelligent Classroom tools. Evidence by twenty additional intelligent classrooms added.

Action Component D: Promote New District-Wide Technologies

District Name: Campbell County

Component Manager: Dr. Shelli Wilson

Strategy/Activity	Responsible Person	Start Date	End Date	Estimated Resources and Costs
(1a) Improve the student to “Instructional Device Unit” ratio by creating an IDU replacement schedule.	Brian Mercer Christi Cox Building Principal	07/01/2011	06/30/2012	See Instructional Device Unit Schedule (2)
(1b) Purchase and maintain up-to-date productivity tools through the Microsoft Campus Agreement.	Brian Mercer, Building Administrators	07/01/2011	06/30/2012	Microsoft Campus Agreement
(1c) Maintain, evaluate, and upgrade networking infrastructure (wired and wireless) to support district initiatives. Install new switches and update the elementary schools to wireless.	Brian Mercer	07/01/2011	06/30/2012	Technology funding for updates

Strategy/Activity	Responsible Person	Start Date	End Date	Estimated Resources and Costs
(2) Develop and follow a district-wide “Instructional Device Unit” replacement schedule. Create a six year instructional device unit replacement schedule.	Brian Mercer District and Building Administrators	07/01/2011	06/30/2012	six year rotation budget
(3) Maintain, evaluate, and upgrade servers and storage to support district initiatives. Create a six year server replacement schedule.	Brian Mercer	07/01/2011	06/30/2012	six year rotation budget
(4a) Students will be trained in Digital Citizenship and the appropriate use of technology tools. Share Internet safety lessons and resources and allow the schools the flexibility of delivery of the material.	Brian Mercer, Building Administrators, Christi Cox, School Tech Coordinators, Classroom Teachers	07/01/2011	06/30/2012	N/A
(4b) Provide “Train the Trainer” professional development for Staff Developers and STCs on appropriate technology tools to meets the demands of technology and curriculum standards.	Brian Mercer Christi Cox	07/01/2011	06/30/2012	N/A
(4c) District Technology Integration Specialist (TIS) will provide anytime, anywhere training, train-the-trainer small and large group PD sessions.	Brian Mercer Christi Cox	07/01/2011	06/30/2012	N/A

Action Component D: Promote New District-Wide Technologies

District Name: Campbell County

Component Manager: Dr. Shelli Wilson

Strategy/Activity	Responsible Person	Start Date	End Date	Estimated Resources and Costs
(5) Coordinate purchase and maintenance of intelligent classrooms (projectors, document cameras, student response systems, interactive devices) to support diverse student learning styles, support 21 st Century Learning skills and district goals.	Brian Mercer	07/01/2011	06/30/2012	Technology hardware budget

Action Component E: Promote Parental Engagement

District Name: Campbell County

Component Manager: Dr. Shelli Wilson

Priority Need	Goal (Addresses the Priority Need)
<p>Best practices indicate that parental engagement is an essential component of reaching proficiency for all students.</p> <p>Survey results indicate a need for improved two way communication with schools regarding student learning progress.</p>	<p>Survey results to measuring parental engagement and involvement will demonstrate an improved rate of satisfaction across the district and will respectively improve in all schools.</p> <p>Families will become more actively involved in their children’s education including increased attendance at school wide events, increased participation in school decision-making, and increased awareness of college and career readiness goals including 21st Century Skills.</p>

Action Component E: Promote Parental Engagement

District Name: Campbell County

Component Manager: Dr. Shelli Wilson

Strategy/Activity	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Provide training and tools to SBDM Councils on Parent Engagement via newsletters, e-mails and Council of Council meetings or update trainings.	Sally Kalb and SBDM Councils	8/11	Cont.	Missing Piece of The Proficiency Puzzle.
Strategy/Activity	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Programs/events will be offered to parents and community to inform and engage families in early literacy best practices. Strategies, ideas, and activities will model literacy and inform parents on ways to help their child in literacy. One event will be held in our elementary schools in the fall semester and one event will be held in the spring semester.	Connie Pohlgeers and Elementary Principals	8/11	Cont.	Read to Achieve Teachers
Strategy/Activity	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Increase the knowledge and awareness of parents of identified students in the Gifted & Talented Program through the following: <ul style="list-style-type: none"> • Parent Presentations at Each Building • Newsletters for Primary Talent Pool Parents • Parent Mailings for Community Opportunities (EXPLORE MORE; Kentucky Girls STEM Initiative) • Develop and maintain a district website for GT 	Sally Kalb and Staff Developers	8/11	Cont.	Gifted and Talented funds
Strategy/Activity	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Transition plans and activities that involve parents will be held at key transition years. Open Houses will be held at all schools, kindergarten orientation, 6th, and 9th grade orientations will be held before the school year begins. Orientations and Open Houses will provide information and give opportunity for parents to learn how to get involved with his/her child's learning. The district administration will support.	Principals	8/11	Cont.	SBDM

Action Component E: Promote Parental Engagement

District Name: Campbell County

Component Manager: Dr. Shelli Wilson

Strategy/Activity	Responsible Person	Start Date	End Date	Estimated Resources and Costs
In an effort to extend parental knowledge of key educational issues and resources, a Parental EmPowerment Academy will be developed to offer 1-2 sessions per trimester on relevant educational topics as they relate to preparing our students for College and Career Readiness and 21 st century skills.	Dr. Shelli Wilson and Connie Pohlgeers	8/11	Cont.	Title I Parent Engagement funds

Strategy/Activity	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Cline and Crossroads Elementary, which are school-wide Title I schools, will develop parental engagement plans and communication plans that will develop relationships and partnerships with parents and will focus on student achievement. These plans will be supported and monitored by the district Title I coordinator.	Dr. Shelli Wilson, Lynn Poe and Kim Visse	8/11	Cont.	Title I Parental Engagement , Cline and Crossroads Title I Funds

Strategy/Activity	Responsible Person	Start Date	End Date	Estimated Resources and Costs
Home/School communication and parental perspectives will be analyzed with a comprehensive needs assessment survey which will be given each year to students, teachers, and parents as well as community members. Results will be analyzed and shared as well as strategically addressed in school and district improvement planning.	Dr. Shelli Wilson and Principals	8/11	10/11	Survey Monkey
Strategy/Activity	Responsible Person	Start Date	End Date	Estimated Resources and Costs
In an effort to increase awareness of College and Career Readiness, each parent with a child enrolled in CCS will have access to the CCS Academic Success Timeline. A copy of the timeline will be available on the parent page on the district website, and copies will be made available in the front office of each school so that parents may pick up hard copies as needed. The timeline access will be promoted through school and teacher newsletters, a district-wide all call, as well as through parent list serves, email updates, etc.	Connie Pohlgeers	10/11	Cont.	5,500 copies of Academic Success Timelines Title I parental engagement funds

Action Component E: Promote Parental Engagement

District Name: Campbell County

Component Manager: Dr. Shelli Wilson

Strategy/Activity	Responsible Person	Start Date	End Date	Estimated Resources and Costs
<p>Each school will hold a “College and Career Ready Goal Setting Workshop” for families of students in grades 3-12. District counselors, area college admissions representatives, etc. will be available to meet with parents and their students. ILP access will be made available to families and parents and students will complete an age-appropriate goal setting protocol in order to complete a yearly “on track for college goal”.</p>	Connie Pohlgeers	4/12	Cont.	Title I parental engagement funds

Strategy/Activity	Responsible Person	Start Date	End Date	Estimated Resources and Costs
<p>A parent leadership team, consisting of past and present parent CIPL fellows will be established and used to serve as leaders for other parents in the district for the following:</p> <ol style="list-style-type: none"> 1. Providing outreach to engage other parents in support of their children’s learning and in assisting with the school/district functions. 2. Organizing and conducting community walks, and other opportunities to build collaborative relationships between families and school staffs. 3. Serving as leaders to facilitate workshops and courses for parents. 4. Planning and providing training for school personnel to make our schools a welcoming place. 5. Planning and providing training for volunteers who work in the school. 6. Advocating on behalf of the school/district and families with community and political leaders and groups. 7. Connecting school staff, students, and families to community resources for the benefit of the school and its families. 	Connie Pohlgeers CIPL Fellows FRYSC	11/11	Cont.	Title I parental engagement funds

Action Component E: Promote Parental Engagement

District Name: Campbell County

Component Manager: Dr. Shelli Wilson

Strategy/Activity	Responsible Person	Start Date	End Date	Estimated Resources and Costs
In an effort to reach minority families/students, district and school staff will provide support to minority families through the following: <ol style="list-style-type: none">1. Disseminate and utilize research to provide knowledge and tools for teachers, counselors, and parents (workshops, training programs, college access info., ESL classes for parents)2. Incorporate relevant events, projects, and curriculum that value ethnic diversity combined with academic rigor and high expectations.	Sally Kalb Connie Pohlgeers	1/12	Cont.	Regional ESL Contact Jerome Bowles

Action Component E: Promote Parental Engagement

District Name: Campbell County

Component Manager: Dr. Shelli Wilson

Strategy/Activity	Responsible Person	Start Date	End Date	Estimated Resources and Costs
<p>In an effort to educate parents and community members on the meaning of 21st Century Learning, district and school staff members will create a public awareness campaign outlining the core principles of 21st Century Learning. The following resources will be utilized to educate all stakeholders:</p> <ol style="list-style-type: none"> 1. District-wide brochure available to all parents online. 2. Public Service Announcements on local cable channel 3. Podcast for Parents and Students available on website 4. Newspaper articles in Campbell County Recorder and Post 5. Include 21st Century Learning Goals in our revised Mission/Vision Statements 6. Create a slogan to market 21st Century Learning in our district to be included on apparel, bookmarks, bumper stickers, etc. 	<p>Shelli Wilson Connie Pohlgeers</p>	<p>1/12</p>	<p>Cont.</p>	<p>Title I parental engagement funds</p>