

## 21-22 Comprehensive Improvement Plan for Districts

### Rationale

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

### Operational definitions of each area within the plan

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

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

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

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

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

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

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

### Guidelines for Building an Improvement Plan

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

<p>Which <b>Strategy</b> will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based 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 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 Classroom Activities</a></li> <li>● <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>● <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>● <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>● <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>● <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, 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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### 1: Proficiency Goal

- Goal 1:
- Increase the percent proficient and distinguished for Reading and Math. The percent proficient and distinguished increases must:**
- Remain above the state average and improve in each school for ALL students and all disaggregated categories.
  - Improve in NKY Rankings for ALL students and all disaggregated categories in all schools.

**MAP Proficiency Goals:**

- All assessed students and all grade levels in all schools will make average to above average conditional growth from Fall 21 to Spring 2022

**ACT % Meeting Benchmark Goal:**

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

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

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

**2021 FALL MAP ACT College Readiness on % of Track to meet ACT Benchmarks of 22 in Reading and Math**

Grade	Reading	Math
5 <sup>th</sup>	47%	46.6%
8 <sup>th</sup>	40.7%	24.5%
10 <sup>th</sup>	39%	26.5%

**2020 ACT**

**2021 ACT**

Reading All	21.33	Reading All	19.7
All % meeting benchmark	57.4%	All % meeting benchmark	46.9%

**2020 ACT**

**2021 ACT**

<b>English All</b>	<b>20.36</b>		<b>English All</b>	<b>18.3</b>	
<b>All % meeting benchmark</b>	<b>61.1%</b>		<b>All % meeting benchmark</b>	<b>50.3%</b>	

**2020 ACT**

**2021 ACT**

<b>Math All</b>	<b>20.57</b>		<b>Math All</b>	<b>18.9</b>	
<b>All % meeting benchmark</b>	<b>49.7%</b>		<b>All % meeting benchmark</b>	<b>39.3%</b>	

<b>Objective</b>	<b>Strategy</b>	<b>Activities to Deploy Strategy</b>	<b>Measure of Success</b>	<b>Progress Monitoring Date &amp; Notes</b>	<b>Funding</b>
<b>O1:</b> All students will be reading on grade level by third grade.	Establishing Learning Culture and Environment	To engage and inform parents, all parents of students not on grade level will receive a pointed letter informing them of this concern, sharing pertinent assessment data, requesting at-home support, and providing specific resources to help. Further, summer programming and support initiatives will be explained in this letter with dates so parents can plan for their child to participate.	District Level Reviews of data, procedures, and processes will take place twice a year.	Letters to be sent home by February 25 and May 13, 2022.	General Fund
	Design & Deploy Standards				

	Design & Deliver Instruction	Assessment team will intentionally focus work around foundational reading skills and early primary literacy.	<p>Increased understanding in the five components of literacy noted in planning, instruction, and PLC work</p> <p>Student data aligned to Model Labs will be evaluated</p> <p>Learning Walks noting implementation of foundational literacy skills conducted by Admin, TLLs, District Leadership 2X year.</p> <p>Training videos will be developed as needed</p>	<p>MyView Training was held August 2021 and continues through cadre work and school need</p> <p>Follow up MyView Training scheduled Oct 26, 2021</p>	
<b>O1:</b> All students will be reading on grade level by third grade.	Design, Align and Deliver Support	Free, all day Kindergarten will be implemented by 2022-2023 to increase early childhood readiness and best prepare all students to read on grade level by third grade.	Enrollment numbers	BOE consideration of ALL day K classes by March 1, 2022 with no ½ day option.	General Fund

		Include all-day Kindergarten in the FY 23 budget for Board consideration.			
		Initiate an awareness campaign using Small Matters and other early childhood public awareness materials.	Number of participants	Campaign begins with Kick-off by Dec. 22, follow up sessions by March 22 and May 1	Preschool state funds
		All preschool classrooms will move to full capacity and CCS will aggressively advertise and promote pre-school and the change to all day Kindergarten.	Number of PreK students	Increase in number of PreK by Dec. 31; weekly enrollment numbers reviewed  All day Kindergarten information added to district and school websites by March 1.	Preschool state funds IDEA B General Fund
	Design, Align and Deliver Support	Successful implementation of the Preschool Partnership Grant will expand ½ day preschool to all-day preschool at Crossroads and CRES for 22-23 and will further expand to 6:00 pm in 23-24 to meet the needs of families and increase quality care hours for preschool students.	Enrollment numbers	Increase in participation of ½ day preschool to all-day preschool at Crossroads and CRES for 22-23 and participation to 6:00 pm in 23-24 to meet the needs of families and increase quality care hours for preschool students	Preschool Partnership Grant Funds
	Design, Align and Deliver Support	A very focused early literacy volunteer program will be established to focus on early literacy K-2.	Student MAP reading growth K-2  Volunteer participation	Volunteer program established by January 1.  Goal: over 100 volunteers	Title I and General Fund
<b>O2:</b> All students will be taught a viable curriculum	Design, Deploy, Deliver, and Analyze Instruction	Targeted training in John O'Connor's research for high impact strategies including	Increased opportunities to respond, increased small group instruction,	Learning walks by TLLs, Admins, and principals will demonstrate use of FLC and O'Connor's strategies. Virtual and in person LWs to take	Title II A  IDEA

<p>which is continually assessed, reviewed, and revised so that all students have the knowledge, skills, and dispositions for future success. This will be consistently monitored.</p>	<p>Focused analysis of standards &amp; assessments with how to instruct using best practices based on that data.</p>	<p>co-teaching and GREAT instruction.</p>	<p>Adherence to collaboration IEP minutes being reflective of direct/small-group instruction and not entire class periods.</p>	<p>place Oct. -May.</p>	
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## 2: Separate Academic Indicator

Goal 2 (*State your separate academic indicator goal*):

**Increase the percentage of students scoring proficient and distinguished in science, SS, and writing each at Elementary, Middle, and High School levels. These increases must:**

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

### Separate Academic Indicator

#### MAP Science Goals:

- All assessed students will make average to above average conditional growth from Fall to Spring 2022 in Science.

#### ACT % Meeting Benchmark Goal:

- Percentage of students (Junior year) meeting benchmark in Science (23) will improve for ALL student disaggregated categories.

### ACT SCIENCE PERCENT MEETING BENCHMARK

2020 ACT

2021 ACT

Science All	20.96 %	Science All	19.6 %
Science Accom	14.79%	Science Accom	14.9 %

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

		units of study by Special Educator IC and Instructional ICs as needed.	Disabilities and at-risk learners	2021 and will continue through May or until all units have examples.	
		Learning MAPs and PLCs utilized to ensure rigorous alignment of instruction and assessments focusing on writing, social studies and science with review of common curriculum resources.	Increased proficiency scores	ICs and TLL will analyze mastery of standard on Common Assessments at a district level and will work with schools to analyze and determine next steps.	General Fund Title II A

### 3: Gap

Goal 3:  
Increase the percentages of proficient and distinguished scoring students in all content areas and all grades in all disaggregated categories.

These increases must:

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

#### MAP GAP GOALS:

- All students will make average to above average conditional growth from Fall to Spring 2022 in all content areas.

**ACT Benchmark goals:** To improve the overall ACT composite score for Students With Disabilities. Improve Reading, Math, English, and Science scores for Students With Disabilities.

<b>All Students</b>	<b>20.93</b>	<b>All Students</b>	<b>19.2</b>
<b>IEP Students</b>	<b>15.33</b>	<b>IEP Students</b>	<b>14.1</b>

**2020 ACT Reading**

**2021 ACT Reading**

<b>Reading All</b>	<b>21.33</b>	<b>Reading All</b>	<b>19.7</b>
<b>All % meeting benchmark</b>	<b>57.4%</b>	<b>All % meeting benchmark</b>	<b>46.9%</b>
<b>Reading Accom</b>	<b>15.17</b>	<b>Reading Accom</b>	<b>14.6</b>
<b>Accom % meeting</b>	<b>8.3%</b>	<b>Accom % meeting</b>	<b>17.8%</b>
<b>Non-identified % meeting</b>	<b>64.0%</b>	<b>Non-identified % meeting</b>	<b>50.8 %</b>

**2020 ACT English**

**2021 ACT English**

<b>English All</b>	<b>20.36</b>	<b>English All</b>	<b>18.3</b>
<b>All % meeting benchmark</b>	<b>61.1%</b>	<b>All % meeting benchmark</b>	<b>50.3%</b>
<b>English Accom</b>	<b>14.88</b>	<b>English Accom</b>	<b>12.2</b>
<b>Accom % meeting</b>	<b>29.2%</b>	<b>Accom % meeting</b>	<b>6.7%</b>

**2020 ACT Math**

**2021 ACT Math**

Math All	20.57	Math All	18.9
All % meeting benchmark	49.7%	All % meeting benchmark	36.9%
Math Accom	15.83	Math Accom	14.2
Accom % meeting	12.5%	Accom % meeting	2.2%
Non-identified % meeting	56.0%	Non-identified % meeting	44.7%

**ACT SCIENCE PERCENT MEETING BENCHMARK**

**2020 ACT**

**2021 ACT**

Science All	20.96 %	Science All	19.6 %
Science Accom	14.79%	Science Accom	14.9 %

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

opportunities for academic success.			decrease, discipline will decrease		
		Virtual sessions and recordings of John O'Connor's High Yield Strategies like Explicit Instruction to Enhance Achievement for All Students especially Students with a Disability	Increased proficiency Increased observations of Opportunities to Respond (OTR) and Practice Turns and Feedback by principals and Sp Ed Leadership and IC.	District learning walks will identify O'Connor's High Yield strategies in classroom instruction. Data analysis will take place by January 2021 and May 2021 to monitor progress	PD and Title I funds
		The District will continue the strategic implementation of a data analysis tool, Decision Ed. This tool will greatly increase efficiency in data use with predictable analytics, user friendly teacher dashboards, and real-time data. By increasing our data analysis capabilities, we will more easily and readily be able to identify needs, barriers, and examine causal relationships which may be otherwise difficult to identify.	Prioritized district and school goals based on data analysis.  Training for administrators Training for ICs Training for Teacher Leaders Training for teachers	Decision Ed Trainings: Administrators trained in Oct 2020  ICs and Teacher Leaders trained in February  Teacher Training planned by January 2022  Teacher pilot dashboards implemented by August 2021, all teachers by Jan. 1 2022	General Fund
		Administrator monitoring of home school communication specifically with GAP students:  Monthly meetings during the 21/22 with DPP and attendance committees to determine needed intervention for GAP students.	Increase in attendance rates, work completion, proficiency	Home visits for targeted students begin no later than November. Continue as needed.	General Fund

		Utilization of IXL for skill building and assessing mastery of skills. IXL will also help determine mastery of standards for individual students.	Increase in usage reports and proficiency scores	Weekly IXL monitoring reports sent to all principals and administrators Training on how to read and run reports completed by Jan. 2021	General Fund Flexible Focus
		Targeted Assistance groups based on skill level for RIT band instruction and small groups will be encouraged and supported by the district instructional team.	Increase in proficiency scores	Monitored by principals and district CIA	General Fund
	<ul style="list-style-type: none"> <li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	Begin an intentional needs assessment to examine student behavioral and mental health needs so that the learning environment is optimal and to ensure student needs are addressed.	Decrease in student discipline incidents Decrease in student high-risk referrals Increase in resiliency poll measures (all areas)	Analyze data including staff, family, and student surveys  Form a needs assessment committee by January 1.  Recommendations made by April 1 2022	General Fund IDEA Title I

#### 4: Graduation Rate

Goal 4 :

Increase graduation rate for ALL students. These increases must:

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

#### GRADUATION RATES 21-22 data

<b>High School All</b>	98.0
<b>Free/Reduced Lunch* 5 year rate</b>	97.1
<b>IEP*5 year rate</b>	88.9

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p><b>O 1:</b> Students will increase their preparedness and education in varied career options and studies.</p>	<p>Ensure high quality career experiences for all pathways which include internships, job shadowing, and other meaningful activities in established pathways.</p> <p>Design, Align, and Deliver Support</p> <p>Implement Positive Support Connection Teams to identify students at CCMS, AEC and CCHS to develop a healthy approach to the demands of multiple risk factors (i.e. drop outs, @ risk of drop out, social-emotional learning, etc. due to COVID-19)</p>	<p>Ensure high quality pathways are supported with <b>feeder programs</b>, courses, and intentional activities for students in grades K-8. Follow up and monitor the implementation of strategies from professional learning for school counselors with a focus on Kentucky Framework of Best Practices for School Counselors and ASCA Career Readiness Resources. This work will be led by the Director of School Improvement during monthly PLC time and will include:</p> <ul style="list-style-type: none"> <li>● Literature reviews</li> <li>● Career Readiness On-Demand Webinars</li> <li>● Xello at Elementary</li> </ul> <p>Navigo is being implemented this year at Campbell County Middle School and High School. NaviGo helps students uncover their true strengths, interests, and passions. Using a proprietary and customized curriculum, NaviGo Coaches empower students and families to map out realistic options for college/and or career.</p> <p>All 5th, 8th and 12th grade students throughout the district will present their transition readiness projects during the 21-22 school year. Guidance and coaching for teacher leads will occur throughout the year and will be led by our</p>	<p>Needs assessments will reflect an improvement in students reporting that they have clear goals for postsecondary which result from improved career awareness, high quality experiences, planning, preparation, and exposure.</p> <p>Measures of success:</p> <ul style="list-style-type: none"> <li>● Pre and Post Training Assessments</li> <li>● Teacher and Student Surveys on Transition Readiness Supports</li> <li>● Graduation Rate</li> <li>● Transition Readiness Rates</li> </ul> <p>ILP Usage Reports for Students and Parents PLTW implementation of new courses to support pathways</p> <p>Increase the number of students in middle, high</p>	<p>Transition Readiness Presentations completed by June 2021</p> <p>Xello is being implemented in K-12 and is the ILP tool for CCMS and CCHS. This is being monitored by the Director of School Improvement.</p> <p>CCHS and CCMS are also implementing NaviGo as a supplement to Xello.</p> <p>Transition Readiness Presentations will be completed by June 2022</p>	<p>General Fund Title IV Perkins</p>

		Teaching and Learning Leads.	and alternative programs that are identified as “drop out” or “at risk of drop out” due to COVID with the goal of graduation.		
<p><b>O 2:</b> All students will graduate high school with a clear understanding of his/her personal and learning strengths and experience and skills in his/her career interests in order to support a successful transition to college or career.</p>	Design and Deliver Instruction	<p>Create more opportunities for students to complete self and career interest inventories prior to middle school.</p> <p>Work to improve the usage of the ILP by reviewing and planning with Xello and YouScience products to ensure every student has access to career exploration resources .</p> <p>Implement Snippet and Snapshot career interest inventories and curriculum with Navigo in grades 6-8.</p> <p>Teachers will receive training to be career mentors for students in grades 6-8 and any additional mentors for grades 9-12 by Aug. 2021</p> <p>Continue to expand upon Navigo work with You Science at CCHS and begin use at CCMS. As part of this work, YouScience is being implemented with students through middle school, high school, and beyond. From aptitude and career discovery to industry-recognized certifications, and tons of data in between, YouScience helps build the foundation for students to be empowered, equipped, and engaged.</p>	<p>Student surveys will indicate that students have a clear understanding of pathway opportunities and begin considering future plans.</p> <p>ILP student and parent usage reports.</p> <p>ILP completion rates.</p> <p>Teachers will be trained as career mentors by Navigo</p> <p>Snippet, Snapshot, and YouScience implementation 6-12</p>	<p>Xello training for Counselors by October 2020.</p> <p>Xello is implemented in K-12. Xello is linked to the counseling curriculum and CCHS includes Xello and NaviGo during the CLC instruction. This is monitored by the building level lead and the Director of School Improvement</p> <p>YouScience will be monitored by their Navigo coach and also by School Counselors.</p>	<p>General Fund</p> <p>Title II A</p> <p>Title IV</p>

<p><b>○ 3:</b> All students will graduate with the competencies described in the Campbell County Profile of a Graduate.</p>	<p>Design &amp; Deliver Instruction</p>	<p>District instructional staff will provide targeted professional learning opportunities for principals and teachers to know and understand the application of Common Core content literacy and speaking and listening standards, as well as other soft skills related to the Graduate Profile.</p>	<p>Staff and student survey results.</p> <p>Lesson plans reflect strong understanding and application of the following:</p> <ul style="list-style-type: none"> <li>● content literacy strategies</li> <li>● soft skills related to the graduate profile</li> </ul>	<p>Graduate Profile will be noted in curriculum documents for teachers &amp; related lessons will be available for transition years.</p> <p>TLLs will monitor this work along with building principals.</p>	<p>Title IIA Title IV</p>
		<p>Graduate Profile competencies are noted in curriculum maps for the 21-22 school year so that competencies can be intentionally reinforced during activities/lessons.</p> <p>Navigo is being fully implemented at CCMS and CCHS for the 21-22 school year.</p>	<p>Curriculum maps and lesson design reflective of graduate profile competencies</p> <p>Student and Mentor survey results will reflect positive partnerships.</p>	<p>Design and implementation of the Transition Readiness Project will be monitored by Teaching and Learning Leads and Building Principals.</p> <p>Transition Readiness presentations will be completed by June 2022</p>	<p>Title IIA General Fund Title IV</p>

## 5: Growth

Goal 5:

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

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

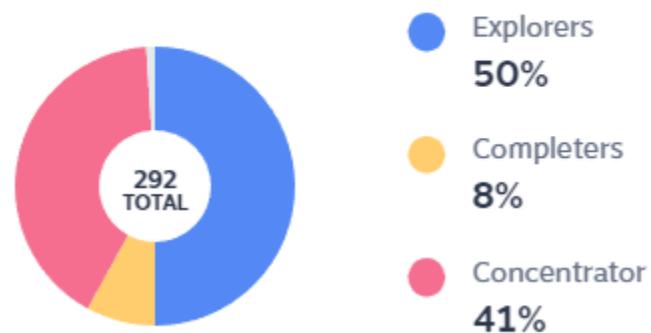
**Every child in grades K-10 will meet or exceed MAP conditional growth goal, improving upon the prior year growth percentile (as a student, class, grade, school) in every content area, and make measurable growth as determined by rigorous common assessments in ELA, Math, Science and Social Studies in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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p><b>O 1:</b> Design and deploy standards and instructional delivery using best practices in instruction and assessment literacy, which offer equitable access to all students, are intentional and aligned to standards, and are monitored for progress.</p>	<p>Design and Deploy Standards</p> <p>Design and Deliver Instruction</p> <p>Ensure access to a viable, standards based curriculum and supporting resources for Tier I instruction</p>	<p>Identify and plan for every child not meeting MAP conditional growth goals in ELA, Math, &amp; Science in grades K-8, and common assessment proficiency in grades 9-12.</p>	<p>Each school will have an intentional plan to identify each child and specifically monitor intervention progress in grades K-12.</p>	<p>Principal meetings</p>	<p>General Fund - MAP</p>
	<p>District Level Reviews of data, procedures, and processes will take place twice a year.</p>	<p>Success criteria will be used to provide differentiated instruction so students have an entry point to learning the target and an accelerated target.</p>	<p>Improved Teacher performance in Domains 1-4</p> <p>Professional Learning Survey results</p>	<p>District Learning Walks, TLL and IC attendance in PLCs, principal monitoring</p>	<p>General Fund</p> <p>PD Fund</p>
		<p>Focused small group instruction will be effectively used in schools for flexible learning groups, differentiated instruction and intervention staff to reduce the GAP for reading and math.</p>	<p>Improved Engagement, improved results on Resiliency Poll, Improved Student Achievement, Improved Student Voice results</p>	<p>District review walks occurring twice/year</p> <p>Lesson plan monitoring, LWs by principals and TLL, MAP growth after Fall, Winter, and Spring testing sessions.</p>	<p>General Fund</p>

<p><b>O 2:</b> Ensure that every student has access to high quality interventions for Reading and/or Math, and Behavior, through the Response to Intervention (RTI) process</p>	<p>Design, Align and Deliver Support</p> <p>District Level Reviews of data, procedures, and processes will take place twice a year.</p>	<p>Targeted training and high quality staffing for interventions which include comprehensive interventions for students with disabilities.</p>	<p>Improved Teacher performance in Domains 1-4</p> <p>Professional Learning Survey results</p> <p>Improved Engagement results on Resiliency Poll</p> <p>Improved Student Achievement</p> <p>Improved Student Voice</p>	<p>FFW training in August</p> <p>AimsWebPLUS in August</p>	<p>PD Fund</p> <p>Title I Fund</p>
		<p>Frequent intentional communication of Response to Intervention work with parents, including progress monitoring information (multiple 2 way communication avenues will be explored by each school)</p>	<p>Improved Student Voice results</p> <p>Improved Customer Satisfaction levels of parents via surveys</p>	<p>Target assistance groups will begin Dec. 7</p> <p>District wide team review of data and programs by Feb.</p> <p>Teacher and/or principal communication with parents will occur every 4 weeks.</p>	<p>IDEA funding</p> <p>General Fund</p> <p>SBDM Funds</p> <p>General Fund - MAP</p> <p>Education Council Grant Funds</p>

## 6: Post Secondary Readiness

### Career And Technical Education Snapshot



Goal 6: For the 2021-2022 school year, all students will be provided with instruction and experiences that will enable them to transition to, and be successful in, their next academic setting.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>O 1:</b> By August of 2022, incoming kindergarteners will demonstrate a readiness rate of 55%	Design, Align and Deliver Support	Academic and behavioral expectations are shared and modeled to families with children aged birth to 5 through Kindergarten Readiness Events and Parent Coaching.	Brigance Results Parent Survey Results Kindergarten MAP data	Kindergarten Readiness Events will occur by Feb. 2022 and May 2022. Messages have gone out to parents of current preschool and kindergarten families to inform them of the sessions.	Title I
<b>O 2:</b> By August of 2022, 5 <sup>th</sup> & 8 <sup>th</sup> grade students will successfully transition to the next school.	Design, Align and Deliver Support	Academic and behavioral expectations are shared and modeled to incoming 5 <sup>th</sup> & 8 <sup>th</sup> grade students.  The Transition Defense Project will be implemented for all students in grades 5, 8 and 12 during the 21-22 school year.	Student Surveys Parent Surveys 6 <sup>th</sup> & 9 <sup>th</sup> Grade MAP Results 6 <sup>th</sup> & 9 <sup>th</sup> Grade Attendance 6 <sup>th</sup> & 9 <sup>th</sup> Grade Discipline  Successful transition defense results from students	All 5 <sup>th</sup> & 8 <sup>th</sup> grade students will present their Transition Readiness presentations by June 2022 to a panel of staff, community members and peers.  Teaching and Learning Leads and Building Principals monitor this progress monthly.	General Fund
	Establishing Learning Culture and Environment	Common language and expectations of the district Graduate Profile and Roadmap to Success will be shared continuously with students K-12.  Reward stickers have been handed out to all teachers to use to recognize students who are demonstrating the components of the Graduate Profile.	Learning walks noting Graduate Profile language and lessons.  Learning walk data will reflect the students' use of the graduate profile components in their daily speaking and acting.	CCS Profile of a Graduate posters are visible in each classroom and language of profile referenced by November 2021 (This should be monitored by principals)  The first round of stickers were passed out in October of 21 and will continue on indefinitely.	General Fund

<p><b>○ 3:</b> By August of 2022, students will experience an exploration of Kentucky's 16 Career Clusters</p>	<p>Design and Deliver Instruction</p>	<p>School counselors will deliver guidance lessons in grades K-12 using Xello where students will explore careers. Students will be given opportunities to shadow a variety of career areas.</p>	<p>Student surveys Xello student usage reports, lesson completion rates, and student profiles. ILP usage and completion rates</p>	<p>Xello is implemented in K-12, which supports the 16 Kentucky Career Clusters.  Career Presentations and exploration opportunities will be ongoing</p>	<p>Title II and General Fund</p>
<p><b>○ 4:</b> By August of 2022, the high school transition readiness indicator will increase to 80%.</p>	<p>Design and Deliver Instruction  Review, Analyze and Apply Data</p>	<p>District CIA staff will collaborate with the high school to track student progress in completing CTE Career Pathways.</p>	<p>Career Readiness Indicator  # of work-based opportunities</p>	<p>Quarterly monitoring of data by building and district level Admin</p>	<p>Title II and General Fund</p>
		<p>Expansion of programming to increase offerings and experiences/opportunities available at the ATC. Discussions and exploration of next steps will include district, CCHS, and ATC leadership.</p>	<p># of course credits earned through work-based opportunities. Percentage of students passing CTE assessments  # of students with Industry Certifications</p>	<p>Quarterly monitoring of data by building and district level Admin</p>	
<p><b>○ 5:</b> By August of 2022 graduating seniors will successfully transition to college, career and/or life.</p>	<p>Design, Align and Deliver Support</p>	<p>Expansion of programming to increase offerings and experiences/opportunities available at the ATC. Discussions and exploration of next steps will include district, CCHS, and ATC leadership.</p>	<p># of students earning the Northern Kentucky Regional Work Ready Seal.  # of students completing and presenting their Transition Readiness Defense</p>	<p>By the end of January 2022 students will be presented information about the Essential Workplace Skills plan by school counseling team.</p>	<p>General Fund</p>

## **7: Other - OPERATIONS (Optional)**

*Goal 7: For the 2021-2022 school year, operations will work to increase service, efficiency, productivity and effectiveness.*

**Goal 7 Operations:**

- 1. Food Service – Increase participation.
- 2. Human Resource – Organize and change how the current systems can be utilized in a cohesive unit to make HR/Finance more efficient.
- 3. Finance – Improve the efficiency and effectiveness of the finance department through processes and services.
- 4. Buildings & Grounds – Improve all buildings and grounds for efficient and safe operations and maintain good visual appearance
- 5. Technology – Streamline account management of Campbell County Schools accounts.
- 6. Transportation – Increase number of CDL certified drivers and driver assistants.
- 7. Student Services – Increase the effectiveness and efficiency with Home/Hospital instruction.
- 8. Health Services – Communication of current health guidance and recommendations.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>O 1. Food Service</b>  Increase Breakfast Participation by 12% at CCMS & CCHS.  Increase Lunch Participation by 5% at all Schools	Introduce menu planning software including digital menu signage for students to better understand what is offered.	Work with principals, facilities and technology to procure software and hardware to display menus digitally.	Purchase of software and installation of hardware in each school.		Fund 51 - \$12,000
	Introduce an app that can be utilized to get menu information and allergen information out to schools, parents, and the community.	Utilize Food and Nutrition Services specific Social media	Implementation of app and FNS social media		Fund 51 - \$2,000
	Improve cafeteria/ kitchen environments in each school.	Increase the quality of products offered to students and staff by utilizing local products	Increased participation  Increased ala carte sales		None
		Consult with Building Administration and district Directors to improve individual school environments.	Improvement plan for each school cafeteria/ kitchen environment.		

<p><b>O 2. Human Resources</b></p> <p>Align job descriptions with all positions</p>	<p>Design a job description book, starting with Classified, Certified and Extra Duty</p>	<p>Start with the most frequently used job descriptions.</p>	<p>Job descriptions aligned with employment postings</p>		<p>None</p>
<p>Make MUNIS the only system of record (accurately)</p>	<p>Weekly meetings with staff to change data entry from current HRDB into MUNIS</p> <p>Implement Action Entry system and enter pay screens,</p>	<p>Eliminate old job classes and employee job/salary records that are no longer active.</p> <p>Train HR staff to use the modules that are currently available in the MUNIS system</p> <p>Utilize the “paperclip” in MUNIS to move paperwork electronically between Finance/HR</p>	<p>Correct information available for queries and reports</p> <p>Run certification reports and tenure reports accurately.</p> <p>Elimination of “green” sheets</p>		<p>None</p>
<p>Explore new application systems for efficiency and compatibility with MUNIS system</p>	<p>Look at other products including frontline and MUNIS system</p>	<p>Contact vendors for information and demos</p>	<p>Successfully implement a system that integrates with MUNIS</p>		<p>None</p>

<p><b>O 3. Finance</b> Automate Processes</p>	<p>Move from paper processing to electronic processing.</p>	<p>Electronic Purchase Orders</p>	<p>Select departments to pilot beginning 12/1/21. Schools and other departments to follow with full implementation by 7/1/22</p>		<p>General Fund Finance budget – no additional costs to add module in Munis. Other software/ training costs \$5,000</p>
<p>Consolidation of Services within Finance, HR, and Technology Departments</p>	<p>Meet with other departments to determine their needs in relation to finance operations. Collaborate to improve sharing of data and reporting of employee information.</p>	<p>Reduce the number of vendors used for employee related functions such as payroll processing, HR processing, Professional Dev tracking, etc.</p> <p>Potential Changes:</p> <p>*Munis ESS Program</p> <p>*Professional Dev module in Frontline</p>	<p>Decrease in the number of vendors while reducing or keeping costs the same.</p> <p>Increased services</p> <p>Using one software program for multiple purposes.</p>		<p>General Fund Finance Budget as budgeted</p>
<p>Formal group training for pertinent school/department staff on purchasing and procurement procedures, reconciling payroll, and other related financial tasks</p>	<p>Conduct training with the employees who handle these responsibilities to determine where they need help, and how we can improve efficiency and effectiveness.</p>	<p>Annual training meeting with quarterly follow up to address ongoing questions/issues that arise.</p> <p>Gather input on training needs throughout the district as it relates to Finance Department functions</p>	<p>Quarterly training sessions</p> <p>Finance training survey/ input</p>		<p>None</p>

<b>O 4. Buildings and Grounds</b>  Establish a replacement schedule for major building systems.	Evaluate building systems, resources and conditions with A & E, administration, and maintenance staff.	Revise/ update current replacement schedules.	Establishment of replacement schedules based on current age, condition, and life span		Buildings - \$25,000
		Create additional replacement schedules			
Track major building system repairs and maintenance	Utilize data in SchoolDude to measure effectiveness of managing major building system repairs and maintenance	Additional SchoolDude training for staff	Ability to generate data to evaluate operation cost and efficiency		Buildings - \$20,000

<b>O 5. Technology</b> Automate staff account creation and management utilizing MUNIS as the system of record.	Work with HR and Finance to clean up MUNIS to ensure it contains accurate data.	Meet with HR and Finance to develop a plan and process for validating MUNIS data.	When HR, Finance and Technology agree that the data is accurate.		None
	Work with a third-party vendor to automate account creation between various software platforms (AD, MUNIS, Frontline, etc.)	Collect quotes for vendors to provider data automation service.	Accounts will be created, updated and disabled automatically when data is modified in MUNIS.		\$15,000 – Technology
	Create procedures for creating, modifying and disabling staff accounts utilizing MUNIS as the system of record.	Develop written procedures to be shared between HR, Finance and Technology for Account Management.	Written deliverable procedures.		None
Automate student account creation and management utilizing Infinite Campus as the system of record.	Work within the schools and the Technology Department to ensure data is accurate.	Meet to develop a plan and process for validating Infinite Campus data. Work with schools to ensure accurate data is inputted.	When Technology determines that the data is accurate.		None

	Work with a third-party vendor to automate account creation between various software platforms (AD, Clever, Google, etc.)	Collect quotes for vendors to provider data automation service.	Accounts will be created, updated and disabled automatically when data is modified in Infinite Campus.		\$15,000 – Technology
	Create procedures for creating, modifying and disabling staff accounts utilizing Infinite Campus as the system of record.	Develop written procedures to be shared with schools on how Accounts are managed utilizing Infinite Campus as the system of record.	Written deliverable procedures.		None
Collect data on student perception of how technology is utilized in Campbell County Schools.	Have all students complete the Bright Bytes survey.	Work with schools to collect the data.	When we have data from all schools to review related to student technology perception		Not Applicable
Collect data on staff perception of how technology is utilized in Campbell County Schools.	Have all staff complete the Bright Bytes survey.	Work with schools to collect the data.	When we have data from all schools to review related to staff technology perception		Not Applicable

Provide training for staff on how to incorporate technology into their instruction.	Utilize the data from the Bright Bytes survey to identify areas of improvement.	Work with district instructional staff to create training that will help teachers be successful users of technology resources. And/or send staff to training.	When we have training scheduled for teachers to attend.		\$7,000 Title Funds
<b>O 6. Transportation</b> Reduce the number of drivers illegally passing active school bus stop-arms	Determine criteria through research, state regulations, board policy and routing software application	Review state laws and regulations	Stops/routes that are modified or changed to meet criteria to the extent possible		None
		Review board policy and procedures			
	Identify specific hazard zones and situations that should be avoided to the extent possible	Review routes			
		Survey drivers after criteria is established			
Increase bus driver and bus assistant candidate pool	Identify characteristics of current staffing in order to identify future staffing.	Utilize current staff in recruitment efforts <ul style="list-style-type: none"> <li>● Develop a recruitment flyer</li> <li>● Identify where potential staff can find information.</li> <li>● Identify employment needs of applicants</li> <li>● Recruitment cards</li> </ul>	Survey applicants to determine how they found out about the position.  Fully staffed with an ample number of substitute staff		None

<p><b>O 7. Student Services</b></p> <p>Increase the effectiveness and efficiency with which the Campbell County School District (CCS) delivers Home/Hospital (HH) instruction for its students in need.</p>	<p>The Director of Student Services (DSS) will increase his knowledge of HH regulations and procedures.</p>	<p>DSS will review relevant statutes and regulations (and the KDE DPP Manual), as well as policies and procedures regarding HH instruction.</p>	<p>Progress will be monitored via monthly and/or quarterly attendance reports and HH data.</p>		<p>None</p>
	<p>DSS will review current HH procedures at CCS and across the region/state in order to explore potential revisions to improve effectiveness and efficiency.</p>	<p>DSS will consult with district personnel (e.g., assistant superintendent, district health coordinator, DOSE) and other DPPs to explore opportunities to improve HH at CCS.</p>	<p>Follow-up training/consultation with school staff will occur as appropriate upon review of attendance reports and HH data.</p>		

	DSS will increase the knowledge and awareness of HH among relevant CCS staff (e.g., administrators, counselors, clerks/registrars, secretaries, nurses, etc.).	DSS will train relevant CCS staff on HH procedures and expectations (e.g., administrators, counselors, clerks/registrars, secretaries, nurses, etc.).	Improved HH procedures in order to provide timely and effective HH instruction to its students in need.		
<b>O 8. Health Services</b> Ensure all CCS health-related documents, forms, IHP packets, student-related health requirements are current & reflective of current national guidelines/recommendations	Research other district's health-related documents, forms. Research current CDC, other national health organizations to garner updated information	Utilize information to update/modify CCS health-related documents reflecting the most recent up-to-date information garnered from other districts & national health organizations	Forms/documents/health-related packets updated to reflect most current health/medical recommendations.  Updated documents to be posted on the Health Services Web Page once completed.		None