

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: ^[SEP]For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness. ^[SEP]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.

1: Proficiency Goal

2018/19 Proficiency Indicator Cut Scores:

Level	Very Low	Low	Medium	High	Very High
Elementary	0-50.9	51.0-66.9	67.0-76.9	77.0-89.9	90.0 or more
Middle	0-59.9	60.0-69.9	70.0-75.9	76.0-85.9	86.0 or more
High	0-43.9	44.0-53.9	54.0-65.9	65.0-73.9	74.0 or more

18/19 Proficiency Indicator Performance by Level

Level	Proficiency Indicator
Elementary	83.2
Middle	71.2
High	74.8

Long Term Proficiency Goal

School Level	Proficiency Indicator for 2019 *baseline		Proficiency Goal for 2021	Proficiency Goal for 2023	Proficiency Goal for 2025	Proficiency Goal for 2027	Proficiency Goal for 2029
Elementary							
Proficiency in Reading and Math	83.2		85	86	88	90	92
Middle							
Proficiency in Reading and Math	71.2		74	76	78	80	82
High							
Proficiency in Reading and Math	74.8		75	76	77	78	79

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding																				
Objective 1: High quality advanced opportunities such as Early College, Advanced Placement, Advanced/Honors, and Dual Credit opportunities will	All students will be able to access high quality advanced work in college and/or career pathways. Design and Deploy Standards that ensure preparedness and opportunity for advanced level course work for ALL.	Work in collaboration with CCHS, NKU, Thomas More, Gateway, Sullivan, and other universities to expand dual credit opportunity options including flexible scheduling and course options.	Increased Dual Credit options and number of students participating.	<table border="1"> <thead> <tr> <th colspan="5">Dual Credit</th> </tr> <tr> <th></th> <th>2019/20</th> <th>2018/19</th> <th>2017/18</th> <th>2016/17</th> </tr> </thead> <tbody> <tr> <td># of early college @ NKU</td> <td>7</td> <td>22</td> <td>17</td> <td>46</td> </tr> <tr> <td># of early college classes</td> <td>28</td> <td>each students takes 4 per academic year, 88</td> <td>68</td> <td>184</td> </tr> </tbody> </table>	Dual Credit						2019/20	2018/19	2017/18	2016/17	# of early college @ NKU	7	22	17	46	# of early college classes	28	each students takes 4 per academic year, 88	68	184	ADKY
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be increased, and quality enhanced for all subgroups of students throughout the district.				<table border="1"> <tr> <td># of dual credit students</td> <td>112</td> <td>57</td> <td>53</td> <td>61</td> </tr> <tr> <td># of dual credit courses offered @ CCHS</td> <td>240</td> <td>5</td> <td>4</td> <td>4</td> </tr> </table>	# of dual credit students	112	57	53	61	# of dual credit courses offered @ CCHS	240	5	4	4																						
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	Increase AP course offerings as student interest demands, and increase student passage rates in all AP courses to exceed state average or increase to exceed the National average (whichever is greater)	Increased equity in excellence ratings in ALL courses for ALL groups of students. (increased passing "3" rates for all groups)	<p>AP Pass Rate –</p> <p>2019</p> <table border="1"> <thead> <tr> <th>All Students</th> <th>Disability</th> <th>F/R</th> <th>Ethnicity</th> </tr> </thead> <tbody> <tr> <td>55%</td> <td>44.4% (7students)</td> <td>46.8%</td> <td>73.5%</td> </tr> </tbody> </table> <p>2018</p> <table border="1"> <thead> <tr> <th>All Students</th> <th>Disability</th> <th>F/R</th> <th>Ethnicity</th> </tr> </thead> <tbody> <tr> <td>57.8%</td> <td>27.3% (11 students)</td> <td>53.3%</td> <td>58.5%</td> </tr> </tbody> </table> <p>2017</p> <table border="1"> <thead> <tr> <th>All Students</th> <th>Disability</th> <th>F/R</th> <th>Ethnicity</th> </tr> </thead> <tbody> <tr> <td>55.3%</td> <td>0% (4 students)</td> <td>40.6%</td> <td>48.5%</td> </tr> </tbody> </table> <p>2016</p> <table border="1"> <thead> <tr> <th>All Students</th> <th>Disability</th> <th>F/R</th> <th>Ethnicity</th> </tr> </thead> <tbody> <tr> <td>49.5%</td> <td>0% (1 exam)</td> <td>36.6%</td> <td>46.2%</td> </tr> </tbody> </table>	All Students	Disability	F/R	Ethnicity	55%	44.4% (7students)	46.8%	73.5%	All Students	Disability	F/R	Ethnicity	57.8%	27.3% (11 students)	53.3%	58.5%	All Students	Disability	F/R	Ethnicity	55.3%	0% (4 students)	40.6%	48.5%	All Students	Disability	F/R	Ethnicity	49.5%	0% (1 exam)	36.6%	46.2%	ADKY
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		Increase, at each level, the opportunities and quality of options for which G/T students can access, through differentiation, field experiences, and organized opportunities so that all students in G/T continue to score at/above the 96 th percentile in their area of giftedness and continue to excel in his/her area of giftedness.	Gifted and Talented Annual District Report demonstrating increase in options, G/T student and parent survey results, student achievement results.		GT state funds to provide a GT specialist
Objective 2: 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	<i>The Kentucky Academic Standards ensure that all districts and schools have access to the same outline of expectations. The Kentucky Academic Standards are in Kentucky statute as what is to be taught. It is imperative that schools and districts continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. The Career Technical Education Pathways are specific</i>	CO Instructional Staff and principals will conduct calibration walk throughs in order to help align expectations and improve the monitoring of standards implementation.	Improved TELL results in Leadership Improved VAL-ED results Improved student achievement results Improved Student Achievement Improved Student Voice results		NA
		We will implement a district diagnostic process to create a culture of reciprocal accountability with standards	School diagnostic reports and actionable items presented to		Title IIA

monitored by principals	<i>requirements for completion of college and career readiness. Standards and curriculum are fundamental to each and every student.</i>	implementation. The process will provide a cycle of on-going feedback, support, and monitoring.	schools on or before Dec. 20, Feb. 1, March 1, and June 1		Title IIA IT grant funds PD and Title I funding
	Through the implementation of best practices in teaching and learning, student engagement and performance will increase in all classrooms.	All principals and teachers will receive on-going support and professional learning aligned to the Formative Learning Cycle which includes the effective use of Learning Targets, Performance of Understanding, and Success Criteria. The Formative Learning Cycle will improve student learning, engagement, feedback, planning, and rigor in every classroom. Activities of support include:	Improved Teacher performance in Domains 1-4 Professional Learning Survey results Improved Student Achievement Improved Student Voice results Improved		Title IIA funds, IT grant funds, PD and Title I funds

		<ul style="list-style-type: none"> - instructional coaches support of modeling, fishbowl placements, fishbowl observations, planning - Instructional team support of attendance at PLC meetings and planning meetings - Calibration walks with feedback - Professional learning opportunities aligned to this work and in specific content areas 			
		<p>Every school will use the Formative Learning Cycle format to design and implement instruction. This is a five-phase learning cycle focused by a learning target and success criteria. Teachers 1)use feeding-forward strategies to model and explain the day's learning intention; 2)scaffold student understanding during guided practice; 3)provide</p>	<p>Improved Teacher performance in Domain 3 Professional Learning Survey results Improved Student Achievement Improved Student Voice results Evidence of sound instructional design include assessments</p>		<p>Title IIA funds, IT grant funds, PD and Title I funds</p>

		cognitive coaching during a performance of understanding; 4) give detailed, descriptive feedback on the performance; and 5) provide students with the opportunity to immediately use that feedback to improve their work.	congruent to learning targets and standards.		
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2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal):

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

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

2018/19 Separate Academic Indicator Cut Scores:

Level	Very Low	Low	Medium	High	Very High
Elementary	0-49.9	50.0-61.9	62.0-71.9	72.0-79.9	80.0 or more
Middle	0-51.9	52.0-60.9	61.0-69.9	70.0-78.9	79.0 or more
High	0—50.9	51.0-60.9	61.0-69.9	70.0-74.9	75.0 or more

2018/2019 Separate Academic Indicator By Level

School Level	Separate Academic Indicator Overall
Elementary	75.1
Middle	62.4
High	77.7

School Level	Science
Elementary	68.9
Middle	53.9
High	68.9

School Level	Social Studies
Elementary	79.6
Middle	79.9
High	NA

School Level	Writing
Elementary	76.9
Middle	53.3
High	86.5

Long Term Separate Academic Indicator Goal

School Level	Separate Academic Indicator for 2019 *baseline		Separate Academic Indicator Goal for 2021	Separate Academic Indicator Goal for 2023	Separate Academic Indicator Goal for 2025	Separate Academic Indicator Goal for 2027	Separate Academic Indicator Goal for 2029
Elementary							
Separate Academic Indicator	75		78	81	84	86	88
Middle							
Separate Academic Indicator	62		65	68	71	74	77
High							
Separate Academic Indicator	NA		NA	NA	NA	NA	NA

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: 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	<i>The Kentucky Academic Standards ensure that all districts and schools have access to the same outline of expectations. The Kentucky Academic Standards are in Kentucky statute as what is to be taught. It is imperative that schools and districts continually assess, review,</i>	In addition to the activities planned to foster professional growth related to reading and math proficiency, we will design, or seek out, specific teacher professional learning opportunities for Science, Social Studies, and Writing. This professional learning will center around through course task design in Science, in addition to Writing Instruction, and Social Studies standards alignment.	Improved Index TELL results indicating improved differentiation in Professional Learning Increase in KPREP Science and Writing scores in all grades. Increased ACT scores.		4 PLAN days funded by the district

with standards and will be consistently monitored by principals.	<i>and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. The Career Technical Education Pathways are specific requirements for completion of college and career readiness. Standards and curriculum are fundamental to each and every student.</i>		Lesson plans will reflect teacher understanding of design and implementation of effective science, social studies standards, and writing strategies.		
		An intentional analysis of district social studies, writing, and science curriculum and supporting resources will be conducted to analyze standards alignment, engagement in these content areas, and to strategize next steps and needs specifically in these areas.	Groups will be assembled with charges. (Ongoing)		General Fund

3: Gap

Goal 3:
Improvement in the GAP Rate to the point where no significant gap rates exist, decreasing the gap by 50% by 2030.
***Cutcores will change due to reference groups.**
****GAP is based on Reading and Math scores.**
2018/19 SIGNIFICANT GAP GROUPS

School Level	GAP Rate	Gap Difference	Gap Goal for 2021	Gap Goal for 2023	Gap Goal for 2025	Gap Goal for 2027	Gap Goal for 2029
Elementary							
ACD (Students with Disabilities)	47.0	-43.0	-38	-33	-28	-25	-18
Middle							
ACD (Students with Disabilities)	34.5	-43.0	-38	-33	-28	-25	-18
GTR (Gifted Students)	120.4	52.3	+54	+56	+58	+60	+62
High							
ACD (Students with Disabilities)	32.3	-49.3	-44.3	-39.3	-34.3	-29.3	-24.3
GTR (Gifted Students)	41	46.3	+49	+51	+53	+55	+57

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Student learning environments will support the whole child through on-going differentiation and consideration of best	Learning Forward Professional Learning Model will be used to guide the work of the Action Research Teams.	District-wide action research teams will build the capacity of teachers in the areas of Special Education Academic Achievement, Trauma Leadership Committee Structure (TLCs), Teacher	Resiliency Poll will demonstrate improvements in overall student hope, well-being, and engagement, student		Title IIA funds, IT grant funds, PD and Title I funds

<p>practices to remove barriers to learning.</p>	<p>KCWP 5: Design, Align, and Deliver Support</p>	<p>Leadership, and Navigating Emotional and Physical Poverty. Participants will serve as leaders in research based strategies to close the achievement gaps for all students.</p> <p>Within the first 30 days of admin approval, the special ed department will have developed and communicated a clear plan to enhance the capacity of CCS to improve the achievement for SWD in reading and math through the planning and execution of purposeful instruction. and the development of a SPED DART in order to build capacity.</p> <p>Within 60 days, MAP data analysis and standards-based IEP training will be complete. In addition, instructional practices for SWD will be identified, and SPED DART meetings will be occurring.</p> <p>Within 90 days the PLC plan will be completed, IEP planning meetings will be ongoing, and updates on instructional shift</p>	<p>achievement will increase to meet cut scores on KPREP, conditional growth will increase on MAP, Chronic Absenteeism will decrease, discipline will decrease</p> <p>This will be accomplished by the analysis of longitudinal data, reviewing IEPs, and observing classrooms.</p> <p><u>Accountability Goals:</u></p> <ul style="list-style-type: none"> ● Both Winter and Spring goal - SWD will increase MAP growth targets by 5%. ● SWD will decrease KPREP novice and apprentice scores by 5%. ● Data for SWD will be disaggregated by grade,school, 	<p>SPED Department will be gathering baseline data on effect of IEP alignment with KAS and SDI refinement beginning with the 2019-20 school year. This will include measures of MAP and KPREP scores of SWD .</p> <p>MAP data - SWD who met growth by school:</p> <table border="1"> <thead> <tr> <th>School</th> <th>% Met Growth- Reading</th> <th>% Met Growth- Math</th> </tr> </thead> <tbody> <tr> <td>District</td> <td>42%</td> <td>47%</td> </tr> <tr> <td>CCHS</td> <td>62 %</td> <td>54%</td> </tr> <tr> <td>CCMS</td> <td>36%</td> <td>38%</td> </tr> <tr> <td>GLE</td> <td>40%</td> <td>62%</td> </tr> <tr> <td>Reiley</td> <td>24%</td> <td>47%</td> </tr> <tr> <td>CRES</td> <td>42%</td> <td>43%</td> </tr> <tr> <td>XRDS</td> <td>43%</td> <td>36%</td> </tr> <tr> <td>Cline</td> <td>58%</td> <td>70%</td> </tr> </tbody> </table> <p><u>18-19 KPREP data - % SWD who met Proficiency:</u></p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>CCHS</td> <td>17</td> <td>16</td> </tr> <tr> <td>CCMS</td> <td>18</td> <td>7</td> </tr> </tbody> </table>	School	% Met Growth- Reading	% Met Growth- Math	District	42%	47%	CCHS	62 %	54%	CCMS	36%	38%	GLE	40%	62%	Reiley	24%	47%	CRES	42%	43%	XRDS	43%	36%	Cline	58%	70%		Reading	Math	CCHS	17	16	CCMS	18	7	
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		<p>updates will be shared with leadership on a regular basis.</p>	<p>and disability category and analyzed longitudinally to inform future activities</p> <p>All SPED teachers are trained in the development and implementation of standards-based IEPs as well as appropriate SDI and progress monitoring.</p> <p>K-3 SPED teachers, SLPs, and psychologists are trained in the concepts of FastForWord.</p> <p>All staff will be offered training in engagement (Kagan/ABRI), instructional strategies including explicit instruction and John O'Connor book study.</p>	<table border="0"> <tr> <td>GLE</td> <td>22</td> <td>22</td> </tr> <tr> <td>Reiley</td> <td>34</td> <td>31</td> </tr> <tr> <td>CRES</td> <td>23</td> <td>19</td> </tr> <tr> <td>XRDS</td> <td>26</td> <td>16</td> </tr> <tr> <td>Cline</td> <td>30</td> <td>26</td> </tr> </table>	GLE	22	22	Reiley	34	31	CRES	23	19	XRDS	26	16	Cline	30	26	
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		Student Social and Emotional Well-Being – Drug and Alcohol, Safe Schools assessments, student self-reported data on hope, engagement, and well-being, and other wellness needs assessment data will be used to monitor the effectiveness of our current programming. As a result, schools can implement programs and address specific barriers unique to our students. Data will be analyzed and shared with counselors, administrators, teachers, and the community as appropriate.	Resiliency Poll will demonstrate improvements in overall student hope, well-being, and engagement, student achievement will increase to meet delivery targets on KPREP, conditional growth will increase on MAP, Chronic Absenteeism will decrease, discipline will decrease		Ed Council grant funding for Resiliency Poll
	KCWP 5: Design, Align, and Deliver Support	Working in collaboration with an approved researcher from the NIJ grant, CCS will develop pro-social skills through the use of a multi-tiered system of supports which implements interventions based on tiers (or levels) of need (aka Universal, Selective, and Intensive Interventions). This project will be applied to over 1,000 students from different ages across a four-year period and will identify key peers necessary to mitigate the bystander effect, thus promoting social resilience among those with	Discipline referral rates Pre and Post teacher, counselor and student surveys Resiliency Poll Measures related to peer victimization, school satisfaction, behavior and anxiety District School Safety Results (District Report Card)		NIJ grant funding

		whom they interact. Campbell County School District will partner with a research team from Gilman Psychological Services along with grant consultants specializing in social analysis network as well as bullying and the bystander effect to enhance pro-social skills in all students.			
	KCWP 4: Review, Analyze, and Apply Data	The District will begin the strategic implementation of the 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.	Administrator training completion and efficiency surveys until June User reports Increased academic outcomes on MAP, CERT, KPREP, etc. Prioritized district and school goals based on data analysis.	All administrators trained by June 2019. All teachers trained by August 2020	General Fund
Objective 1: Student learning environments will support the whole child through on-going differentiation and consideration of best practices to remove barriers to learning.		The district diagnostic process will specifically examine instructional differentiation in all schools and classrooms, will provide actionable feedback and will follow up on progress. The SPED department will facilitate book study, discussion, training and modeling to support small group direct instruction across all settings,	Customer service surveys will demonstrate an improvement in parent/guardian reporting of differentiation to meet students' needs.		

		including SDI and tailored instruction in a collaborative setting.	Improved student achievement in all subject areas. Improved non-cognitive data related to improved classroom management including attendance and discipline.		
		The district will coordinate and support work for school councils and teachers regarding homework best practices to ensure that homework practices are in line with best practices and that parents are better able to support their child(ren).	Customer service surveys will demonstrate an improvement in parent/guardian reporting of homework best practices.		Title Funds

4: Graduation Rate

Goal 4 :

Increase graduation rate for ALL students. These increases must:

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

GRADUATION RATE

2018/19 Graduation Rate

High School All	97.5
Economically Disadvantaged	94.5
Disability with IEP	85.6

Long Term Separate Academic Indicator Goal

School Level	Graduation Rate for 2019 *baseline		Separate Academic Indicator Goal for 2021	Separate Academic Indicator Goal for 2023	Separate Academic Indicator Goal for 2025	Separate Academic Indicator Goal for 2027	Separate Academic Indicator Goal for 2029
High							
Graduation Rate	97.5		97.75	98	98.25	98.50	98.75

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
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<p>Objective 1: 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. KCWP 5: Design, Align, and Deliver Support</p>	<p>Ensure high quality pathways are supported with feeder programs, courses, and intentional activities for students in grades K-8.</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>NA</p>
		<p>Follow up and monitor the implementation of strategies from professional learning for school counselors with a focus on ASCA Career Readiness Resources. This work will be led by the Director of School Improvement and the Student Well-Being Coordinator during monthly PLC time and will include:</p> <ul style="list-style-type: none"> ● Literature reviews ● Career Readiness On-Demand Webinars <p>The utilization of developmentally appropriate ASCA-developed Career Conversation Starters with elementary, middle and high school students</p>	<p>Measures of success:</p> <ul style="list-style-type: none"> ● Pre and Post Training Assessments ● Teacher and Student Surveys on Transition Readiness Supports ● Graduation Rate ● Transition Readiness Rates <p>ILP Usage Reports for Students and Parents</p>		<p>General Fund</p>
	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Work with CCHS to implement and expand upon the career pathways of</p>	<p>PLTW implementation of</p>		

		Engineering and Computer Science through Project Lead The Way	new courses to support pathways		
		Work with CCMS to implement a Project Lead The Way gateway program which will support CCHS pathways (coding, computer science, engineering)	PLTW implementation of new courses to support pathways		NA
Objective 2: STEAM (Science, Technology, Engineering, Arts, and Mathematics) opportunities- all students will have access to diversified and real-world science, technology, engineering, arts, and mathematics (STEAM) pathway opportunities and college/career like experiences.	KCWP 2: Design and Deliver Instruction <i>The Kentucky Academic Standards ensure that all districts and schools have access to the same outline of expectations. The Kentucky Academic Standards are in Kentucky statute as what is to be taught. It is imperative that schools and districts continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. The Career Technical Education Pathways are specific requirements for completion of college and career readiness. Standards and curriculum are</i>	Experiences aimed at quality preparation for college and career pathways will be provided for students. The next step for these experiences include strategic planning in pathways to ensure access for all students.	Student surveys will indicate that students have a clear understanding of pathway opportunities, have had opportunities to experience real-world application of concepts and skills required in at least one pathway, and express a clear connection between high school work and postsecondary plans for their future.		NA

	<i>fundamental to each and every student.</i>				
	<i>The Kentucky Academic Standards ensure that all districts and schools have access to the same outline of expectations. The Kentucky Academic Standards are in Kentucky statute as what is to be taught. It is imperative that schools and districts continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. The Career Technical Education Pathways are specific requirements for completion of college and career readiness. Standards and curriculum are fundamental to each and every student.</i>	The Director of School Improvement and the Student Well-being Coordinator will train the school counseling team across the district to use the American School Counseling Association (ASCA) Career Conversation Model. During monthly PLC time, school counselors will build a generalized crosswalk of conversation starters that will fit particular grade levels and content areas. The team will work together on practicing, utilizing and leveraging the ASCA Career Conversation Starters by modeling career conversations with others and with students. Counselors will ultimately use these career conversations when participating in small group and individual career counseling services and will also train teachers on how to use the career conversation model within content area instruction, as well.	Student surveys will indicate that students have a clear understanding of pathway opportunities, have had opportunities to experience real-world application of concepts and skills required in at least one pathway, and express a clear connection between high school work and postsecondary plans for their future. ILP student and parent usage reports. ILP completion rates. staff and student survey results on ILP process at the end of the school year.		General Fund
Objective 3: All students will graduate high school with a clear understanding of his/her personal and learning strengths and		Create more opportunities for students to complete self and career interest inventories prior to middle school. Work to improve the usage of the ILP by reviewing and planning with new			

<p>experience and skills in his/her career interests in order to support a successful transition to college or career.</p>		<p>product Xello to ensure every student has access to career exploration resources .</p> <p>Research different models to intentionally group students according to career pathway interest and to complete pathway specific opportunities for personal development, planning and reflection in each school, each level. This research will be the foundational work to schools' intentional efforts to support student pathways. .</p>			
<p>Objective 4: All students will graduate with the competencies described in the Campbell County Profile of a Graduate.</p>	<p>KCWP 2</p>	<p>Begin promotion of CCS Graduate Profile so teachers, students and parents will be familiar with it by the end of the 19-20 school year.</p>	<p>Staff and student survey results.</p> <p>Lesson plans reflect strong understanding and application of the following:</p> <ul style="list-style-type: none"> ● content literacy strategies ● soft skills related to the graduate profile 		<p>General Fund</p>

<p>Objective 4: All students will graduate with the competencies described in the Campbell County Profile of a Graduate.</p>		<p>Involving teacher representation and leadership groups, include KCAS long-term transfer skills in curriculum maps for 19-20 and 20-21 school year.</p> <p>Guided by a steering committee, pilot transition defenses at grades 5,8, and 12 for the 19-20 school year. Days will be designated for student presentations with review panels for participation and expo nights for the community and parents to see.</p> <p>Increase opportunities for students to use graduate profile descriptors by increasing PBL, Service Learning, Cooperative Learning and more student-led activities intentionally in curriculum maps.</p> <p>Expand the training of teachers in Project Based Learning, Genius Hour, and other Standards based project approaches to increase learning opportunities which maximize engagement and rigorous problem solving.</p>	<p>Curriculum maps and lesson design reflective of content literacy and speaking and listening standards.</p> <p>PBL projects reflecting student knowledge and understanding as well as the ability to apply learning on various topics.</p> <p>Student and Mentor survey results will reflect positive partnerships.</p> <p>SBDM policies will reflect healthy lifestyle choices.</p> <p>Resiliency Poll results will reflect increases in students' hope, engagement and well-being.</p> <p>SBDM Service Learning policy in place at each school.</p>		<p>Title Funds</p>
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5: Growth

**Goal 5:
Increase the growth score in Elementary, Middle, and High School. The increases must:**

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

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

GROWTH

2018/19 Growth Indicator Cut Scores:

Level	Very Low	Low	Medium	High	Very High
Elementary	0-47.9	48.0-54.9	55.0-59.9	60.0-68.9	69.0 or more
Middle	0-45.9	46.0-50.9	51.0-56.9	57.0-60.9	61.0 or more
High	NA				

School Level	Growth Indicator
Elementary	56.7
Two or More Races	58.1
Economically Disadvantaged	56.4
Disability with IEP	55.3
Middle	43.0
Economically Disadvantaged	40.8
Disability with IEP	37.7

Long Term Separate Academic Indicator Goal

School Level	Growth Indicator for 2019 *baseline		Growth Academic Indicator Goal for 2021	Growth Indicator Goal for 2023	Growth Indicator Goal for 2025	Growth Indicator Goal for 2027	Growth Indicator Goal for 2029
Elementary							
Growth Indicator	57		61	65	69	73	79
Middle							
Growth Indicator	43.0		49	55	61	67	72

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Design and deploy standards and instructional delivery using best practices in instruction and assessment literacy, which offer equitable access to all students, are intentional and aligned to standards, and are monitored for progress.</p>	<p>Ensure access to a viable, standards based curriculum and supporting resources for Tier I instruction</p>	<p>Every school will identify and plan for every child not meeting MAP conditional growth goal in ELA, Math, Science and SS, in grades K-8, and common assessment proficiency in grades 9-12.</p>	<p>Action Plans will reflect plans which identify each child and specify and monitor intervention progress in grades K-12.</p>	<p>Principal mid-year and July Action Plan reporting.</p>	<p>General Fund - MAP</p>
	<p><i>All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence-based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. It is the responsibility of the school and district to determine how students learn best.</i></p>	<p>Every school will use the Formative Learning Cycle format to design and implement instruction. This is a five-phase learning cycle focused by a learning target and success criteria. Teachers 1)use feeding-forward strategies to model and explain the day's learning intention; 2)scaffold student understanding during guided practice; 3)provide cognitive coaching during a performance of understanding; 4) give detailed, descriptive feedback on the performance; and 5) provide students with the opportunity to immediately use that feedback to improve their work.</p>	<p>Improved Teacher performance in Domains 1-4 Professional Learning Survey results Improved Engagement results on Resiliency Poll Improved Student Achievement Improved Student Voice results</p>		
<p>Objective 2: Ensure that every student has access to high quality interventions</p>	<p><i>The Kentucky Academic Standards ensure that all</i></p>	<p>The district will support schools in ensuring resources for training and high quality staffing for</p>	<p>Improved Teacher performance in Domains 1-4</p>	<p>Monitoring and reporting of RTI process and progress will occur quarterly at the district level.</p>	<p>IDEA funding General Fund SBDM Funds</p>

<p>for Reading and/or Math, and Behavior, through the Response to Intervention (RTI) process</p>	<p><i>districts and schools have access to the same outline of expectations. The Kentucky Academic Standards are in Kentucky statute as what is to be taught. It is imperative that schools and districts continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. The Career Technical Education Pathways are specific requirements for completion of college and career readiness. Standards and curriculum are fundamental to each and every student.</i></p>	<p>interventions which include universal design for learning and comprehensive interventions for students with disabilities.</p> <p>The district will continue to utilize its local Assistive Technology team to assess and determine technology and adaptive equipment needed for SWD via the IEP process.</p>	<p>Professional Learning Survey results Improved Engagement results on Resiliency Poll Improved Student Achievement Improved Student Voice results</p>	<p>Building level monitoring and reporting will occur more frequently as established in the RTI handbook.</p>	
<p>Objective 3: Formatively assess the growth of our students using MAP conditional growth, student work samples, and PLC input. Each teacher will be able to clearly articulate each child’s growth and know how this growth compares to like students over time (where this data is available). Each grade level and course will know how growth measures and compares.</p>		<p>The district will support schools in ensuring that a high quality, evidence-based RTI process has been developed and is implemented in all schools, and includes universal design for learning and comprehensive interventions for students with disabilities.</p> <p>Schools will work on intentionally on communicating Response to Intervention work with parents, including progress monitoring information more frequently than progress reporting (multiple 2 way communication avenues will be explored by each school)</p>	<p>Improved Teacher performance in Domains 1-4 Professional Learning Survey results Improved Engagement results on Resiliency Poll Improved Student Achievement Improved Student Voice results</p> <p>Improved Customer Satisfaction levels of parents regarding interventions and intervention communications with home</p>	<p>Monitoring and reporting of RTI process and progress will occur quarterly at the district level. Building level monitoring and reporting will occur more frequently.</p>	<p>General Fund - MAP Education Council Grant Funds</p>

		<p>School leadership will formally analyze MAP conditional growth reports by student, teacher, class, grade, course, etc.</p> <p>Benchmark assessment data and student work samples will be formally analyzed with school leadership by student, teacher, class, grade, course, etc.</p>	<p>Growth scores by student, teacher, class, grade, school</p>		<p>General Fund - MAP</p>
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6: Transition Readiness

Goal 6: *For the 2019-2020 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.*

2018/19 Transition Cut Scores:

Level	Very Low	Low	Medium	High	Very High
High	0-55.9	56.0-68.9	69.0-79.9	80.0-87.9	88.0 or more

High School	Transition Indicator
All Students	79.2
Economically Disadvantaged	67.0
Disability with IEP	49.5

Long Term Separate Transition Readiness Indicator Goal

School Level	Transition Readiness Indicator for 2019 *baseline	Transition Readiness Indicator Goal for 2021	Transition Readiness Indicator Goal for 2023	Transition Readiness Indicator Goal for 2025	Transition Readiness Indicator Goal for 2027	Transition Readiness Indicator Goal for 2029
High						
Transition Readiness	79.2	81	83	85	87	90

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By August of 2021, incoming kindergarteners will demonstrate a readiness rate of 60%	KCWP 5: Design, Align and Deliver Support	Ensure academic and behavioral expectations are shared and modeled to families with children aged birth to 5. (Kindergarten University, Kindergarten Open Houses, Kindergarten free books, Kindergarten Jumpstart, Community Winter Wonderland, Community Spring Fling, Brigance nights, ELL outreach stations at all events, Kindergarten Readiness Kits given out at all events, Preschool Curriculum Coaching with all 3 star area daycares)	Brigance Results Parent Survey Results Kindergarten MAP data		Title Funding
	KCWP 6: Establishing Learning Culture and Environment	Ensure that all available resources are made available to incoming kindergarten families including FRYSC support, McKinney Vento Support, Free and Reduced Lunch Status, Summer Feeding, Helping Kids Fund and school-based mental health therapist and school counseling staff.	Brigance Results Kindergarten MAP data Brigance Results Kindergarten MAP data Decreased chronic absenteeism and disciplinary events.		NA
Objective 2: By August of 2021, 5 th grade students will successfully transition to middle school.	KCWP 5: Design, Align and Deliver Support	Ensure academic and behavioral expectations are shared and modeled to incoming 6 th grade students. (Camp Camel, 5th grade visits, 5th grade parent nights, counselor assisted scheduling, Academic	Student Surveys Parent Surveys 6 th Grade MAP Results 6 th Grade Attendance 6 th Grade Discipline		

	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Timeline shared with Parents and Students)</p> <p>Common language and expectations of the district Graduate Profile and Roadmap to Success will be shared continuously with students.</p> <p>A pilot Transition Defense Project will be conducted for 5th graders during the 19-20 school year in order to defend pilot 5th graders' readiness for sixth grade.</p>	<p>Success transition defense results from piloted students.</p> <p>Success transition defense results from piloted students.</p>		
		<p>Ensure that all available resources are made available to incoming sixth grade families including FRYSC support, McKinney Vento Support, Free and Reduced Lunch Status, Summer Feeding, Helping Kinds Fund and school-based mental health therapist and school counseling staff.</p>	<p>Resiliency Poll Results indicate students are demonstrating growth in hope, well-being, and engagement.</p> <p>Decreased chronic absenteeism and disciplinary events.</p>		<p>NA</p>
<p>Objective 3: By August of 2021, K-5 students will experience an awareness of Kentucky's 16 Career Clusters</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze and Apply Data</p>	<p>School counselors will deliver guidance lessons in grades K-5 using Xello where students will explore careers by school subjects, career groups or by the alphabet.</p> <p>Career fairs, career conversations, career speakers giving students exposure to a variety of careers.</p>	<p>As measured by student surveys, students will discover a variety of careers and their associated skills and pathways to better understand the working world.</p>		

			Xello student usage reports, lesson completion rates, and student profiles.		
Objective 4: By August of 2021, 8 th grade students will successfully transition to high school.	KCWP 5: Design, Align and Deliver Support	Ensure academic and behavioral expectations are shared and modeled to incoming 9 th grade students. (Freshman Expo, 8th grade visits, 8th grade parent nights, counselor assisted scheduling, Academic Timeline shared with Parents and Students, Freshman Orientation, Freshman 101)	Student Surveys Parent Surveys 9 th Grade MAP Results 9 th Grade Attendance 9 th Grade Discipline		NA
	KCWP 6: Establishing Learning Culture and Environment	Common language and expectations of the district Graduate Profile and Roadmap to Success will be shared continuously with students. A pilot Transition Defense Project will be conducted for 8 th graders during the 19-20 school year in order to defend pilot 8 th graders' readiness for high school.	Success transition defense results from piloted students. Success transition defense results from piloted students.		
		Ensure that all available resources are made available to incoming 9 th grade families including FRYSC support, McKinney Vento Support, Free and Reduced Lunch Status, Summer Feeding, Helping Kinds Fund and school-based mental health therapist and school counseling staff.	Resiliency Poll Results indicate students are demonstrating growth in overall hope, well-being, and engagement. Decreased chronic absenteeism and disciplinary events.		

<p>Objective 5: By August of 2021, incoming freshmen students will experience an exploration of Kentucky's 16 Career Clusters</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze and Apply Data</p>	<p>School counselors will deliver guidance lessons in grades 6-8 using Xello where students will explore careers. students discover relevant college, university, trade, and career options based on their personality, skills, and knowledge.</p> <p>Students will be given opportunities to shadow a variety of career areas.</p>	<p>As measured by student surveys, students will discover a variety of careers and their associated skills and pathways to better understand the working world.</p> <p>Xello student usage reports, lesson completion rates, and student profiles.</p> <p>ILP usage and completion rates</p>		<p>General Fund</p>
<p>Objective 6: By August of 2021, the high school career readiness indicator will increase to _____</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze and Apply Data</p>	<p>Assist high school in establishing work-based options for earning credit toward graduation. District administrators will help school based staff by establishing district policies and procedures, connecting with business partners, and communicating with students and parents. District staff will work closely with CCHS college and career coach to facilitate student access to work-based options as opportunities expand.</p> <p>Collaborate with high school to track student progress in completing CTE Career Pathways. Assist with CTE implementing end of pathway assessments, dual credit agreements,</p>	<p>Career Readiness Indicator</p> <p># of work-based opportunities</p> <p># of course credits earned through work-based opportunities.</p> <p>Percentage of students passing CTE assessments</p>		<p>NA</p>

		apprenticeships and industry certifications.	# of students with Industry Certifications		
Objective 7: By August of 2021 graduating seniors will successfully transition to college, career and/or life.	KCWP 5: Design, Align and Deliver Support	Collaborate with high school staff to refine the essential workplace skills instructional plan.	# of students earning the Northern Kentucky Regional Work Ready Seal.		NA
	KCWP 6: Establishing Learning Culture and Environment	Common language and expectations of the district Graduate Profile and Roadmap to Success will be shared continuously with students. A pilot Transition Defense Project will be conducted for 12 th graders during the 19-20 school year in order to defend pilot 12 th graders' readiness for high school.	Success transition defense results from piloted students.		NA

7: Operations

Goal 7 To measure and analyze the performance of district operations to create a high-performing and efficiently operating district that directly impacts student achievement.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
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<p>1A Increase Breakfast Participation 3% & Increase Lunch Participation 5% at our NonCEP Schools</p>	<ul style="list-style-type: none"> ● Customer Driven ● KDE & KDA Chef in Schools training for staff & menu creations for our customers ● Consult with Building Administration and Facilities Director for projects at CCMS, CLINE & CCHS 	<ul style="list-style-type: none"> ● Menu changes based upon google surveys and participation ● Opening additional serving lines and/or stations ● Chef will work with school staff at each school ● Use of Local Produce to increase quality and offerings to our customers ● Design & Décor Changes of serving lines and dining rooms at CCMS, CLINE & CCHS 	<ul style="list-style-type: none"> ● Increased Participation ● Improved Quality & Presentation of Food ● Increased Food Options & Participation ● Increased Participation ● Increase Ala Carte Sales 		<ul style="list-style-type: none"> ● Food Service ● \$100 (minimal if any by utilizing technology) ● Food Service \$5,000 Annually ● Food Service ● Possible General Funds to paint & redesign dining rooms ● \$10,000 or less per school
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<p>1B Efficient Kitchen Production and Energy Efficient Equipment</p>	<ul style="list-style-type: none"> ● Chef in Schools training staff on efficient & productive use of current equipment ● Establish Equipment Needs and Replacement Plan for each kitchen 	<ul style="list-style-type: none"> ● Culinary Skill Assessment, Evaluation and Training provided to all schools ● School Dude – Maintenance Direct ● Munis Expense Reports 	<ul style="list-style-type: none"> ● Improved kitchen production and operations which will improve food quality and presentation ● Reduced Energy Consumption ● Reduced Repair Costs of Equipment ● Increased production & quality of meals 		<ul style="list-style-type: none"> ● Food Service ● \$5,000 Annually ● Food Service ● Possible General Fund ● \$100,000 annually
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<p>2A</p> <p>Recruit and retain highly qualified teachers and staff.</p>	<p>Increase the number of applicants for positions as well as retaining current staff, to reduce the # of new hires</p>	<p>1.Positions posted on state and district web</p> <p>2.Other media advertising</p> <p>3.Increased communication with principals at to their needs</p> <p>4.Salary committee continues to focus on salary comparisons</p> <p>5. Review and analyze exit data</p>	<p>1. Review and analyze exit data –to determine reasons for leaving</p> <p>2. Reduction in the # of new hires</p>	<p>Number of new hires:</p> <p>Certified</p> <p>15-16 – 39</p> <p>16-17 – 47</p> <p>17-18 – 52</p> <p>18-19 – 60</p> <p>19-20 - 44</p> <p>Classified</p> <p>15-16 – 21</p> <p>16-17 – 47</p> <p>17-18 – 31</p> <p>18-19 – 29</p> <p>19-20 - 24</p> <p># of certified staff who left the district:</p> <p>13-14 – 36</p> <p>14-15 – 42</p> <p>15-16 – 39</p> <p>16-17 – 37</p>	<p>General Fund</p>
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				17-18 – 40 18-19 – 19	
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<p>2B</p> <p>Qualified substitutes will be available for daily absences of all staff</p>	<p>Be able to continually hire substitutes, process them and have them prepared to work</p>	<ol style="list-style-type: none"> 1. Keep posting for substitutes open and continually review 2. Ask all certified retirees about returning to sub 3. Reach out to NKU and other organizations for candidates 4. Increase in sub salary 5. Begin utilization of the Emergency Noncertified School Personnel Program, our district has approval for this strategy as we have used it in the past. 6. Additional assistance for our HR department to be able to process more substitutes (see data below) 	<p>Unfilled absences will be filled – our number of unfilled positions will decrease</p>	<p>Unfilled absences which required a substitute:</p> <p>CERTIFIED:</p> <p>15-16 – 163</p> <p>16-17 – 146</p> <p>17-18 – 232</p> <p>18-19 – 370</p> <p>CLASSIFIED:</p> <p>15-16 – 130</p> <p>16-17 – 292</p> <p>17-18 – 288</p> <p>18-19 – 263</p>	<p>General Fund</p>
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<p>2C</p> <p>To reorganize and re-define how groups are established in the system which regulates the hours of staff admission to our buildings.</p>	<p>Receive assistance, as well as input from stakeholders to better organize this system</p>	<ol style="list-style-type: none"> 1. Assistance from our technology department as well as the company which originally set up this system 2. Receive additional training how to accomplish this 3. Additional staff resources or time to accomplish this 4. Develop the groups so we do not have to continually re-set entry times to our buildings 	<p>The re-organization and re-defining of this system will better reflect the needs of our staff</p>		<p>General Fund</p>
<p>2D</p> <p>To synchronize and reorganize the many on-line systems we currently use in the district</p>	<p>Research all available systems and the platforms they offer with assistance from Technology and Business Office</p>	<ol style="list-style-type: none"> 1. Begin to examine what we currently use and what is available 2. See if it is possible to pay for one system that offers all the functions we want 3. From the HR side – I would like to look at digital forms and an on-line HR file 4. Business office looking at electronic time sheets 5. Technology would like to see a different platform for the forms we use. 	<p>Ultimate success will be finding something that will work</p>		<p>General Fund</p>

<p>3A</p> <p>Consolidation of Services within Finance and HR Departments</p>	<p>Meet with other departments to determine their needs in relation to finance operations.</p> <p>Collaborate to improve the sharing of data and reporting of employee information.</p>	<p>Reduce the number of vendors used for employee related functions such as payroll processing, HR processing, Professional Dev tracking, etc.</p> <p>Potential Changes:</p> <p>*Munis ESS Program</p> <p>*Professional Dev module in Frontline</p>	<p>Decrease in number of vendors while reducing or keeping costs the same.</p> <p>Using one software program for multiple purposes.</p>		<p>General Fund Finance Budget as budgeted</p>
<p>3B</p> <p>Automate Processes</p>	<p>Move from paper processing to electronic processing.</p>	<p>Electronic Timesheets.</p> <p>ACH Payments for accounts payable.</p> <p>Meet with Fifth Third to see what vendors will qualify and potential cash back savings.</p>	<p>Implemented throughout FY20</p> <p>Reduction in number of printed checks</p> <p>Cash back rewards</p>		<p>General Fund Finance budget – Annual \$14,000, initial set up \$7,000</p> <p>N/A</p>
<p>3C</p> <p>Personnel Management</p>	<p>Restructure the duties of finance department employees to increase leverage and time management</p>	<p>Reallocate responsibilities to increase capacity for additional procurement and vendor tracking through the use of new forms, as well as competitive bidding</p>	<p>Updated vendor/purchasing tracking worksheets</p> <p>Increase in number of RFPs/Bids for goods and services</p>		<p>N/A</p>

4A Planning for system replacements	Work with Architect and engineering firms to help establish data	Research records to determine current age and life span of current systems and equipment	Creating of replacement schedules for the district and/ or schools		\$10,000 – Building & Grounds
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<p>4B</p> <p>Tracking of building repairs and routine maintenance</p>	<p>Train the maintenance staff on SchoolDude software package</p>	<p>Technology setting up Ipads for each technician</p>	<p>Completed work orders</p> <p>Creation of work orders by maintenance staff</p>		<p>\$7,000 – Building & Grounds</p>
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<p>5A</p> <p>1) Increase Interoperability among resources for staff and students</p>	<p>1) Utilize Single Sign-On to reduce the number of usernames and passwords for staff and students.</p> <p>Targeted Partners – Office 365, Google, Infinite Campus, Aesop, Edgenuity, Gradecam, Pearson and Clever.</p> <p>2) Implement Auto Rostering to streamline account provisioning for various programs.</p> <p>3) Streamline Password Recovery Options for Staff</p> <p>4) Implement Technology Tab in</p>	<p>1) Work with vendor partners to configure various software platforms to use SSO.</p> <p>2) Work with vendor partners to configure various software platforms to auto roster student and staff programs through nightly imports.</p> <p>3) Implement password self-serve that will allow staff to reset passwords on their own with out intervention from technology staff.</p>	<p>1) Student: Make at least 3 programs available to used through a single log in by the end of the 19-20 school year.</p> <p>Staff: Make at least 2 programs available to be used through a single log in by the end of the 19-20 school year.</p> <p>2) Student: Make at least 2 programs auto roster by the end of the 19-20 school year.</p> <p>Staff: Make at least 2 programs auto roster by the end of the 19-20 school year.</p> <p>3) Review reports in Microsoft to determine</p>		<p>1) Some programs may require integration costs.</p> <p>Cost not to exceed \$2500.</p> <p>Funding Source will be: TecX Budget</p> <p>2) Some programs may require integration costs.</p> <p>Cost not to exceed \$2500.</p> <p>Funding Source will be: TecX Budget</p>
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	<p>Infinite Campus that will provide school level access student account information and reset passwords.</p>	<ol style="list-style-type: none"> 1. 4) Send Drew to IC training to gain database access. 2. 3. Create a custom tab in IC to hold technology information (AUP, Username, Password.) 4. 5. Create script that will reset student passwords from password field in technology tab. 	<p>how many users have setup password recovery options.</p> <p>Target Goal of 10% of all staff by end of the 19-20 school year.</p> <p>4) Upon completion of training Drew will be able implement the strategies below by Dec. 2019.</p> <p>Kate will create a custom tab by Oct. 2019.</p> <p>Drew will write script so tab is populated, at minimum, nightly by Nov. 2019</p> <p>Drew will write script to reset passwords via the</p>		<p>4)\$2500 total cost for Drew to attend Training.</p> <p>Funding Source will be: TecX Budget</p>
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Technology tab by
February 2020.

STCs will be trained and
given rights on how to
reset student passwords
via the Technology tab by
April 2020

<p>2) Streamline Communication and Resources for Staff and Students</p>	<ol style="list-style-type: none"> 1) Create an easily accessible location for technology resources that will be available to all staff. 2) Create a district dashboard for all district managed resources for links to resources for easy access. 3) Determine the most appropriate work order system to use to meet needs. 	<ol style="list-style-type: none"> 1) Create a Google shared drive shared with all district staff. Add content to Shared Drive based on most frequent request from work order system, department and building level meetings. Promote Shared Drive through work order system, emails, website, and training/ PD sessions. 2) Work with instructional leaders to identify district managed resources to be included on the dashboard. Create website available to students and teacher with links to resources. 	<ol style="list-style-type: none"> 1) Shared Drive visible to all staff by January 2020. Ad no fewer than 10 resources by the end of the 19-20 school year. Documentation of communications sent, and meeting held promoting the resources. 2) Documentation of resources available to schools. Creation of website by Dec. 2019. Documentation of communications and meetings held. Goal of deployment by January 2020. 3) Survey results collected by December 2019. 		
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		<p>Promote and share website with staff and students through email communication, videos and face to face meetings.</p> <p>1) Create survey to send to end users to determine pros and cons of current work order system</p> <p>Review feedback from completed work orders to determine end user satisfaction.</p> <p>Determine most important features tech department needs/wants in work order system.</p> <p>Create a rubric to evaluate current and alternative work orders systems to determine next steps.</p> <p>Research alternative work order systems that meet end user and tech department needs.</p>	<p>Feedback results collected monthly.</p> <p>Documentation of needs and wants for work order system.</p> <p>Documentation of rubric to be used for evaluation of potential work order systems.</p> <p>Documentation of evaluation of no less than three different work order systems and their scores on the newly created rubric.</p>		<p>Anticipated cost not to exceed \$10,000.</p> <p>Funding Source: TecX Budget</p>
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<p>5B</p> <p>1) Increase overall uptime of network equipment to sustain power outages.</p>	<p>1) Connect network hardware in data closets to generator backup where available.</p> <p>2) Ensure all network closets have the capability to sustain an outage of 2 hours.</p>	<p>1) Determine which schools have backup generators available.</p> <p>For schools with backup generators determine if capacity exists to move network equipment to the backup circuit.</p> <p>For schools with backup generators determine if outlets exist in data closet to move equipment to and add outlets as necessary.</p> <p>2) Determine current status of uninterruptible power supplies (UPS) in network closets. Working or not.</p> <p>Calculate total load in each network closet.</p> <p>Replace/Upgrade UPS to match load demand and support sustained outage.</p>	<p>1) Documentation of power sources at each school.</p> <p>Documentation of available power sources in each network closet.</p> <p>Documentation of equipment being connected to generator outlets.</p> <p>Documentation of successful power transfer to generator.</p> <p>2) Documentation of available UPS equipment in each network closet.</p> <p>Documentation of load calculation for each closet.</p> <p>Documentation that UPS can sustain with calculated load.</p>		<p>1) \$10000 to install additional outlets connected to generator(s).</p> <p>Funding Source: TecX Budget</p> <p>2) \$10000 to upgrade/replace UPS.</p> <p>Funding Source: TecX Budget</p>
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			Purchase of new UPS to match load calculations.		
2) Ensure all schools have an analog phone located in a clear and accessible area.	<p>1) Locate analog phone line location in each building.</p> <p>Purchase a common analog phone to be installed in each building.</p> <p>Install phone in prominent location in each building.</p>	<p>1) Utilize phone tracing equipment to locate and label analog phone lines in each building.</p> <p>Research durable high visibility phones to be purchased.</p> <p>Work with maintenance to install phones in each building.</p>	<p>1) Documentation of location of analog phone lines in each building.</p> <p>Purchase of durable, high vis phones for each school.</p> <p>Verified installation of each phone with successful test call.</p>		<p>\$500 for new phones and necessary cabling for each building.</p> <p>Funding Source: TecX Budget</p> <p>\$2000 installation materials.</p> <p>Funding Source: TecX Budget</p>

	Label each phone with vital information.	Print durable labels with phone number and do not unplug information.	Installed labels on or near each phone with vital information.		\$200 label supplies Funding Source: TecX Budget
6A Increase efficiency and reduce expenses	<ol style="list-style-type: none"> 1. Lower number of staff required for mid-day routes thus reducing expenses 2. Lower number of buses required for mid-day routes, reducing mileage, fuel required and expenses 	<ol style="list-style-type: none"> 1. Assess current number of staff and overall expenses to operate mid-day routing to establish an expense baseline. 2. Work with preschool director and building level administration to develop a schedule to allow drop off and pick up of students to be simultaneous. 	<ol style="list-style-type: none"> 1. Reduction of staff required for mid-day routes 2. Lower number of buses to operate mid-day routes 3. Actual cost savings when comparing to current expenses to projected expenses. 		None needed

<p>6B</p> <p>Recruit bus drivers who are retiring from local businesses that require them to possess a CDL certification.</p>	<ol style="list-style-type: none"> 1. Increase bus driver candidate pool 2. Educate potential employees on the benefits of being a bus driver after retirement from their current career 	<ol style="list-style-type: none"> 1. Develop a retiree recruitment flyer 2. Identify local businesses that employ individuals possessing CDL certification. 3. Schedule phone calls/meetings with the Human Resources Department at identified businesses. 	<p>Track number of retirees and applicants over time.</p> <p>Development of a plan and increase in number of retirees applying for positions within the transportation department.</p>		<p>None needed</p>
<p>7A</p> <p>Increase the CCS district attendance percentage from 95.62% to 96.00% (and decrease its chronic absenteeism rate from 10.75% to below 10.00%).</p>	<p>*Collect and analyze attendance data on a monthly basis and more often as needed.</p> <p>*Place an emphasis on awareness, intervention, and incentives during historically low attendance months/days.</p>	<p>*Continue meeting with school attendance teams no less than monthly in order to monitor student attendance/ chronic absenteeism, and discuss potential barriers and intervene as appropriate with student action plans. Continue to review and refine procedures at all schools, especially CCHS, CCMS, and XRE.</p> <p>*Consult with school principals and other staff to develop interventions and incentives during low attendance months and days. Build on earlier efforts from September (Attendance Awareness Month).</p>	<p>*Improved monthly attendance</p> <p>*Consistent attendance during months of historically low attendance</p>		<p>NA</p>

	<p>*Analyze attendance data to identify student subgroups with disproportionately high representation among the chronically absent; identify opportunities for intervention and support.</p> <p>*Analyze suspension data with school administrators to identify trends and the impact on attendance, instruction, and funding; collaborate with school administrators to consider possible alternatives to suspension as appropriate.</p>	<p>*Consult with district staff to ensure appropriate interventions during months of historically low attendance (Heath, Facilities, Transportation).</p> <p>*Consult with school administrators and other staff (e.g., FRC, DOSE) to support students with Free/Reduced lunch and students with disabilities. Consider awareness, intervention, scheduling, etc.</p> <p>*Consult with staff from CCHS, CCMS, and AEC to consider and develop alternatives to suspension for certain violations (e.g., tobacco and electronic cigarettes).</p>			
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<p>7B</p> <p>Implement action steps designed to ensure compliance with required tasks and timelines of Senate Bill 1, 2019.</p>	<p>Review components of Senate Bill 1, as well as current district procedures regarding the safety of students and staff.</p>	<p>*Complete School Safety Coordinator Training (by July 1, 2019)</p> <p>*Consult with school and district staff to ensure that parents, guardians, and students are provided written notice about Terroristic Threatening (by August 27, 2019)</p> <p>*Train principals on the completion of the school security risk assessment (by June 1, 2020)</p> <p>*Ensure that recommended policies and procedures, including safety drills in coordination with public safety agencies, are included in school emergency plans (ongoing)</p> <p>*In collaboration with the Director of Facilities, ensure that schools are adhering to access control</p>	<p>*Required items checked and completed on school and district assessments tools</p> <p>*Required items checked and completed via district-created monitoring document</p>	<p>*Progress to be reviewed quarterly during School Safety Meetings (September, December, March, June).</p> <p>*Progress to be reviewed as needed during individual meetings with Assistant Superintendent.</p>	
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		<p>requirements (e.g., exterior doors, classroom doors, visitors) (ongoing)</p> <p>*Consult with school and district staff to ensure that required students and staff receive suicide prevention awareness training (by September 15, 2019)</p> <p>*In partnership with the Assistant Superintendent and others as appropriate, ensure that all staff receive required active shooter training (by Nov 1, 2019)</p> <p>*Consult with appropriate school and district staff to ensure that trauma-informed teams are created at each school to train, guide, and assist staff (by June 1, 2020)</p>			<p>*District Maintenance Budget (\$1,500)</p> <p>*General Funds for Safe Schools Subscription (\$8,490)</p>
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