



KDE Comprehensive Improvement Plan for Districts

Campbell County

101 Orchard Ln
Alexandria, KY 41001

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

Campbell County Schools is located in Northern Kentucky and encompasses the cities of Alexandria, California, Cold Spring, Highland Heights, Melbourne, Wilder and Woodlawn. Our district is the third-largest school district in Northern Kentucky, offering the very best educational opportunities to the students it serves in preschool thru 12th grade. To the north of our district we border the urban cities of Newport, Bellevue, Dayton, and Southgate Kentucky. To our south we border the rural county of Pendleton County, Kentucky. To the east of our district, along the Ohio River, we border Silver Grove, Kentucky and to the west we border the Licking River and Kenton County. Charged with educating approximately 4,800 students, the district currently employs approximately 720 staff members. Our average student to teacher ratio is 16:1 with 76% of our staff holding a Master's degree or higher. Out of the total student enrollment, 94% of students are White, 1.6% of students are Black, 1.5% of students are Hispanic, and 1.1% are of Asian descent. Approximately 52% of our student population is male with 48% of our population being female. Approximately 35% of our student population is on free or reduced lunch status. Our attendance rate is at approximately 96% with our drop-out rate currently reporting at below 1%.

Unique features of our district include our strong focus on college and career readiness. To complement our rigorous core curriculum, our district currently offers 19 Advanced Placement courses as well as the option for students to take dual-credit courses at regional post-secondary institutions. In addition to our first rate curriculum offerings, Campbell County Schools extends stellar extra-curricular opportunities to all students including exemplary programs in athletics, the performing arts, robotics, and engineering, as well as through business-based and family and consumer science-based student organizations. Our greatest challenge, like all communities, includes meeting the specific needs of all students. Currently facing the challenge of closing the achievement gap for students with disabilities and students with free and reduced lunch status with limited financial resources, it is our utmost priority to design and implement the most effective intervention strategies using the staff and resources we have available.

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

The mission of the Campbell County School District, in partnership with students, staff, parents, and community, is to do "whatever it takes" to ensure our students' success in college, career, and life.

Our vision:

Campbell County Schools will be a district which:

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

We Believe:

Students come first.

All students can learn and will succeed given time and support.

All students must develop self-discipline and personal responsibility.

All students must be challenged to reach their highest potential.

Community, parents, and educators working together will create the best support for students.

Community, families, educators, and students share in the responsibility for learning.

Learning is a lifelong process.

Everyone must be treated with dignity and respect.

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

The Campbell County School District is an AdvancEd Accredited School District. Accreditation for the entire district indicates that Campbell County Schools meets or exceeds all standards of national and international accreditation. These standards have a strong research-base in proving to be critical indicators of systematic improvement and continued success in student achievement.

Donald E. Cline Elementary School is a Blue Ribbon School and Cline, Grant's Lick and Reiley Elementary have achieved a school of distinction label for student achievement. Campbell County Schools is the 11th highest ranked district in the state of Kentucky out of 174 districts on the National ACT assessment.

Campbell County has received three National Rankings for its high academic achievements.

As we continue to increase and expand our National Rankings, the following focus points have been developed in accordance with our District Improvement Plan to support the schools and district in this goal:

- 1) Promote High Academic Achievement
- 2) Enhance Academic and Athletic Facilities
- 3) Promote School Community Relations
- 4) Promote New District-Wide Technologies

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Campbell County School District embraces a comprehensive approach to continuous improvement where staff members identify, monitor, and intervene with any students not on track for proficiency in reading and mathematics. Applying the district continuous assessment plan consisting of common assessments, multiple formative assessment measures, benchmark assessments, and ongoing progress monitoring tools, student learning is monitored closely on a regular basis. The district has implemented a systematic response to intervention (RtI) process which includes transition classes offered for students not meeting ACT benchmarks. In addition, students scoring in the top performance levels are also monitored to ensure that they are meeting their growth targets. All professional development and department initiatives align to these overarching goals to ensure that CCS meets AYP according to NCLB.

1. Mission Statement Development and Review: Each year, the Mission Statement of Campbell County Schools is reviewed at Opening Day, at board meetings, Council of Council meetings, parent, community and student advisory meetings and at administrator meetings. Our current mission statement reflects our commitment to College and Career readiness with a charge to ensure all students are successful in college, career and life. Our district motto, "Whatever It Takes", was established back in 2006 and has also been incorporated into our current mission statement making our mission easily distinguishable for all stakeholders.

2. Needs Assessment process aligned with Kentucky's Standards and Indicators for School Improvement or other comprehensive needs assessment process used: Each year, CCS has reviewed the draft DIP at district leadership meetings, board retreats, instructional and teacher professional learning community meetings as well as a variety of parent and community-wide meetings. Further, a needs assessment is completed at each yearly administrative retreat. Surveys used to assess needs include individual school surveys, parent, student, and community comprehensive surveys developed from the AdvancED questionnaires.

3. The results of the needs assessment process were shared with the following groups/organizations: Community Input Group, administrators at schools and district, and school staff. The draft plan was available for review and comment on the district website. The final document is also available on the district website.

4. Continuous Improvement:

The composite district ACT score places CCS 11th in the State with a distinguished/progressing district rating. The 2014-2017 District Improvement Plan presented here reflects the following changes aimed specifically at improving these targeted areas:

- Implementation of a pre-advanced placement English/Language Arts program, "Springboard" in grades 6-12
- Implementation of a pre-advanced placement Mathematics program, "Springboard" in grades 6-8 and 9th Algebra I.
- Special Education targeted, professional development related to the development of student individual education plans.
- Professional development in targeted areas.
- Increased student engagement in all classrooms.
- Aligned staffing and resources to meet priority needs
- Increased parental involvement in education initiatives
- Strategic planning for increased graduation rates and college and career readiness which involve earlier identification of at-risk students, preventative planning, parental engagement and education, and administrative involvement.

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- Improved student engagement and inquiry to ensure that students are college and career ready, and have mastered Kentucky Core Academic Standards.
- Improved counseling services and resources to support improved College and Career Readiness percentages.

Our comprehensive district improvement goals have been carefully crafted to reflect our commitment to college and career readiness for all students. These goals, aimed at continuous improvement over the next three years, have been reviewed by administrators, school councils, teachers, community members, support staff, and students. In the spirit of a true collaborative approach, we have strategically involved many stakeholders throughout this planning process and sincerely appreciate their input and involvement in moving Campbell County Schools to meet 100% of our district goals. Campbell County Schools is a true partnership of students, staff, parents and community and will continue to do Whatever It Takes to ensure our students' success for college, career and life.

Campbell County School District Improvement Plan 2014-2015

Overview

Plan Name

Campbell County School District Improvement Plan 2014-2015

Plan Description

The following improvement plan has been developed for continuous improvement with our valued stakeholders. These include students, teachers, staff, directors, administrators, and the Board of Education.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Equitable Distribution	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$22000
2	Decrease the Non-Duplicated Achievement Gap	Objectives: 3 Strategies: 6 Activities: 8	Organizational	\$125500
3	Increase College and Career Readiness	Objectives: 2 Strategies: 5 Activities: 9	Organizational	\$200016600
4	Increase Graduation Rate	Objectives: 2 Strategies: 5 Activities: 8	Organizational	\$600000
5	Promote High Academic Achievement	Objectives: 2 Strategies: 9 Activities: 21	Organizational	\$540580
6	Enhance Academic and Athletic Facilities	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	Promote School Community Relations and Parental Engagement	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$4000
8	Promote New District-Wide Technologies	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$135000
9	TELL Survey Needs	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Equitable Distribution

Measurable Objective 1:

collaborate to ensure that Campbell County Schools continues to attract the highest-quality and qualified teachers in all content areas, meeting the 100% highly qualified teaching criteria by 08/01/2014 as measured by 100% of our teachers will be highly qualified as measured by the LEAD report.

Strategy 1:

Recruiting Events - Human Resources will attend any local, regional, and select state university career fairs targeting the areas where we struggle to recruit and retain highly qualified teachers.

Category:

Activity - Recruitment and Retention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Campbell County will continue to develop its new teacher orientation and new teacher cadre which will meet throughout the year to provide support and professional learning as needed. Further, National Board Certified Teachers will continue to provide required mentoring for new and struggling teachers (25 hours) as requested by principal. Schools: All Schools	Recruitment and Retention	08/01/2014	08/01/2017	\$22000	General Fund	Dr. Shelli Wilson Connie Pohlgeers Principals

Goal 2: Decrease the Non-Duplicated Achievement Gap

Measurable Objective 1:

collaborate to decrease the overall achievement gap for all students from 42.8% in 2013 to 48.9% in 2014 to 55.3% in 2015 to 61.7% in 2016 and 68.1 by 05/31/2017 as measured by K-Prep .

Strategy 1:

Intervention and Support - Students not scoring proficient in math, reading, and behavior will be identified and targeted for intervention using the district Response to Intervention process. Also all students with IEP goals in behavior, math, and/or reading will be included in targeted and intensive intervention instruction as needed. Interventions will be recorded in infinite campus for all students scoring novice in focus schools, all students not on track to meet ACT benchmarks, all students receiving Extended School Services (ESS) and all students receiving services from the Read to Achieve teacher.

Category: Continuous Improvement

Activity - Professional Learning on Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will receive professional learning opportunities on intervention strategies, design, and implementation. Schools: All Schools	Academic Support Program	01/01/2013	08/01/2017	\$118500	IDEA, Read to Achieve, Title I Part A	Dr. Shelli Wilson Teaching and Learning Leads Marinell Kephart Adam Liechty Connie Pohlgeers
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Strategy 2:

IEP and Caseload Progress Monitoring - The Director of Special Education, Assistant Director of Special Education, behavior specialist, and instructional coaches will review IEP progress monitoring data of every special education teacher's caseload twice each year and will provide feedback as to the appropriateness and effectiveness, highlighting areas of strength or areas of professional growth.

Category: Management Systems

Activity - IEP progress monitoring review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Internal review team selected by Director of Special Education, will review IEP progress monitoring documentation and process bi-annually. Schools: All Schools	Professional Learning	01/01/2014	08/01/2017	\$0	No Funding Required	Marinell Kephart Adam Liechty Jill Cook

Strategy 3:

Equitable access to core instruction for ALL students - To assure that all students with IEPs and in all leveled courses including regular and advanced are receiving quality instruction in research-based programs, regularly scheduled observations will be conducted to monitor program fidelity, classroom management and effective use of assesment data.

Category: Persistence to Graduation

Activity - Monitoring of equal access for students with IEP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning walks will review program fidelity, classroom management and effective use of assessment data. Schools: All Schools	Academic Support Program	01/01/2013	08/01/2017	\$5000	State Funds	Dr. Shelli Wilson Teaching and Learning Leads Instructional Coaches Jill Cook Marinell Kephart Adam Liechty

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Activity - Monitoring of equitable access to core instruction for all course levels	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning walks, observations, planning and student work analysis by administration will assure rigor and standards alignment for all level courses. For example, advanced level courses will demonstrate advanced level work and learning, essentials courses will demonstrate rigorous work and alignment to standards, and regular education courses will demonstrate rigorous coursework and alignment to standards. Schools: All Schools	Academic Support Program	01/06/2014	08/01/2017	\$0	Other	Dr. Shelli Wilson Principals Instructional Coaches Teaching and Learning Leaders

Activity - Professional Learning (Disabilities)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and administrators will increase their understanding of eligibility requirements, least restrictive environment, common characteristics and classroom strategies most applicable to eligibility categories. This professional learning will occur throughout the year and will be job-embedded. Schools: All Schools	Professional Learning	01/01/2015	08/01/2017	\$0	No Funding Required	Dr. Shelli Wilson Marinell Kephart Adam Liechty Teaching and Learning Leads Building Principals

Strategy 4:

Focused Task Forces - There will be two task forces developed in Campbell County Schools to increase knowledge, problem-solve and strategize with a specific focus, and to engage and activate stakeholders in closing the achievement gap. We will focus on the impact of poverty and student disability specifically with each group. Stakeholders, particularly interested in improving and learning about strategies in these focus areas will begin their work in November and December 2014. Focus groups will engage in book studies, and explore current research to begin an action plan around closing the achievement gaps for students with disabilities and students living in poverty.

Category: Professional Learning & Support

Research Cited: Paul Tough - Poverty

Poverty Simulations/experiences

CASE resources

Activity - Focus Meetings Established	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Focus Groups will begin with interested directors and building administrators specifically interested in the focus areas. Meetings will be led by the Associate Superintendent and activities will emerge from the work of the focus groups. Schools: All Schools	Professional Learning	11/14/2014	07/01/2015	\$2000	State Funds	Dr. Shelli L. Wilson Teaching and Learning Leaders Principals Director and Assistant Director of Special Education
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Measurable Objective 2:

collaborate to ensure that 100% of students with parental consent to evaluate for Special Education are evaluated and eligibility is determined within 60 days by 08/01/2013 as measured by 100% compliance.

Strategy 1:

Eligibility Compliance and Management - A current, accurate spreadsheet of referred students with critical dates will be maintained and communicated monthly to all special education teachers, therapists, and ARC chairpersons. Record reviews will be utilized for further monitoring.

Category: Management Systems

Activity - Eligibility compliance (KCMP indicator 11)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A spreadsheet of referred students with critical dates will be developed and shared with special education teachers, therapists, and ARC chairpersons. Schools: All Schools	Academic Support Program	08/01/2013	08/01/2014	\$0	No Funding Required	Marinell Kephart Adam Liechty

Measurable Objective 3:

collaborate to ensure that 100% of children referred by Part C prior to age 3, who are eligible for part B, will have an IEP developed and implemented by their 3rd birthday by 08/01/2017 as measured by record reviews indicating compliance.

Strategy 1:

Collaboration with First Steps - The Director of Special Education and the Assistant Director of Special Education will continue to work closely with First Steps to gather information and complete appropriate paperwork allowing staff ample time to plan for assessment and placement.

Category:

Activity - Monitoring to ensure compliance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
While collaborating with First Steps, a current, accurate and well-communicated spreadsheet will provide tracking of critical dates. This will be maintained and shared with preschool staff at monthly PLC meetings. Schools: All Schools	Academic Support Program	01/01/2011	01/01/2017	\$0	Other	Marinell Kephart Adam Liechty Preschool Staff Building Principals

Goal 3: Increase College and Career Readiness

Measurable Objective 1:

collaborate to increase the percentage of students who are college and career ready from 65% in 2013 to 70% by 05/31/2015 as measured by the Unbridled Learning Formula.

Strategy 1:

College and Career Options and Studies - Students will increase their preparedness and education in varied career options and studies. EXPLORE, PLAN, and ACT assessments will reflect an improvement in students reporting that they have clear goals for postsecondary which result from improved career awareness, planning, preparation, and exposure.

Category: Career Readiness Pathways

Activity - Individual Learning Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student trainings, worksessions, and opportunities to use the Individual Learning Plan will increase (grades 6-12) and become more meaningful as students familiarize themselves with the program. Schools: All Schools	Academic Support Program	01/01/2013	08/01/2017	\$0	Other	Renee Boots Jason Smith Connie Pohlgeers School counselors
Activity - Parent and Community Support of ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training and awareness/education sessions on utilizing the Individual Learning Plans with students. Schools: All Schools	Parent Involvement	01/01/2013	08/01/2017	\$0	No Funding Required	Jason Smith Renee Boots Connie Pohlgeers School Counselors
Activity - Comprehensive College and Career Advising Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Campbell County Schools will provide access to comprehensive college and career advising services to all students in grades K-12. This includes: 1) Advising programs at all schools which are guided by a team of stakeholders, 2) All secondary students having access to advising through Camel Learning Communities at a minimum of twice per month 3) All secondary students will be assigned an advisor who as regular contact and is familiar with the student (grades, interests, goals) 4) All elementary students will have access to the CC-SPARK career awareness on-line resource (guided by counselors) 5) Every student K-12 will participate in on-going advising focused on academics, career and personal/social needs	Career Preparation/Orientation	08/01/2014	08/01/2017	\$200000000	Grant Funds	Connie Pohlgeers School Administrators School Counselors School Staff
Schools: All Schools						

Strategy 2:

Improved District-Wide Attendance - Monitor attendance and students with a history of truancy to improve attendance district-wide to 96.5%. Attendance awareness activities and incentive programs will support this strategy in all schools.

Category:

Activity - Attendance Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Campbell County Schools will participate in Attendance Awareness Month (Sept.) and each school will work with FRYSC, Counselors, DPP and administrators to develop an attendance incentive program for the school year based on individual school needs. Specific attention will be given to chronic absenteeism - defined as an average of approximately 18 days (excused and unexcused).	Community Engagement	01/01/2014	08/01/2017	\$1600	General Fund	Kerry Hill Connie Pohlgeers Building Principals Building Counselors FRYSC School Nurses
Schools: All Schools						

Strategy 3:

Reduction of Mental Health Barriers - Mental health needs will be an increased focus through collaboration with outside agencies.

Category: Persistence to Graduation

Activity - Counselor and FRYSC Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly professional learning communities with counselors and/or FRYSC coordinators will include specialized topics in mental health as determined by data. Outside organizations providing support, expertise, and resources will become part of this professional learning community.	Professional Learning	01/01/2014	08/01/2017	\$15000	State Funds	Connie Pohlgeers FRYSC School Counselors School Administrators
Schools: All Schools						

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Strategy 4:

Mental Health and Substance Abuse - Drug, Alcohol, and 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.

Category: Persistence to Graduation

Activity - Mental Health and Substance Abuse Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All middle and high school counselors will be trained to apply the Global Appraisal Of Individual Needs Short Screener (GAIN-SS) Schools: All Schools	Behavioral Support Program	05/01/2014	01/01/2016	\$0	No Funding Required	Connie Pohlgeers Adam Liechty School Administrator s School Counselors
Activity - Campbell County Drug-Free Alliance Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With collaboration amongst the school community, the Campbell County Drug Free Alliance, and North Key, we will solicit opportunities for agencies to provide resources, guidance, and support for families through awareness, education prevention, and possible intervention. Schools: All Schools	Community Engagement	01/01/2014	08/01/2017	\$0	No Funding Required	Kerry Hill
Activity - Identification and Referral	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle and high school students with severe mental and substance abuse needs will be identified and referred to appropriate services including clinical mental health agencies. Schools: All Schools	Behavioral Support Program	05/01/2014	08/01/2017	\$0	State Funds	Connie Pohlgeers Adam Liechty School Administrator s School Counselors FRYSC Community Mental Health Agency Partner(s)

Measurable Objective 2:

collaborate to embrace an evidence-based school counseling approach by training counselors, existing school staff, and school counseling practicum and internship students to implement data collection, analysis, and processes to work toward Recognized ASCA Model Program by 06/01/2017 as measured by obtainment of RAMP certification in each school.

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Strategy 1:

School Counselor Work - The district will support school counselors with an intentional focus on college and career readiness.

Category:

Activity - RAMP Certification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school will work toward RAMP certification with the goal of obtaining certification. Schools: All Schools	Academic Support Program	01/01/2013	08/01/2017	\$0	Other	Building principals Connie Pohlgeers School Counselors

Goal 4: Increase Graduation Rate

Measurable Objective 1:

collaborate to increase the district graduation rate from 93.7% in 2013 to 94.2 in 2014 and 94.7% by 06/15/2015 as measured by graduation rate established in Unbridled Learning.

Strategy 1:

School extension activities - Improved participation in meaningful after-school activities will build connections to school and foster peer relationships at each school.

Category: Persistence to Graduation

Activity - School extension activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will increase opportunities for extended school day activities and participation in these programs will be reviewed for impact. Implementation of the 21st Century Learning Centers will be in place for CCMS, Crossroads Elementary, Cline Elementary, and Campbell Ridge Elementary. Schools: All Schools	Extra Curricular	01/01/2014	08/01/2017	\$600000	Grant Funds	Dr. Shelli Wilson Connie Pohlgeers Julie Kuhnhein Myssi Turner School Principals Athletic Directors

Strategy 2:

Service Learning - Every school will provide high quality service learning activities for all students in all schools.

Category:

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Activity - Service Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school will expand service learning opportunities as a result of professional learning, collaboration with Children's Inc. Service Learning staff, and individual school initiatives. Student survey results will indicate an increase in service learning activities and a connection to community. Schools: All Schools	Professional Learning	01/01/2014	08/01/2017	\$0	No Funding Required	Children's Inc. staff Connie Pohlgeers School Principals

Strategy 3:

Student Success Skills - Students will receive 5 hours of core instruction on Student Success Skills in grades K-12 in order to develop key cognitive, social and self-management skills. Students targeted for additional instruction will receive 8 additional hours of training through small group intervention work.

Category:

Activity - Student Success Skills Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff members (K-12) will receive training in SSS implementation in order to implement delivery of core program. Schools: All Schools	Professional Learning	01/01/2014	08/01/2017	\$0	No Funding Required	Connie Pohlgeers School Counselors Principals

Strategy 4:

Graduation and dropout rates - Campbell County School district will meet and/or exceed state targets in regards to the graduation and dropout rates for all students, with an increased focus on students with disabilities and students qualifying for free and reduced lunch.

Category: Persistence to Graduation

Activity - Professional development on ARC decisions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As part of the annual mandated Chairperson Training and special education teacher training, administrators and teachers will be trained to ensure that ARC decisions are made in accordance with KDE regulations regarding alternate assessment eligibility and post secondary implications. Schools: All Schools	Academic Support Program	07/01/2011	08/01/2017	\$0	Perkins	Marinell Kephart Adam Liechty

Activity - Professional development for post-secondary transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided to all middle and high school special education teachers on post-secondary transition requirements. Performance will be monitored via records reviews so that any noncompliances may be quickly corrected. Schools: All Schools	Academic Support Program	01/01/2011	01/01/2017	\$0	Other	Marinell Kephart Adam Liechty

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Activity - Persistence to Graduate Tracking (PtGT)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school will utilize the Persistence to Graduation Tool (PtGT) to identify students not on track to graduate. Off track students will be given intensive services. Schools: All Schools	Professional Learning	08/01/2013	08/01/2017	\$0	No Funding Required	Connie Pohlgeers School Administrator s School Counselors FRYSC

Measurable Objective 2:

collaborate to decrease the rates of suspension and expulsion for all students. Specifically students with disabilities will demonstrate decreased rates by 08/01/2017 as measured by rates no more than 2 percentage points higher for students with disabilities when compared to non-disabled peers.

Strategy 1:

Professional Learning and Suspension and Expulsion Impact - Special education staff and administrators will receive professional development related to suspension and expulsion rates for students with disabilities and all schools will implement school-wide behavior programs. Monitoring of suspension and expulsion rates will be conducted at the district level and schools will be notified and supported upon identification of any pertinent trends which would be a barrier to this goal.

Category: Professional Learning & Support

Activity - Special Education Staff Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education staff will be trained on the functional behavior assessment (FBA) and the Behavior Intervention Plan (BIP) documents provided by KDE. Schools: All Schools	Academic Support Program	07/01/2011	08/01/2017	\$0	Other	Marinell Kephart Adam Liechty

Activity - Chairperson Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Chairperson professional development and administrator chairperson training will include training on the disciplinary regulations involving students with disabilities along with the importance of proper and accurate entry and resolutions into Infinite Campus. Schools: All Schools	Academic Support Program	07/01/2011	08/01/2017	\$0	Other	Marinell Kephart Adam Liechty

Goal 5: Promote High Academic Achievement

Measurable Objective 1:

collaborate to increase the averaged combined reading and math scores for all students from 57.6% to 63.3% in 2014, 67.9% in 2015, 72.5% in 2016 and 77.1% by 05/31/2017 as measured by K-Prep.

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Campbell County

Strategy 1:

Advanced Opportunities - Advanced Placement, Advanced/Honors, and Dual Credit opportunities will be increased throughout the the district and measured by: High School AP Equity and Excellence Score, Dual Credit enrollment and MAP, EXPLORE, PLAN and ACT students meeting College and Career benchmarks.

Category:

Activity - Advanced Placement Course offerings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase AP course offerings in all content areas. Increase student passage rates in all AP course offerings. Schools: All Schools	Academic Support Program	08/01/2013	08/01/2017	\$30000	General Fund	Renee Boots Julie Kuhnhein Dr. Shelli Wilson
Activity - Increase Dual Credit Options	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase Dual Credit options for students each year so that enrollment increases. Schools: All Schools	Academic Support Program	01/01/2013	08/01/2017	\$0	Other	Renee Boots Julie Kuhnhein Dr. Shelli Wilson
Activity - Increase Advanced/Honors Options	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase the amount of students enrolled in advanced level courses for grades 6-12 as well as the amount of advanced course offerings for students in grades 6-12. Schools: All Schools	Academic Support Program	01/01/2013	08/01/2017	\$0	General Fund	Jason Smith Renee Boots Julie Kuhnhein Dr. Shelli Wilson
Activity - Increase Opportunities for Gifted and Talented Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase, at each grade level, the opportunities for which G/T students can access, through differentiation, field experiences, etc. so that students in G/T are scoring at/above the 96th% in their area of giftedness. Schools: All Schools	Academic Support Program	01/01/2013	08/01/2017	\$69580	State Funds, General Fund	Principals Myssi Turner Julie Kuhnhein Dr. Shelli Wilson Instructional Coaches
Activity - Equal Access to a Rigorous Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will be taught and have access to learn with a comprehensive curriculum aligned to the Kentucky Program of Studies, Kentucky Core Academic Standards, using district common resources and curriculum pacing guides. Instruction will demonstrate congruency with standards and will be monitored by principals. Schools: All Schools	Academic Support Program	01/01/2014	08/01/2017	\$50000	General Fund	Dr. Shelli Wilson Principals Teaching and Learning Leaders Instructional Coaches
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Strategy 2:

Framework for Teaching - Teachers and administrators will become experts in understanding and implementation of the Kentucky Framework for Teaching which exemplifies best practices in 1) Planning and Preparation, 2) Classroom Environment, 3) Instruction, 4) Professional Responsibilities, and 5) Student Growth.

Category:

Activity - Professional Development and Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All new teachers will participate in 6-hours of professional development/learning with the Kentucky Framework for Teaching. This training will be a part of the New Teacher Induction and Support program. Schools: All Schools	Academic Support Program	07/01/2013	04/01/2018	\$1000	General Fund	Dr. Shelli Wilson Teaching and Learning Leads Instructional Coaches Principals

Activity - Learning Walks for Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning walk visits and targeted professional learning, will provide opportunities for district leader collaboration of best practices in instruction feedback/support and a district-wide awareness of the needs of each school. Schools: All Schools	Professional Learning	01/01/2014	08/01/2017	\$15000	General Fund	Dr. Shelli Wilson Teaching and Learning Leaders District Special Education Staff Instructional Coaches Principals

Activity - Teacher Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

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All principals and teachers will receive on-going support and professional learning, as determined by principals and teacher surveys, on the teacher professional growth and effectiveness system. Schools: All Schools	Professional Learning	08/01/2014	08/01/2016	\$20000	Grant Funds	Mr. Glen A. Miller Dr. Shelli Wilson Kerry Hill Teaching and Learning Leaders Instructional Coaches Principals
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Strategy 3:

CIITS (Continuous Instructional Improvement and Technology System) Implementation - Using CIITS as the integrated platform, planning/discussion of best practices in instruction are to occur at PLC meetings in each school, where teachers meet to examine congruency of standards to instruction and assessment. Pilots will be created throughout the district using the Kentucky Instructional Transformation Grant Funds. This will be monitored and supported with principals and district administrative support. Plan days will also reflect this.

Category: Management Systems

Activity - PLAN Days and PD Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLAN Days and PD Days will be reflective of each schools' needs assessment and will reflect differentiation in professional development, feedback and monitoring components, and vertical alignment preschool - 12th grade using the CIITS platform to warehouse planning, collaboration, assessment results, and teacher resources. Schools: All Schools	Professional Learning	01/01/2014	04/01/2014	\$125000	Title II Part A, Grant Funds	Dr. Shelli Wilson Teaching and Learning Leaders Principals Instructional Coaches

Strategy 4:

Sustain and Increase National Rankings - Campbell County Schools will continue to promote advanced preparation for all students so that open enrollment in advanced coursework is the expectation for all college and career pathways.

Category:

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Campbell County

District leadership will create opportunities for continued vertical alignment in each content area from grade to grade and school to school. Professional Learning will occur specifically to analyze, identify, and plan for gaps in curriculum at both the school and district levels. Reading and Math will be reviewed annually, and Science will receive a targeted approach as the Next Generation Science Standards are implemented in 14-15. All other content area approaches will be mapped out by February, 2014. Schools: All Schools	Professional Learning	01/01/2014	08/01/2017	\$10000	General Fund	Dr. Shelli Wilson Teaching and Learning Leaders Principals Instructional Coaches
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Strategy 5:

STEAM (Science, Technology, Engineering, Arts, Mathematics) opportunities - All students will have access to diversified and real-world science, technology, engineering, arts, and mathematics (STEAM) pathways opportunities and college/career like experiences.

Category:

Activity - STEAM (Science, Technology, Engineering, Arts, Mathematics) opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Experiences aimed at quality preparation for college and career pathways will be provided for students. These experiences include: job shadowing, college and career visits, cooperative job placements, project-based/real-world learning experiences, etc. From this, student success rates and interest in STEAM programs will increase. Examples to date include: student led audio/video production, student led Camel Store, aviation flight simulation, Gateway STEM day, drama performance and production, graphic arts using newly installed MAC lab, Computer Aided Drafting 3, Sports Marketing/Digital Design etc. Schools: All Schools	Career Preparation/Orientation	01/01/2014	08/01/2017	\$80000	Perkins, General Fund	Dr. Shelli Wilson Joe Amann School Principals Career and Technical Education Department School Counselors

Strategy 6:

Assessment Literacy - Assessment literacy is a critical and foundational criterion to improving student achievement at all levels of instruction. Strong assessment literacy practices of standards based instruction, aligned assessment, and mastery learning are all critical components of assessment literacy. By the beginning of the 15-16 school year, all teachers will demonstrate improved assessment literacy practices by 10% each year as measured by learning walk observations, district-wide lesson reviews and standards audits, teacher survey data, scrimmages and student achievement results. Another measure of progress will be demonstrated with a 10% increase in the scrimmages and common assessment reviews of Constructed Responses, Extended Response Questions and On-Demand Writing responses.

Category: Professional Learning & Support

Activity - Assessment Literacy Cadres	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Assessment literacy professional learning cadres will be established to develop capacity within buildings. Leaders will receive advanced level professional learning. Assessment literacy cadres will meet at least monthly. Schools: All Schools	Professional Learning	01/01/2015	01/01/2016	\$5000	Grant Funds	Dr. Shelli Wilson Teaching and Learning Leads Instructional Coaches Principals
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Activity - Professional Learning (Assessment Literacy)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessment literacy professional learning will occur in ELA and Math instruction through the LDC and MDC models of instruction. Secondary ELA and Math educators will receive advanced level training in the LDC and MDC models of instruction to specifically develop practices which align to Kentucky Framework for Teaching, current units of instruction, and develop assessment literacy practices. Elementary teachers will be included to learn the process and develop some SS/SC models. These trainings will be available for additional teacher stipends. Schools: All Schools	Professional Learning	01/01/2015	01/01/2016	\$20000	Grant Funds	Dr. Shelli L. Wilson Teaching and Learning Leads Instructional Coaches Principals

Activity - Professional Learning (Assessment Literacy)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in 12 hours of Assessment literacy professional learning across the district. This training will focus on engaging instructional practices which begin with a sound understanding and implementation of assessment literacy in the classroom. Schools: All Schools	Professional Learning	07/01/2015	08/15/2015	\$20000	Grant Funds	Dr. Shelli L. Wilson Teaching and Learning Leads Instructional Coaches Principals

Strategy 7:

Student Engagement - Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations (personalized instruction/learning). Learning expectations are clearly defined through vertical alignment and professional learning community activities. This strategy will result in a 20% increase in the student engagement results reported on the Student Gallup Poll, and evidence will be seen through district learning walks and student achievement results. Further, instructional units and student work will reflect increased engagement strategies and real-world, applicable and rigorous activities.

Category: Teacher PGES

Activity - Student Engagement Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teachers and principals will have the opportunity to participate in professional learning offered through the district, which is designed to support and enhance student engagement. Instructional Coaches will support these practices through modeling and video libraries of engagement strategies. Schools: All Schools	Professional Learning	01/01/2015	07/01/2015	\$5000	State Funds	Dr. Shelli Wilson Teaching and Learning Leaders Instructional Coaches Principals
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Strategy 8:

Equitable and Challenging Experiences - Each school's curriculum will provide equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. This will be insured and monitored through on-going data analysis, district learning walks, and on-going analysis of course offerings and vertical alignment activities.

Category: Professional Learning & Support

Activity - Engagement Support and Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, teachers, and district curriculum leaders will provide specific feedback to schools on classroom engagement. Specifically, this group will observe, monitor, and survey students to assess opportunities for students to develop learning, thinking, and life skills that lead to success at the next level. Observations and monitoring will occur on an on-going basis and will be intentionally scheduled at least quarterly so that principals receive feedback which they can improve upon. Schools: All Schools	Academic Support Program	01/01/2015	01/01/2017	\$0	No Funding Required	Dr. Shelli Wilson Teaching and Learning Leaders Instructional Coaches Principals

Activity - Instructional/Curriculum Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District curriculum and instruction team, along with principals, will review student work and instructional plans to provide specific feedback to schools. Reviews will focus on vertical alignment and engagement activities which provide students with opportunities to develop learning, thinking, and life skills that lead to success at the next level. Schools: All Schools	Professional Learning	01/01/2015	08/01/2016	\$0	No Funding Required	Dr. Shelli L. Wilson Teaching and Learning Leads Instructional Coaches Principals

Measurable Objective 2:

collaborate to develop global competencies in students by 08/01/2017 as measured by improved World Languages Program Review results, student Gallup Poll surveys, and other student reported surveys.

Strategy 1:

Global Competencies Development - World Languages Program review goes into accountability in 15-16. The expectations of this review specifically include the development of global competencies in all students. In order for students to graduate college, career, and life ready, they must develop global competencies which

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include the ability to analyze issues, solve problems, interpret, persuade, research and investigate while developing an appreciation for learning and working with people from diverse linguistic and cultural backgrounds. These skills and dispositions will allow them to become contributing citizens in an interdependent world community.

Category: Professional Learning & Support

Activity - Professional Learning (Global Competencies)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>By the beginning of the 15-16 school year, all teachers will be introduced to global competencies, given resources to develop these competencies in students, and will participate in training to learn how to incorporate global competency development into classroom instruction.</p> <p>Schools: All Schools</p>	Professional Learning	01/01/2015	06/01/2015	\$90000	Grant Funds	Julie Kuhnhein Building Administrators Instructional Coaches Building Learn and Launch Leaders
Activity - Global Competencies Task Force	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>By the beginning of the 15-16 school year, a Global Competency Task Force will be developed in Campbell County to increase awareness and understanding in the school and community about Global Competencies and its' value to students and the community as we move through the 21st century.</p> <p>Schools: All Schools</p>	Community Engagement	01/01/2015	08/01/2017	\$0	Grant Funds	Julie Kuhnhein Building Administrators Instructional Coaches Building Learn and Launch Leaders
Activity - Global Competencies Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>By the beginning of the 15-16 school year, all Elementary and Middle School teachers will be trained in the use of VIF resources as provided by the Learn and Launch grant and will strategically incorporate resources and activities into at least two units of instruction to specifically build global competencies.</p> <p>Schools: All Schools</p>	Professional Learning	01/01/2015	08/01/2017	\$0	Grant Funds	Julie Kuhnhein Building Administrators Instructional Coaches Building Learn and Launch Leads

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Activity - Foreign Languages and Global Competencies Expansion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Campbell County Schools will continue to explore early integration of foreign languages, including the possible expansion of foreign language programs at the middle school level, implement a district-wide multi-cultural fair and strategically introduce students to other cultures, develop international exchanges and partnerships with local universities, and implement service learning activities focused on global issues. All of these activities are specific activities in the Learn and Launch Grant to be completed by 2017.</p> <p>Schools: All Schools</p>	Professional Learning	01/01/2015	08/01/2017	\$0	Grant Funds	Julie Kuhnhein Instructional Coaches Building Administrators Building Learn and Launch Leaders

Goal 6: Enhance Academic and Athletic Facilities

Measurable Objective 1:

collaborate to improve district efficiency and operations and improve service quality and cost efficiency by 01/01/2015 as measured by increased district overall operating cost reductions .

Strategy 1:

Buildings and Grounds Analysis - In order to continue communication with buildings and grounds/maintenance and building level needs and to assess the on-going safety of our buildings, walkthroughs will be conducted with Director of Facilities, Principal, Superintendent (or designee) and other stakeholders as requested by the Superintendent, principal, or maintenance. The purpose of this is to provide on-going, current assessments of building needs, safety improvements, and to obtain input on buildings and grounds improvements.

Category: Management Systems

Activity - Building Walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Building walk throughs will be conducted as specified to enhance communications and assess needs as they pertain specifically to buildings and facilities.</p> <p>Schools: All Schools</p>	Other	04/01/2013	08/01/2017	\$0	No Funding Required	Kerry Hill Sharon Alexander Building Principals

Goal 7: Promote School Community Relations and Parental Engagement

Measurable Objective 1:

collaborate to promote school and community relations by 08/01/2017 as measured by increased frequency, visibility, and transparency of communications with the public.

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Strategy 1:

Improving Two Way Communication - Survey results from community members indicate that our district can improve its positive image in the community.

Category:

Activity - Survey Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Follow up survey results will indicate a marked improvement in the overall satisfaction of communication at all levels. Schools: All Schools	Community Engagement	01/01/2013	08/01/2017	\$0	No Funding Required	Superintendent Principals Connie Pohlgeers

Activity - 24-Hour Response time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Schools will address the 24 hour response time with staff and will monitor to ensure this expectation is met. Schools: All Schools	Community Engagement	01/01/2013	08/01/2017	\$0	No Funding Required	Superintendent Principals

Strategy 2:

Infinite Campus Parent Portal - Infinite Campus parent portal will be used and maintained by all teachers. Each school's SBDM council and principal expectations of parent portal maintenance will be clearly defined, communicated, and monitored.

Category:

Activity - Parent Portal Compliance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will monitor compliance with school level expectations. Schools: All Schools	Parent Involvement	01/01/2013	08/01/2017	\$0	No Funding Required	Principals

Strategy 3:

Increase Community Business Involvement - Specific, meaningful activities will be communicated to local business partners. Communication/highlights of CCS will occur through constant contact communications, cable channel and website.

Category:

Activity - Campbell County School Communications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Public Relations director will receive timely updates on programs, student and staff accomplishments and article ideas for positive communications regarding CCS. Schools: All Schools	Community Engagement	01/01/2013	08/01/2017	\$0	Other	Connie Pohlgeers Principals

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Activity - Business and Community Engagement Tours	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Business and Community Engagement Tours will be conducted throughout the schools for the purpose of sharing initiatives, education and awareness of "today's classroom," 21st Century Learning, and to conduct a Q&A session with students and participants. Schools: All Schools	Community Engagement	01/01/2014	08/01/2017	\$4000	Title I Part A, General Fund	Dr. Shelli Wilson Connie Pohlgeers Principals FRYSC

Goal 8: Promote New District-Wide Technologies

Measurable Objective 1:

collaborate to increase staff and student access to modern and relevant technologies by 08/01/2017 as measured by improved and/or increased student instructional device ratio, appropriate use and implementation of 21st Century technologies, up-to-date student and staff productivity tools and upgraded wired and wireless access.

Strategy 1:

Improved student "Instructional Device Unit" ratio - Maintain the current student instructional device replacement schedule as a priority, improve the effectiveness of instructional and operational wired and wireless device use, and provide access to essential productivity software.

Category: Integrated Methods for Learning

Activity - Maintain Access to Current District-Wide Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Budget, plan and implement a teacher/staff educational device replacement schedule. Crossroads Elementary is priority on the 14/15 replacement schedule. Schools: All Schools	Technology	01/01/2013	08/01/2017	\$130000	KETS	Christi Cox Building Administrator s Technology Department

Activity - Enhance wired and wireless access	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Maintain, evaluate, monitor, and upgrade networking infrastructure to support district initiatives and operational productivity which includes server replacement/virtualization, increased number of access points, real-time monitoring of network activity and management of bandwidth. Schools: All Schools	Technology	01/01/2013	08/01/2017	\$0	Other	Christi Cox Josh Rider

Activity - Promote and model responsible use of technology through effective Digital Citizenship training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will be trained in Digital Citizenship and the appropriate use of technology tools. Share internet safety lessons/resources and model appropriate, safe use of technologies to become responsible digital citizens. Resources such as iDrive Digital, Common Sense Media, and Netsmatrkids will be made available via the Internet. Schools are given flexibility in delivery of resources. Schools: All Schools	Technology	01/01/2013	08/01/2017	\$0	Other	Building Administrator S Christi Cox Instructional staff
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Activity - Promote Technology Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide individual, small group and large group professional development on effective implementation of technology tools to meet the needs of students and staff. Schools: All Schools	Professional Learning	01/01/2013	08/01/2017	\$5000	State Funds	Christi Cox Teaching and Learning Leads Instructional Coaches

Strategy 2:

Support 21st Century Learning Skills - Investigate, coordinate purchases, implement and maintain intelligent classroom technologies (mobile devices, projectors, document cameras, student response systems, interactive devices) to support the diverse learning styles of students, promote engagement, and enhance various instructional demands.

Category: Professional Learning & Support

Activity - Maintain and Promote Emerging Technologies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and school leadership, along with teachers, will explore and implement new instructional technologies that can increase productivity and effectively impact student and staff productivity and learning. Research, data, and input from district and building staff will be sought in the integration needs of new technologies to enhance 21st Century learning. Schools: All Schools	Professional Learning	01/01/2013	08/01/2017	\$0	KETS	Christi Cox Technology Department Instructional staff School Technology Coordinators

Goal 9: TELL Survey Needs

Measurable Objective 1:

collaborate to provide PLAN days to improve the non-instructional time provided for teachers (52.7 percent of teachers reported needing more non-instructional time) by 04/01/2013 as measured by PLAN day schedules developed by school councils.

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Strategy 1:

Increased non-instructional time for teachers - PLAN day schedules will provide teachers with an additional 4 calendar days of non-instructional time to work in Professional Learning Communities. School plans will reflect this.

Category:

Activity - Monitor the implementation of the PLAN day approved plans.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and councils will submit approved PLAN day plans which align with school improvement plans and reflect time for teachers to work in Professional Learning Communities. Schools: All Schools	Academic Support Program	04/01/2013	08/01/2017	\$0	District Funding	Dr. Shelli L. Wilson

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Service Learning	Each school will expand service learning opportunities as a result of professional learning, collaboration with Children's Inc. Service Learning staff, and individual school initiatives. Student survey results will indicate an increase in service learning activities and a connection to community.	Professional Learning	01/01/2014	08/01/2017	\$0	Children's Inc. staff Connie Pohlgeers School Principals
Student Success Skills Implementation	All certified staff members (K-12) will receive training in SSS implementation in order to implement delivery of core program.	Professional Learning	01/01/2014	08/01/2017	\$0	Connie Pohlgeers School Counselors Principals
Parent Portal Compliance	Principals will monitor compliance with school level expectations.	Parent Involvement	01/01/2013	08/01/2017	\$0	Principals
24-Hour Response time	All Schools will address the 24 hour response time with staff and will monitor to ensure this expectation is met.	Community Engagement	01/01/2013	08/01/2017	\$0	Superintendent Principals
Parent and Community Support of ILP	Provide training and awareness/education sessions on utilizing the Individual Learning Plans with students.	Parent Involvement	01/01/2013	08/01/2017	\$0	Jason Smith Renee Boots Connie Pohlgeers School Counselors
Professional Learning (Disabilities)	All teachers and administrators will increase their understanding of eligibility requirements, least restrictive environment, common characteristics and classroom strategies most applicable to eligibility categories. This professional learning will occur throughout the year and will be job-embedded.	Professional Learning	01/01/2015	08/01/2017	\$0	Dr. Shelli Wilson Marinell Kephart Adam Liechty Teaching and Learning Leads Building Principals

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Persistence to Graduate Tracking (PtGT)	Each school will utilize the Persistence to Graduation Tool (PtGT) to identify students not on track to graduate. Off track students will be given intensive services.	Professional Learning	08/01/2013	08/01/2017	\$0	Connie Pohlgeers School Administrators School Counselors FRYSC
Building Walks	Building walk throughs will be conducted as specified to enhance communications and assess needs as they pertain specifically to buildings and facilities.	Other	04/01/2013	08/01/2017	\$0	Kerry Hill Sharon Alexander Building Principals
IEP progress monitoring review	Internal review team selected by Director of Special Education, will review IEP progress monitoring documentation and process bi-annually.	Professional Learning	01/01/2014	08/01/2017	\$0	Marinell Kephart Adam Liechty Jill Cook
Campbell County Drug-Free Alliance Collaboration	With collaboration amongst the school community, the Campbell County Drug Free Alliance, and North Key, we will solicit opportunities for agencies to provide resources, guidance, and support for families through awareness, education prevention, and possible intervention.	Community Engagement	01/01/2014	08/01/2017	\$0	Kerry Hill
Mental Health and Substance Abuse Screening	All middle and high school counselors will be trained to apply the Global Appraisal Of Individual Needs Short Screener (GAIN-SS)	Behavioral Support Program	05/01/2014	01/01/2016	\$0	Connie Pohlgeers Adam Liechty School Administrators School Counselors
Engagement Support and Monitoring	Principals, teachers, and district curriculum leaders will provide specific feedback to schools on classroom engagement. Specifically, this group will observe, monitor, and survey students to assess opportunities for students to develop learning, thinking, and life skills that lead to success at the next level. Observations and monitoring will occur on an on-going basis and will be intentionally scheduled at least quarterly so that principals receive feedback which they can improve upon.	Academic Support Program	01/01/2015	01/01/2017	\$0	Dr. Shelli Wilson Teaching and Learning Leaders Instructional Coaches Principals
Instructional/Curriculum Review	District curriculum and instruction team, along with principals, will review student work and instructional plans to provide specific feedback to schools. Reviews will focus on vertical alignment and engagement activities which provide students with opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Professional Learning	01/01/2015	08/01/2016	\$0	Dr. Shelli L. Wilson Teaching and Learning Leads Instructional Coaches Principals

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Survey Results	Follow up survey results will indicate a marked improvement in the overall satisfaction of communication at all levels.	Community Engagement	01/01/2013	08/01/2017	\$0	Superintendent Principals Connie Pohlgeers
Eligibility compliance (KCMP indicator 11)	A spreadsheet of referred students with critical dates will be developed and shared with special education teachers, therapists, and ARC chairpersons.	Academic Support Program	08/01/2013	08/01/2014	\$0	Marinell Kephart Adam Liechty
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning on Intervention	Staff will receive professional learning opportunities on intervention strategies, design, and implementation.	Academic Support Program	01/01/2013	08/01/2017	\$50000	Dr. Shelli Wilson Teaching and Learning Leads Marinell Kephart Adam Liechty Connie Pohlgeers
Business and Community Engagement Tours	Business and Community Engagement Tours will be conducted throughout the schools for the purpose of sharing initiatives, education and awareness of "today's classroom," 21st Century Learning, and to conduct a Q&A session with students and participants.	Community Engagement	01/01/2014	08/01/2017	\$2000	Dr. Shelli Wilson Connie Pohlgeers Principals FRYSC
Total					\$52000	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Counselor and FRYSC Professional Learning Communities	Monthly professional learning communities with counselors and/or FRYSC coordinators will include specialized topics in mental health as determined by data. Outside organizations providing support, expertise, and resources will become part of this professional learning community.	Professional Learning	01/01/2014	08/01/2017	\$15000	Connie Pohlgeers FRYSC School Counselors School Administrators

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Student Engagement Activities	All teachers and principals will have the opportunity to participate in professional learning offered through the district, which is designed to support and enhance student engagement. Instructional Coaches will support these practices through modeling and video libraries of engagement strategies.	Professional Learning	01/01/2015	07/01/2015	\$5000	Dr. Shelli Wilson Teaching and Learning Leaders Instructional Coaches Principals
Increase Opportunities for Gifted and Talented Students	Increase, at each grade level, the opportunities for which G/T students can access, through differentiation, field experiences, etc. so that students in G/T are scoring at/above the 96th% in their area of giftedness.	Academic Support Program	01/01/2013	08/01/2017	\$59580	Principals Myssi Turner Julie Kuhnhein Dr. Shelli Wilson Instructional Coaches
Focus Meetings Established	Focus Groups will begin with interested directors and building administrators specifically interested in the focus areas. Meetings will be led by the Associate Superintendent and activities will emerge from the work of the focus groups.	Professional Learning	11/14/2014	07/01/2015	\$2000	Dr. Shelli L. Wilson Teaching and Learning Leaders Principals Director and Assistant Director of Special Education
Promote Technology Professional Development	Provide individual, small group and large group professional development on effective implementation of technology tools to meet the needs of students and staff.	Professional Learning	01/01/2013	08/01/2017	\$5000	Christi Cox Teaching and Learning Leads Instructional Coaches
Identification and Referral	Middle and high school students with severe mental and substance abuse needs will be identified and referred to appropriate services including clinical mental health agencies.	Behavioral Support Program	05/01/2014	08/01/2017	\$0	Connie Pohlgeers Adam Liechty School Administrators School Counselors FRYSC Community Mental Health Agency Partner(s)

KDE Comprehensive Improvement Plan for Districts

Campbell County

Monitoring of equal access for students with IEP	Learning walks will review program fidelity, classroom management and effective use of assessment data.	Academic Support Program	01/01/2013	08/01/2017	\$5000	Dr. Shelli Wilson Teaching and Learning Leads Instructional Coaches Jill Cook Marinell Kephart Adam Liechty
Total					\$91580	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLAN Days and PD Days	PLAN Days and PD Days will be reflective of each schools' needs assessment and will reflect differentiation in professional development, feedback and monitoring components, and vertical alignment preschool - 12th grade using the CIITS platform to warehouse planning, collaboration, assessment results, and teacher resources.	Professional Learning	01/01/2014	04/01/2014	\$95000	Dr. Shelli Wilson Teaching and Learning Leaders Principals Instructional Coaches
Total					\$95000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Enhance wired and wireless access	Maintain, evaluate, monitor, and upgrade networking infrastructure to support district initiatives and operational productivity which includes server replacement/virtualization, increased number of access points, real-time monitoring of network activity and management of bandwidth.	Technology	01/01/2013	08/01/2017	\$0	Christi Cox Josh Rider
Monitoring of equitable access to core instruction for all course levels	Learning walks, observations, planning and student work analysis by administration will assure rigor and standards alignment for all level courses. For example, advanced level courses will demonstrate advanced level work and learning, essentials courses will demonstrate rigorous work and alignment to standards, and regular education courses will demonstrate rigorous coursework and alignment to standards.	Academic Support Program	01/06/2014	08/01/2017	\$0	Dr. Shelli Wilson Principals Instructional Coaches Teaching and Learning Leaders

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Campbell County

Professional development for post-secondary transition	Professional development will be provided to all middle and high school special education teachers on post-secondary transition requirements. Performance will be monitored via records reviews so that any noncompliances may be quickly corrected.	Academic Support Program	01/01/2011	01/01/2017	\$0	Marinell Kephart Adam Liechty
Special Education Staff Professional Development	Special Education staff will be trained on the functional behavior assessment (FBA) and the Behavior Intervention Plan (BIP) documents provided by KDE.	Academic Support Program	07/01/2011	08/01/2017	\$0	Marinell Kephart Adam Liechty
Promote and model responsible use of technology through effective Digital Citizenship training	Students will be trained in Digital Citizenship and the appropriate use of technology tools. Share internet safety lessons/resources and model appropriate, safe use of technology to become responsible digital citizens. Resources such as iDrive Digital, Common Sense Media, and Netsmatrkids will be made available via the Internet. Schools are given flexibility in delivery of resources.	Technology	01/01/2013	08/01/2017	\$0	Building Administrators Christi Cox Instructional staff
Individual Learning Plans	Student trainings, worksessions, and opportunities to use the Individual Learning Plan will increase (grades 6-12) and become more meaningful as students familiarize themselves with the program.	Academic Support Program	01/01/2013	08/01/2017	\$0	Renee Boots Jason Smith Connie Pohlgeers School counselors
Chairperson Professional Development	Chairperson professional development and administrator chairperson training will include training on the disciplinary regulations involving students with disabilities along with the importance of proper and accurate entry and resolutions into Infinite Campus.	Academic Support Program	07/01/2011	08/01/2017	\$0	Marinell Kephart Adam Liechty
Monitoring to ensure compliance	While collaborating with First Steps, a current, accurate and well-communicated spreadsheet will provide tracking of critical dates. This will be maintained and shared with preschool staff at monthly PLC meetings.	Academic Support Program	01/01/2011	01/01/2017	\$0	Marinell Kephart Adam Liechty Preschool Staff Building Principals
Campbell County School Communications	Public Relations director will receive timely updates on programs, student and staff accomplishments and article ideas for positive communications regarding CCS.	Community Engagement	01/01/2013	08/01/2017	\$0	Connie Pohlgeers Principals
Increase Dual Credit Options	Increase Dual Credit options for students each year so that enrollment increases.	Academic Support Program	01/01/2013	08/01/2017	\$0	Renee Boots Julie Kuhnhein Dr. Shelli Wilson
RAMP Certification	Each school will work toward RAMP certification with the goal of obtaining certification.	Academic Support Program	01/01/2013	08/01/2017	\$0	Building principals Connie Pohlgeers School Counselors
Total					\$0	

KDE Comprehensive Improvement Plan for Districts

Campbell County

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Business and Community Engagement Tours	Business and Community Engagement Tours will be conducted throughout the schools for the purpose of sharing initiatives, education and awareness of "today's classroom," 21st Century Learning, and to conduct a Q&A session with students and participants.	Community Engagement	01/01/2014	08/01/2017	\$2000	Dr. Shelli Wilson Connie Pohlgeers Principals FRYSC
Attendance Awareness	Campbell County Schools will participate in Attendance Awareness Month (Sept.) and each school will work with FRYSC, Counselors, DPP and administrators to develop an attendance incentive program for the school year based on individual school needs. Specific attention will be given to chronic absenteeism - defined as an average of approximately 18 days (excused and unexcused).	Community Engagement	01/01/2014	08/01/2017	\$1600	Kerry Hill Connie Pohlgeers Building Principals Building Counselors FRYSC School Nurses
Increase Advanced/Honors Options	Increase the amount of students enrolled in advanced level courses for grades 6-12 as well as the amount of advanced course offerings for students in grades 6-12.	Academic Support Program	01/01/2013	08/01/2017	\$0	Jason Smith Renee Boots Julie Kuhnhein Dr. Shelli Wilson
Advanced Placement Course offerings	Increase AP course offerings in all content areas. Increase student passage rates in all AP course offerings.	Academic Support Program	08/01/2013	08/01/2017	\$30000	Renee Boots Julie Kuhnhein Dr. Shelli Wilson
STEAM (Science, Technology, Engineering, Arts, Mathematics) opportunities	Experiences aimed at quality preparation for college and career pathways will be provided for students. These experiences include: job shadowing, college and career visits, cooperative job placements, project-based/real-world learning experiences, etc. From this, student success rates and interest in STEAM programs will increase. Examples to date include: student led audio/video production, student led Camel Store, aviation flight simulation, Gateway STEM day, drama performance and production, graphic arts using newly installed MAC lab, Computer Aided Drafting 3, Sports Marketing/Digital Design etc.	Career Preparation/Orientation	01/01/2014	08/01/2017	\$50000	Dr. Shelli Wilson Joe Amann School Principals Career and Technical Education Department School Counselors

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Equal Access to a Rigorous Curriculum	Students will be taught and have access to learn with a comprehensive curriculum aligned to the Kentucky Program of Studies, Kentucky Core Academic Standards, using district common resources and curriculum pacing guides. Instruction will demonstrate congruency with standards and will be monitored by principals.	Academic Support Program	01/01/2014	08/01/2017	\$50000	Dr. Shelli Wilson Principals Teaching and Learning Leaders Instructional Coaches
Professional Development and Learning	All new teachers will participate in 6-hours of professional development/learning with the Kentucky Framework for Teaching. This training will be a part of the New Teacher Induction and Support program.	Academic Support Program	07/01/2013	04/01/2018	\$1000	Dr. Shelli Wilson Teaching and Learning Leads Instructional Coaches Principals
Vertical Alignment	District leadership will create opportunities for continued vertical alignment in each content area from grade to grade and school to school. Professional Learning will occur specifically to analyze, identify, and plan for gaps in curriculum at both the school and district levels. Reading and Math will be reviewed annually, and Science will receive a targeted approach as the Next Generation Science Standards are implemented in 14-15. All other content area approaches will be mapped out by February, 2014.	Professional Learning	01/01/2014	08/01/2017	\$10000	Dr. Shelli Wilson Teaching and Learning Leaders Principals Instructional Coaches
Increase Opportunities for Gifted and Talented Students	Increase, at each grade level, the opportunities for which G/T students can access, through differentiation, field experiences, etc. so that students in G/T are scoring at/above the 96th% in their area of giftedness.	Academic Support Program	01/01/2013	08/01/2017	\$10000	Principals Myssi Turner Julie Kuhnhein Dr. Shelli Wilson Instructional Coaches
Recruitment and Retention	Campbell County will continue to develop its new teacher orientation and new teacher cadre which will meet throughout the year to provide support and professional learning as needed. Further, National Board Certified Teachers will continue to provide required mentoring for new and struggling teachers (25 hours) as requested by principal.	Recruitment and Retention	08/01/2014	08/01/2017	\$22000	Dr. Shelli Wilson Connie Pohlgeers Principals

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Learning Walks for Instruction	Learning walk visits and targeted professional learning, will provide opportunities for district leader collaboration of best practices in instruction feedback/support and a district-wide awareness of the needs of each school.	Professional Learning	01/01/2014	08/01/2017	\$15000	Dr. Shelli Wilson Teaching and Learning Leaders District Special Education Staff Instructional Coaches Principals
Total					\$191600	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Evaluation	All principals and teachers will receive on-going support and professional learning, as determined by principals and teacher surveys, on the teacher professional growth and effectiveness system.	Professional Learning	08/01/2014	08/01/2016	\$20000	Mr. Glen A. Miller Dr. Shelli Wilson Kerry Hill Teaching and Learning Leaders Instructional Coaches Principals
Global Competencies Task Force	By the beginning of the 15-16 school year, a Global Competency Task Force will be developed in Campbell County to increase awareness and understanding in the school and community about Global Competencies and its' value to students and the community as we move through the 21st century.	Community Engagement	01/01/2015	08/01/2017	\$0	Julie Kuhnhein Building Administrators Instructional Coaches Building Learn and Launch Leaders
Professional Learning (Assessment Literacy)	All teachers will participate in 12 hours of Assessment literacy professional learning across the district. This training will focus on engaging instructional practices which begin with a sound understanding and implementation of assessment literacy in the classroom.	Professional Learning	07/01/2015	08/15/2015	\$20000	Dr. Shelli L. Wilson Teaching and Learning Leads Instructional Coaches Principals

KDE Comprehensive Improvement Plan for Districts

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Global Competencies Professional Learning	By the beginning of the 15-16 school year, all Elementary and Middle School teachers will be trained in the use of VIF resources as provided by the Learn and Launch grant and will strategically incorporate resources and activities into at least two units of instruction to specifically build global competencies.	Professional Learning	01/01/2015	08/01/2017	\$0	Julie Kuhnhein Building Administrators Instructional Coaches Building Learn and Launch Leads
Assessment Literacy Cadres	Assessment literacy professional learning cadres will be established to develop capacity within buildings. Leaders will receive advanced level professional learning. Assessment literacy cadres will meet at least monthly.	Professional Learning	01/01/2015	01/01/2016	\$5000	Dr. Shelli Wilson Teaching and Learning Leads Instructional Coaches Principals
Comprehensive College and Career Advising Services	Campbell County Schools will provide access to comprehensive college and career advising services to all students in grades K-12. This includes: 1) Advising programs at all schools which are guided by a team of stakeholders, 2) All secondary students having access to advising through Camel Learning Communities at a minimum of twice per month 3) All secondary students will be assigned an advisor who has regular contact and is familiar with the student (grades, interests, goals) 4) All elementary students will have access to the CC-SPARK career awareness on-line resource (guided by counselors) 5) Every student K-12 will participate in on-going advising focused on academics, career and personal/social needs	Career Preparation/Orientation	08/01/2014	08/01/2017	\$200000000	Connie Pohlgeers School Administrators School Counselors School Staff
School extension activities	All schools will increase opportunities for extended school day activities and participation in these programs will be reviewed for impact. Implementation of the 21st Century Learning Centers will be in place for CCMS, Crossroads Elementary, Cline Elementary, and Campbell Ridge Elementary.	Extra Curricular	01/01/2014	08/01/2017	\$600000	Dr. Shelli Wilson Connie Pohlgeers Julie Kuhnhein Myssi Turner School Principals Athletic Directors

KDE Comprehensive Improvement Plan for Districts

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Professional Learning (Global Competencies)	By the beginning of the 15-16 school year, all teachers will be introduced to global competencies, given resources to develop these competencies in students, and will participate in training to learn how to incorporate global competency development into classroom instruction.	Professional Learning	01/01/2015	06/01/2015	\$90000	Julie Kuhnhein Building Administrators Instructional Coaches Building Learn and Launch Leaders
PLAN Days and PD Days	PLAN Days and PD Days will be reflective of each schools' needs assessment and will reflect differentiation in professional development, feedback and monitoring components, and vertical alignment preschool - 12th grade using the CIITS platform to warehouse planning, collaboration, assessment results, and teacher resources.	Professional Learning	01/01/2014	04/01/2014	\$30000	Dr. Shelli Wilson Teaching and Learning Leaders Principals Instructional Coaches
Foreign Languages and Global Competencies Expansion	Campbell County Schools will continue to explore early integration of foreign languages, including the possible expansion of foreign language programs at the middle school level, implement a district-wide multi-cultural fair and strategically introduce students to other cultures, develop international exchanges and partnerships with local universities, and implement service learning activities focused on global issues. All of these activities are specific activities in the Learn and Launch Grant to be completed by 2017.	Professional Learning	01/01/2015	08/01/2017	\$0	Julie Kuhnhein Instructional Coaches Building Administrators Building Learn and Launch Leaders
Professional Learning (Assessment Literacy)	Assessment literacy professional learning will occur in ELA and Math instruction through the LDC and MDC models of instruction. Secondary ELA and Math educators will receive advanced level training in the LDC and MDC models of instruction to specifically develop practices which align to Kentucky Framework for Teaching, current units of instruction, and develop assessment literacy practices. Elementary teachers will be included to learn the process and develop some SS/SC models. These trainings will be available for additional teacher stipends.	Professional Learning	01/01/2015	01/01/2016	\$20000	Dr. Shelli L. Wilson Teaching and Learning Leads Instructional Coaches Principals
Total					\$200785000	

KETS

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Campbell County

Maintain and Promote Emerging Technologies	District and school leadership, along with teachers, will explore and implement new instructional technologies that can increase productivity and effectively impact student and staff productivity and learning. Research, data, and input from district and building staff will be sought in the integration needs of new technologies to enhance 21st Century learning.	Professional Learning	01/01/2013	08/01/2017	\$0	Christi Cox Technology Department Instructional staff School Technology Coordinators
Maintain Access to Current District-Wide Technology	Budget, plan and implement a teacher/staff educational device replacement schedule. Crossroads Elementary is priority on the 14/15 replacement schedule.	Technology	01/01/2013	08/01/2017	\$130000	Christi Cox Building Administrator s Technology Department
Total					\$130000	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
STEAM (Science, Technology, Engineering, Arts, Mathematics) opportunities	Experiences aimed at quality preparation for college and career pathways will be provided for students. These experiences include: job shadowing, college and career visits, cooperative job placements, project-based/real-world learning experiences, etc. From this, student success rates and interest in STEAM programs will increase. Examples to date include: student led audio/video production, student led Camel Store, aviation flight simulation, Gateway STEM day, drama performance and production, graphic arts using newly installed MAC lab, Computer Aided Drafting 3, Sports Marketing/Digital Design etc.	Career Preparation/Orientation	01/01/2014	08/01/2017	\$30000	Dr. Shelli Wilson Joe Amann School Principals Career and Technical Education Department School Counselors
Professional development on ARC decisions	As part of the annual mandated Chairperson Training and special education teacher training, administrators and teachers will be trained to ensure that ARC decisions are made in accordance with KDE regulations regarding alternate assessment eligibility and post secondary implications.	Academic Support Program	07/01/2011	08/01/2017	\$0	Marinell Kephart Adam Liechty
Total					\$30000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor the implementation of the PLAN day approved plans.	Principals and councils will submit approved PLAN day plans which align with school improvement plans and reflect time for teachers to work in Professional Learning Communities.	Academic Support Program	04/01/2013	08/01/2017	\$0	Dr. Shelli L. Wilson
Total					\$0	

KDE Comprehensive Improvement Plan for Districts

Campbell County

Read to Achieve

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning on Intervention	Staff will receive professional learning opportunities on intervention strategies, design, and implementation.	Academic Support Program	01/01/2013	08/01/2017	\$48500	Dr. Shelli Wilson Teaching and Learning Leads Marinell Kephart Adam Liechty Connie Pohlgeers
Total					\$48500	

IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning on Intervention	Staff will receive professional learning opportunities on intervention strategies, design, and implementation.	Academic Support Program	01/01/2013	08/01/2017	\$20000	Dr. Shelli Wilson Teaching and Learning Leads Marinell Kephart Adam Liechty Connie Pohlgeers
Total					\$20000	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Advanced Placement Course offerings	Increase AP course offerings in all content areas. Increase student passage rates in all AP course offerings.	Academic Support Program	08/01/2013	08/01/2017	\$30000	Renee Boots Julie Kuhnhein Dr. Shelli Wilson
Increase Dual Credit Options	Increase Dual Credit options for students each year so that enrollment increases.	Academic Support Program	01/01/2013	08/01/2017	\$0	Renee Boots Julie Kuhnhein Dr. Shelli Wilson
Increase Advanced/Honors Options	Increase the amount of students enrolled in advanced level courses for grades 6-12 as well as the amount of advanced course offerings for students in grades 6-12.	Academic Support Program	01/01/2013	08/01/2017	\$0	Jason Smith Renee Boots Julie Kuhnhein Dr. Shelli Wilson
Increase Opportunities for Gifted and Talented Students	Increase, at each grade level, the opportunities for which G/T students can access, through differentiation, field experiences, etc. so that students in G/T are scoring at/above the 96th% in their area of giftedness.	Academic Support Program	01/01/2013	08/01/2017	\$69580	Principals Myssi Turner Julie Kuhnhein Dr. Shelli Wilson Instructional Coaches
Individual Learning Plans	Student trainings, worksessions, and opportunities to use the Individual Learning Plan will increase (grades 6-12) and become more meaningful as students familiarize themselves with the program.	Academic Support Program	01/01/2013	08/01/2017	\$0	Renee Boots Jason Smith Connie Pohlgeers School counselors
Parent and Community Support of ILP	Provide training and awareness/education sessions on utilizing the Individual Learning Plans with students.	Parent Involvement	01/01/2013	08/01/2017	\$0	Jason Smith Renee Boots Connie Pohlgeers School Counselors

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Professional Learning on Intervention	Staff will receive professional learning opportunities on intervention strategies, design, and implementation.	Academic Support Program	01/01/2013	08/01/2017	\$118500	Dr. Shelli Wilson Teaching and Learning Leads Marinell Kephart Adam Liechty Connie Pohlgeers
Professional Development and Learning	All new teachers will participate in 6-hours of professional development/learning with the Kentucky Framework for Teaching. This training will be a part of the New Teacher Induction and Support program.	Academic Support Program	07/01/2013	04/01/2018	\$1000	Dr. Shelli Wilson Teaching and Learning Leads Instructional Coaches Principals
Building Walks	Building walk throughs will be conducted as specified to enhance communications and assess needs as they pertain specifically to buildings and facilities.	Other	04/01/2013	08/01/2017	\$0	Kerry Hill Sharon Alexander Building Principals
Survey Results	Follow up survey results will indicate a marked improvement in the overall satisfaction of communication at all levels.	Community Engagement	01/01/2013	08/01/2017	\$0	Superintendent Principals Connie Pohlgeers
24-Hour Response time	All Schools will address the 24 hour response time with staff and will monitor to ensure this expectation is met.	Community Engagement	01/01/2013	08/01/2017	\$0	Superintendent Principals
Parent Portal Compliance	Principals will monitor compliance with school level expectations.	Parent Involvement	01/01/2013	08/01/2017	\$0	Principals
Campbell County School Communications	Public Relations director will receive timely updates on programs, student and staff accomplishments and article ideas for positive communications regarding CCS.	Community Engagement	01/01/2013	08/01/2017	\$0	Connie Pohlgeers Principals
Maintain Access to Current District-Wide Technology	Budget, plan and implement a teacher/staff educational device replacement schedule. Crossroads Elementary is priority on the 14/15 replacement schedule.	Technology	01/01/2013	08/01/2017	\$130000	Christi Cox Building Administrator s Technology Department
Enhance wired and wireless access	Maintain, evaluate, monitor, and upgrade networking infrastructure to support district initiatives and operational productivity which includes server replacement/virtualization, increased number of access points, real-time monitoring of network activity and management of bandwidth.	Technology	01/01/2013	08/01/2017	\$0	Christi Cox Josh Rider

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Promote and model responsible use of technology through effective Digital Citizenship training	Students will be trained in Digital Citizenship and the appropriate use of technology tools. Share internet safety lessons/resources and model appropriate, safe use of technologies to become responsible digital citizens. Resources such as iDrive Digital, Common Sense Media, and Netsmatrkids will be made available via the Internet. Schools are given flexibility in delivery of resources.	Technology	01/01/2013	08/01/2017	\$0	Building Administrator S Christi Cox Instructional staff
Promote Technology Professional Development	Provide individual, small group and large group professional development on effective implementation of technology tools to meet the needs of students and staff.	Professional Learning	01/01/2013	08/01/2017	\$5000	Christi Cox Teaching and Learning Leads Instructional Coaches
Monitor the implementation of the PLAN day approved plans.	Principals and councils will submit approved PLAN day plans which align with school improvement plans and reflect time for teachers to work in Professional Learning Communities.	Academic Support Program	04/01/2013	08/01/2017	\$0	Dr. Shelli L. Wilson
Monitoring of equal access for students with IEP	Learning walks will review program fidelity, classroom management and effective use of assessment data.	Academic Support Program	01/01/2013	08/01/2017	\$5000	Dr. Shelli Wilson Teaching and Learning Leads Instructional Coaches Jill Cook Marinell Kephart Adam Liechty
Eligibility compliance (KCMP indicator 11)	A spreadsheet of referred students with critical dates will be developed and shared with special education teachers, therapists, and ARC chairpersons.	Academic Support Program	08/01/2013	08/01/2014	\$0	Marinell Kephart Adam Liechty
Special Education Staff Professional Development	Special Education staff will be trained on the functional behavior assessment (FBA) and the Behavior Intervention Plan (BIP) documents provided by KDE.	Academic Support Program	07/01/2011	08/01/2017	\$0	Marinell Kephart Adam Liechty
Chairperson Professional Development	Chairperson professional development and administrator chairperson training will include training on the disciplinary regulations involving students with disabilities along with the importance of proper and accurate entry and resolutions into Infinite Campus.	Academic Support Program	07/01/2011	08/01/2017	\$0	Marinell Kephart Adam Liechty
Professional development on ARC decisions	As part of the annual mandated Chairperson Training and special education teacher training, administrators and teachers will be trained to ensure that ARC decisions are made in accordance with KDE regulations regarding alternate assessment eligibility and post secondary implications.	Academic Support Program	07/01/2011	08/01/2017	\$0	Marinell Kephart Adam Liechty

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Professional development for post-secondary transition	Professional development will be provided to all middle and high school special education teachers on post-secondary transition requirements. Performance will be monitored via records reviews so that any noncompliances may be quickly corrected.	Academic Support Program	01/01/2011	01/01/2017	\$0	Marinell Kephart Adam Liechty
Monitoring to ensure compliance	While collaborating with First Steps, a current, accurate and well-communicated spreadsheet will provide tracking of critical dates. This will be maintained and shared with preschool staff at monthly PLC meetings.	Academic Support Program	01/01/2011	01/01/2017	\$0	Marinell Kephart Adam Liechty Preschool Staff Building Principals
RAMP Certification	Each school will work toward RAMP certification with the goal of obtaining certification.	Academic Support Program	01/01/2013	08/01/2017	\$0	Building principals Connie Pohlgeers School Counselors
Monitoring of equitable access to core instruction for all course levels	Learning walks, observations, planning and student work analysis by administration will assure rigor and standards alignment for all level courses. For example, advanced level courses will demonstrate advanced level work and learning, essentials courses will demonstrate rigorous work and alignment to standards, and regular education courses will demonstrate rigorous coursework and alignment to standards.	Academic Support Program	01/06/2014	08/01/2017	\$0	Dr. Shelli Wilson Principals Instructional Coaches Teaching and Learning Leaders
IEP progress monitoring review	Internal review team selected by Director of Special Education, will review IEP progress monitoring documentation and process bi-annually.	Professional Learning	01/01/2014	08/01/2017	\$0	Marinell Kephart Adam Liechty Jill Cook
Attendance Awareness	Campbell County Schools will participate in Attendance Awareness Month (Sept.) and each school will work with FRYSC, Counselors, DPP and administrators to develop an attendance incentive program for the school year based on individual school needs. Specific attention will be given to chronic absenteeism - defined as an average of approximately 18 days (excused and unexcused).	Community Engagement	01/01/2014	08/01/2017	\$1600	Kerry Hill Connie Pohlgeers Building Principals Building Counselors FRYSC School Nurses
Counselor and FRYSC Professional Learning Communities	Monthly professional learning communities with counselors and/or FRYSC coordinators will include specialized topics in mental health as determined by data. Outside organizations providing support, expertise, and resources will become part of this professional learning community.	Professional Learning	01/01/2014	08/01/2017	\$15000	Connie Pohlgeers FRYSC School Counselors School Administrators

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Mental Health and Substance Abuse Screening	All middle and high school counselors will be trained to apply the Global Appraisal Of Individual Needs Short Screener (GAIN-SS)	Behavioral Support Program	05/01/2014	01/01/2016	\$0	Connie Pohlgeers Adam Liechty School Administrators School Counselors
School extension activities	All schools will increase opportunities for extended school day activities and participation in these programs will be reviewed for impact. Implementation of the 21st Century Learning Centers will be in place for CCMS, Crossroads Elementary, Cline Elementary, and Campbell Ridge Elementary.	Extra Curricular	01/01/2014	08/01/2017	\$600000	Dr. Shelli Wilson Connie Pohlgeers Julie Kuhnhein Myssi Turner School Principals Athletic Directors
Service Learning	Each school will expand service learning opportunities as a result of professional learning, collaboration with Children's Inc. Service Learning staff, and individual school initiatives. Student survey results will indicate an increase in service learning activities and a connection to community.	Professional Learning	01/01/2014	08/01/2017	\$0	Children's Inc. staff Connie Pohlgeers School Principals
Student Success Skills Implementation	All certified staff members (K-12) will receive training in SSS implementation in order to implement delivery of core program.	Professional Learning	01/01/2014	08/01/2017	\$0	Connie Pohlgeers School Counselors Principals
Equal Access to a Rigorous Curriculum	Students will be taught and have access to learn with a comprehensive curriculum aligned to the Kentucky Program of Studies, Kentucky Core Academic Standards, using district common resources and curriculum pacing guides. Instruction will demonstrate congruency with standards and will be monitored by principals.	Academic Support Program	01/01/2014	08/01/2017	\$50000	Dr. Shelli Wilson Principals Teaching and Learning Leaders Instructional Coaches
PLAN Days and PD Days	PLAN Days and PD Days will be reflective of each schools' needs assessment and will reflect differentiation in professional development, feedback and monitoring components, and vertical alignment preschool - 12th grade using the CIITS platform to warehouse planning, collaboration, assessment results, and teacher resources.	Professional Learning	01/01/2014	04/01/2014	\$125000	Dr. Shelli Wilson Teaching and Learning Leaders Principals Instructional Coaches

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Vertical Alignment	District leadership will create opportunities for continued vertical alignment in each content area from grade to grade and school to school. Professional Learning will occur specifically to analyze, identify, and plan for gaps in curriculum at both the school and district levels. Reading and Math will be reviewed annually, and Science will receive a targeted approach as the Next Generation Science Standards are implemented in 14-15. All other content area approaches will be mapped out by February, 2014.	Professional Learning	01/01/2014	08/01/2017	\$10000	Dr. Shelli Wilson Teaching and Learning Leaders Principals Instructional Coaches
STEAM (Science, Technology, Engineering, Arts, Mathematics) opportunities	Experiences aimed at quality preparation for college and career pathways will be provided for students. These experiences include: job shadowing, college and career visits, cooperative job placements, project-based/real-world learning experiences, etc. From this, student success rates and interest in STEAM programs will increase. Examples to date include: student led audio/video production, student led Camel Store, aviation flight simulation, Gateway STEM day, drama performance and production, graphic arts using newly installed MAC lab, Computer Aided Drafting 3, Sports Marketing/Digital Design etc.	Career Preparation/Orientation	01/01/2014	08/01/2017	\$80000	Dr. Shelli Wilson Joe Amann School Principals Career and Technical Education Department School Counselors
Maintain and Promote Emerging Technologies	District and school leadership, along with teachers, will explore and implement new instructional technologies that can increase productivity and effectively impact student and staff productivity and learning. Research, data, and input from district and building staff will be sought in the integration needs of new technologies to enhance 21st Century learning.	Professional Learning	01/01/2013	08/01/2017	\$0	Christi Cox Technology Department Instructional staff School Technology Coordinators
Campbell County Drug-Free Alliance Collaboration	With collaboration amongst the school community, the Campbell County Drug Free Alliance, and North Key, we will solicit opportunities for agencies to provide resources, guidance, and support for families through awareness, education prevention, and possible intervention.	Community Engagement	01/01/2014	08/01/2017	\$0	Kerry Hill
Learning Walks for Instruction	Learning walk visits and targeted professional learning, will provide opportunities for district leader collaboration of best practices in instruction feedback/support and a district-wide awareness of the needs of each school.	Professional Learning	01/01/2014	08/01/2017	\$15000	Dr. Shelli Wilson Teaching and Learning Leaders District Special Education Staff Instructional Coaches Principals

KDE Comprehensive Improvement Plan for Districts

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Teacher Evaluation	All principals and teachers will receive on-going support and professional learning, as determined by principals and teacher surveys, on the teacher professional growth and effectiveness system.	Professional Learning	08/01/2014	08/01/2016	\$20000	Mr. Glen A. Miller Dr. Shelli Wilson Kerry Hill Teaching and Learning Leaders Instructional Coaches Principals
Business and Community Engagement Tours	Business and Community Engagement Tours will be conducted throughout the schools for the purpose of sharing initiatives, education and awareness of "today's classroom," 21st Century Learning, and to conduct a Q&A session with students and participants.	Community Engagement	01/01/2014	08/01/2017	\$4000	Dr. Shelli Wilson Connie Pohlgeers Principals FRYSC
Focus Meetings Established	Focus Groups will begin with interested directors and building administrators specifically interested in the focus areas. Meetings will be led by the Associate Superintendent and activities will emerge from the work of the focus groups.	Professional Learning	11/14/2014	07/01/2015	\$2000	Dr. Shelli L. Wilson Teaching and Learning Leaders Principals Director and Assistant Director of Special Education
Assessment Literacy Cadres	Assessment literacy professional learning cadres will be established to develop capacity within buildings. Leaders will receive advanced level professional learning. Assessment literacy cadres will meet at least monthly.	Professional Learning	01/01/2015	01/01/2016	\$5000	Dr. Shelli Wilson Teaching and Learning Leads Instructional Coaches Principals
Professional Learning (Assessment Literacy)	Assessment literacy professional learning will occur in ELA and Math instruction through the LDC and MDC models of instruction. Secondary ELA and Math educators will receive advanced level training in the LDC and MDC models of instruction to specifically develop practices which align to Kentucky Framework for Teaching, current units of instruction, and develop assessment literacy practices. Elementary teachers will be included to learn the process and develop some SS/SC models. These trainings will be available for additional teacher stipends.	Professional Learning	01/01/2015	01/01/2016	\$20000	Dr. Shelli L. Wilson Teaching and Learning Leads Instructional Coaches Principals

KDE Comprehensive Improvement Plan for Districts

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Professional Learning (Assessment Literacy)	All teachers will participate in 12 hours of Assessment literacy professional learning across the district. This training will focus on engaging instructional practices which begin with a sound understanding and implementation of assessment literacy in the classroom.	Professional Learning	07/01/2015	08/15/2015	\$20000	Dr. Shelli L. Wilson Teaching and Learning Leads Instructional Coaches Principals
Student Engagement Activities	All teachers and principals will have the opportunity to participate in professional learning offered through the district, which is designed to support and enhance student engagement. Instructional Coaches will support these practices through modeling and video libraries of engagement strategies.	Professional Learning	01/01/2015	07/01/2015	\$5000	Dr. Shelli Wilson Teaching and Learning Leaders Instructional Coaches Principals
Engagement Support and Monitoring	Principals, teachers, and district curriculum leaders will provide specific feedback to schools on classroom engagement. Specifically, this group will observe, monitor, and survey students to assess opportunities for students to develop learning, thinking, and life skills that lead to success at the next level. Observations and monitoring will occur on an on-going basis and will be intentionally scheduled at least quarterly so that principals receive feedback which they can improve upon.	Academic Support Program	01/01/2015	01/01/2017	\$0	Dr. Shelli Wilson Teaching and Learning Leaders Instructional Coaches Principals
Instructional/Curriculum Review	District curriculum and instruction team, along with principals, will review student work and instructional plans to provide specific feedback to schools. Reviews will focus on vertical alignment and engagement activities which provide students with opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Professional Learning	01/01/2015	08/01/2016	\$0	Dr. Shelli L. Wilson Teaching and Learning Leads Instructional Coaches Principals
Identification and Referral	Middle and high school students with severe mental and substance abuse needs will be identified and referred to appropriate services including clinical mental health agencies.	Behavioral Support Program	05/01/2014	08/01/2017	\$0	Connie Pohlgeers Adam Liechty School Administrators School Counselors FRYSC Community Mental Health Agency Partner(s)

KDE Comprehensive Improvement Plan for Districts

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Comprehensive College and Career Advising Services	Campbell County Schools will provide access to comprehensive college and career advising services to all students in grades K-12. This includes: 1) Advising programs at all schools which are guided by a team of stakeholders, 2) All secondary students having access to advising through Camel Learning Communities at a minimum of twice per month 3) All secondary students will be assigned an advisor who has regular contact and is familiar with the student (grades, interests, goals) 4) All elementary students will have access to the CC-SPARK career awareness on-line resource (guided by counselors) 5) Every student K-12 will participate in on-going advising focused on academics, career and personal/social needs	Career Preparation/Orientation	08/01/2014	08/01/2017	\$200000000	Connie Pohlgeers School Administrators School Counselors School Staff
Persistence to Graduate Tracking (PtGT)	Each school will utilize the Persistence to Graduation Tool (PtGT) to identify students not on track to graduate. Off track students will be given intensive services.	Professional Learning	08/01/2013	08/01/2017	\$0	Connie Pohlgeers School Administrators School Counselors FRYSC
Professional Learning (Global Competencies)	By the beginning of the 15-16 school year, all teachers will be introduced to global competencies, given resources to develop these competencies in students, and will participate in training to learn how to incorporate global competency development into classroom instruction.	Professional Learning	01/01/2015	06/01/2015	\$90000	Julie Kuhnhein Building Administrators Instructional Coaches Building Learn and Launch Leaders
Global Competencies Task Force	By the beginning of the 15-16 school year, a Global Competency Task Force will be developed in Campbell County to increase awareness and understanding in the school and community about Global Competencies and its' value to students and the community as we move through the 21st century.	Community Engagement	01/01/2015	08/01/2017	\$0	Julie Kuhnhein Building Administrators Instructional Coaches Building Learn and Launch Leaders

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Global Competencies Professional Learning	By the beginning of the 15-16 school year, all Elementary and Middle School teachers will be trained in the use of VIF resources as provided by the Learn and Launch grant and will strategically incorporate resources and activities into at least two units of instruction to specifically build global competencies.	Professional Learning	01/01/2015	08/01/2017	\$0	Julie Kuhnhein Building Administrator s Instructional Coaches Building Learn and Launch Leads
Foreign Languages and Global Competencies Expansion	Campbell County Schools will continue to explore early integration of foreign languages, including the possible expansion of foreign language programs at the middle school level, implement a district-wide multi-cultural fair and strategically introduce students to other cultures, develop international exchanges and partnerships with local universities, and implement service learning activities focused on global issues. All of these activities are specific activities in the Learn and Launch Grant to be completed by 2017.	Professional Learning	01/01/2015	08/01/2017	\$0	Julie Kuhnhein Instructional Coaches Building Administrator s Building Learn and Launch Leaders
Professional Learning (Disabilities)	All teachers and administrators will increase their understanding of eligibility requirements, least restrictive environment, common characteristics and classroom strategies most applicable to eligibility categories. This professional learning will occur throughout the year and will be job-embedded.	Professional Learning	01/01/2015	08/01/2017	\$0	Dr. Shelli Wilson Marinell Kephart Adam Liechty Teaching and Learning Leads Building Principals
Recruitment and Retention	Campbell County will continue to develop its new teacher orientation and new teacher cadre which will meet throughout the year to provide support and professional learning as needed. Further, National Board Certified Teachers will continue to provide required mentoring for new and struggling teachers (25 hours) as requested by principal.	Recruitment and Retention	08/01/2014	08/01/2017	\$22000	Dr. Shelli Wilson Connie Pohlgeers Principals
Total					\$201443680	

KDE Needs Assessment

Introduction

The purpose of the School District (system) Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

The district leadership teams, and SBDM councils requested parents, community members, staff, and students answer advancED survey questions to provide information regarding best practices in school improvement. The data from Fall 2013 informed us that:

Student Engagement, Technology, Parental Engagement, Continuous safety, Social-Emotional Well Being, and College and Career Readiness are areas we need to continue to improve upon in Campbell County Schools.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Areas of strength included: course and program offerings for students, individualized progress monitoring to identify students not on track for proficiency, and an overall positive response from parents, students, and staff about the education system in CCS. We will continue to work to enhance and improve these areas so that we can celebrate continued growth.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

We identified specific areas which need improvement. These are student engagement, continued safety, improved social and emotional well being for all students, improved technology and improved parental engagement. Plans specified in the CDIP are directly related to these improvement areas.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

With a common district vision to do "Whatever It Takes", our district employs a variety of goals and strategies to bring about success for all students. Through our involvement in both School and District Improvement Planning each year, we strategically plan and evaluate for continual and systemic improvement. These processes include the identification of priority needs which are based upon a thorough analysis of data. Following a strategic planning model, the district and schools engage in a comprehensive survey process, a root causes analysis, and an extensive data review with multiple stakeholders. This process allows us to develop and prioritize goals for improvement and align our resources to meet the established needs. Throughout the planning process, the prioritized goals are written into the district and school plans. These improvement plans become the documents that drive overall district improvement. Since these documents remain fluid, school personnel have the opportunity to refocus their planning when data indicates a change is necessary. Each plan provides a common place for school and district initiatives, needs, goals and strategies to be documented and shared by all stakeholders. This provides for a consistent understanding of the goals and objectives that provide the focus for the district community. A great deal of time and effort goes into the design, implementation and monitoring of these plans as part of overall improvement efforts. Schools and District plans are monitored formally at School Based Decision Making Council meetings and the Board of Education meetings at minimum three times per year. This formal process is an implementation and impact process where the status and progress of implementation is documented as well as the impact and evidence on student learning. By maintaining high expectations for student achievement and planning for these desired outcomes, our district communicates a clear results-oriented focus, and we can make data-driven decisions. Using this systematic process allows Campbell County Schools to sustain the continually evolving nature of education and prepare our students for the 21st century. Since 2004, the CCS district has set an expectation that all schools identify and monitor the progress of the bottom 20% and top 10% academic performers at each school. As this priority has continued, CCS now identifies, monitors, and intervenes with all students not on track for proficiency in Reading and Mathematics as well. Utilizing the District Continuous Assessment plan which consists of common assessments, multiple formative assessment measures, and benchmark assessments, student learning is monitored closely. Students not on track for proficiency are progress monitored utilizing a systematic RtI process. Students in the top performance levels are also monitored to ensure that they are meeting their growth targets as well. All professional development and department initiatives align to these overarching goals to ensure that CCS meets AYP according to NCLB.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

In the Campbell County School District, we thrive on working within a cycle of continuous improvement. Data-based decision making is at the heart of our work, and we are strongly committed to do "whatever it takes" for all students to be successful in college, career and life. While student achievement continues to advance at high levels, our data analysis tells us that we still have a long way to go. We are cognizant of the fact that we still have areas of great need including the need for increased student engagement, a continued focus on school safety, improved social and emotional well being for all students, the enhanced use of technology and improved parental engagement. Plans specified in the CDIP are directly related to these prioritized areas, and continued financial support will be provided through professional learning opportunities for instructional and support staff.

Compliance and Accountability - Districts

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

Our district ensure that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. **Equitable Distribution: poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.**

Goal 1:

Equitable Distribution

Measurable Objective 1:

collaborate to recruit and retain high quality teachers by 12/31/2012 as measured by the LEAD report.

Strategy1:

Job Fairs and Recruiting Events - Human Resources will attend all local, regional, and select state university career fairs targeting the area where we struggle to recruit and retain highly qualified teachers.

Category:

Research Cited:

Activity - Career and Job Fairs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attend job fairs to recruit in high need areas.	Recruitment and Retention			05/01/2012	08/01/2012	\$0 - No Funding Required	Diana Heidelberg

Our district has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

Goal 1:

TELL Survey Needs

Measurable Objective 1:

collaborate to provide PLAN days to improve the non-instructional time provided for teachers (52.7 percent of teachers reported needing more non-instructional time) by 04/01/2013 as measured by PLAN day schedules developed by school councils.

Strategy1:

Increased non-instructional time for teachers - PLAN day schedules will provide teachers with an additional 4 calendar days of non-instructional time to work in Professional Learning Communities. School plans will reflect this.

KDE Comprehensive Improvement Plan for Districts

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Category:

Research Cited:

Activity - Monitor the implementation of the PLAN day approved plans.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and councils will submit approved PLAN day plans which align with school improvement plans and reflect time for teachers to work in Professional Learning Communities.	Academic Support Program			04/01/2013	04/01/2013	\$0 - District Funding	Dr. Shelli L. Wilson

Compliance and Accountability - Districts

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

Our district ensure that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. **Equitable Distribution:** poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.

Goal 1:

Equitable Distribution

Measurable Objective 1:

collaborate to ensure that Campbell County Schools continues to attract the highest-quality and qualified teachers in all content areas, meeting the 100% highly qualified teaching criteria by 08/01/2014 as measured by 100% of our teachers will be highly qualified as measured by the LEAD report.

Strategy1:

Recruiting Events - Human Resources will attend any local, regional, and select state university career fairs targeting the areas where we struggle to recruit and retain highly qualified teachers.

Category:

Research Cited:

Activity - Recruitment and Retention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Campbell County will continue to develop its new teacher orientation and new teacher cadre which will meet throughout the year to provide support and professional learning as needed. Further, National Board Certified Teachers will continue to provide required mentoring for new and struggling teachers (25 hours) as requested by principal.	Recruitment and Retention			08/01/2014	08/01/2017	\$22000 - General Fund	Dr. Shelli Wilson Connie Pohlgeers Principals

Our district has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

Goal 1:

TELL Survey Needs

Measurable Objective 1:

collaborate to provide PLAN days to improve the non-instructional time provided for teachers (52.7 percent of teachers reported needing _____ SY 2014-2015

KDE Comprehensive Improvement Plan for Districts

Campbell County

more non-instructional time) by 04/01/2013 as measured by PLAN day schedules developed by school councils.

Strategy1:

Increased non-instructional time for teachers - PLAN day schedules will provide teachers with an additional 4 calendar days of non-instructional time to work in Professional Learning Communities. School plans will reflect this.

Category:

Research Cited:

Activity - Monitor the implementation of the PLAN day approved plans.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and councils will submit approved PLAN day plans which align with school improvement plans and reflect time for teachers to work in Professional Learning Communities.	Academic Support Program			04/01/2013	08/01/2017	\$0 - District Funding	Dr. Shelli L. Wilson

KDE Superintendent Assurances

Introduction

Assurances are intended to provide evidence that the Superintendent has shared and discussed in open board meetings the progress and performance in the areas of goals and targets for student achievement that have/have not been met as well as the operational requirements for the district and the operational needs for schools and support staff.

Evidence of these discussions is required to support all responses through the upload of Board Meeting Minutes that includes each of the areas and feedback received in conjunction with a Comprehensive District Improvement Plan that outlines “the plan” to address, monitor, track progress and sustainability in student achievement, and operational needs for both the district and schools.

Delivery Targets

Five year delivery goals are set for schools and districts to ensure that students are college and career-ready. Within the school and district goals Delivery Targets are set to identify the annual incremental growth needed to achieve the five year goal in the areas of Proficiency, College and Career Readiness, Achievement Gap, and Graduation Rate. These targets shall be used to set goals and monitor progress in student achievement throughout the instructional year.

Next Generation Professionals will be addressed through identifying the district’s plan for implementation of the Professional Growth and Effectiveness System for Teachers and Principals in the 2014-2015 school year. Supporting documentation for these responses can be provided by additional narrative responses, the district Certified Evaluation Plan and an APPROVED Waiver if applicable.

The Superintendent has communicated in open board meetings the progress of the goals and targets throughout the instructional year and has communicated the vision and strategy for moving the work forward through the Comprehensive District Improvement Plan (CDIP).

The CDIP discussions include updates on student achievement through the use of student performance data, goals and plans created to achieve and monitor student success and areas for improvement, sustainability of growth and resources used for student achievement, and measuring the effectiveness of teachers and principals.

	Statement or Question	Response	Rating
1. Proficiency:	Increase the averaged combined reading and math K-Prep scores for elementary students.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
2. Proficiency:	Increase the averaged combined reading and math K-Prep scores for middle students.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
3. Proficiency:	Increase the averaged combined reading and math EOC scores for high schools.	Has Met District Targets	N/A

	Statement or Question	Response	Rating
4. Graduation Rate:	Increase the cohort graduation rate.	Has Met District Targets	N/A

	Statement or Question	Response	Rating
5. College and Career Readiness:	Increase the percentage of students who graduate college and career ready.	Has Met District Targets	N/A

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	Statement or Question	Response	Rating
6. Closing Achievement Gap:	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group.	Has Not Met District Targets	N/A

Label	Assurance	Response	Comment	Attachment
7. Next Generation Professionals for Teachers:	The district will:	Fully implement the Kentucky Professional Growth and Effectiveness System for Teachers in 2014-2015 as set forth in the district's Certified Evaluation Plan.		

Label	Assurance	Response	Comment	Attachment
8. Next Generation Professionals for Principals:	The district will:	Fully Implement the Kentucky Professional Growth and Effectiveness System for Principals in 2014-2015 as set forth in the District's Certified Evaluation Plan.		

Label	Assurance	Response	Comment	Attachment
9.	Delivery Targets and PGES implementation artifacts have been documented in The LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes		District Delivery Targets Oct. 2014

Resources and Support Systems

Resources and Support Systems identify the district's operational areas and their status and progress. In open board meetings the Superintendent must have communicated the health and status of the operational budget for the district and ensures that the district is operating in compliance of all ethical, legal and policy standards of the district, state and federal government.

Label	Assurance	Response	Comment	Attachment
1. Operational Budget:	Establishes a balanced operational budget for school programs and activities which include correct prior year audit findings and submit a balanced working budget and tentative budget that includes the required 2% contingency.	Has developed a balanced Operational Budget		

Label	Assurance	Response	Comment	Attachment
2. Compliance:	Maintains compliance with legal, ethical and policy standards. External audit for 2014-2015 school year will indicate 0 violations of ethics and policy standards.	Is in compliance		

Label	Assurance	Response	Comment	Attachment
3. Direct Communication:	Effectively communicates the district's budget and resource allocation to the local board. Provides budget updates to the board at every regularly scheduled meeting.	Superintendent has provided budget and resource allocation updates		

Label	Assurance	Response	Comment	Attachment
4.	Delivery artifacts have been incorporated into the Superintendent assurances and documented in the artifacts in the areas of budget and resources of LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes		Budget 2014-2015

Facilities/Support Systems

Facilities and Support Systems identify the operational needs and environment for district schools. In open board meetings the Superintendent must have communicated progress, actions taken and updates in the areas of instruction, materials, technology, educational materials and resources and overall environment from the KY TELL Survey. In non-KY TELL Survey years the Superintendent may explain progress and updates to the prior year targets.

	Statement or Question	Response	Rating
a)	Teachers have sufficient access to appropriate instructional materials.	Agree	N/A

	Statement or Question	Response	Rating
b)	Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	Agree	N/A

	Statement or Question	Response	Rating
c)	Teachers have access to reliable communication technology, including phones, faxes and email.	Agree	N/A

	Statement or Question	Response	Rating
d)	Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	Agree	N/A

	Statement or Question	Response	Rating
e)	Teachers have sufficient access to a broad range of professional support personnel.	Agree	N/A

	Statement or Question	Response	Rating
f)	The school environment is clean and well maintained.	Agree	N/A

	Statement or Question	Response	Rating
g)	Teachers have adequate space to work productively.	Agree	N/A

	Statement or Question	Response	Rating
h)	The physical environment of classrooms in the school supports teaching and learning.	Agree	N/A

KDE Comprehensive Improvement Plan for Districts

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	Statement or Question	Response	Rating
i)	The reliability and speed of internet connections in the school are sufficient to support instructional practices.	Agree	N/A

Label	Assurance	Response	Comment	Attachment
j)	Delivery artifacts have been incorporated into the Superintendent assurances and have been documented in the artifacts of LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes		TELL Survey Results

KDE Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes	Reflected in CDIP	

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	Our district provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes		

KDE Comprehensive Improvement Plan for Districts

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Label	Assurance	Response	Comment	Attachment
8.	Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Our district ensure that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Our district ensure class-size reduction needs are determined by analysis of data compiled through such processes as achievement test results, needs assessments, and class size data reviews.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Our district ensure that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained.	Yes		

KDE Comprehensive Improvement Plan for Districts

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Label	Assurance	Response	Comment	Attachment
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	Our district ensures proper maintenance of records according to federal program guidelines.	Yes		

Label	Assurance	Response	Comment	Attachment
19.	Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds.	Yes		

Label	Assurance	Response	Comment	Attachment
20.	Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes		

Label	Assurance	Response	Comment	Attachment
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget.	Yes		

KDE Comprehensive Improvement Plan for Districts

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Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that setaside funds for neglected institutions in the district are expended on identified student needs.	Yes		

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	Yes		

Label	Assurance	Response	Comment	Attachment
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	Yes		

Label	Assurance	Response	Comment	Attachment
28.	Our district ensures that if it receives more than \$500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools.	Yes		

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes		

Label	Assurance	Response	Comment	Attachment
30.	Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.	Yes		

KDE Comprehensive Improvement Plan for Districts

Campbell County

Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes		

Label	Assurance	Response	Comment	Attachment
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.	Yes		

Label	Assurance	Response	Comment	Attachment
34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes		