

1. Proficiency Goal

Goal 1: Increase proficiency in reading and math as measured by the Kentucky Summative Assessment according to the following table:

Level	Reading		Math	
	From Spring 2019	To Spring 2024	From Spring 2019	To Spring 2024
Elementary	66.0%	70.0%	61.6%	70.0%
Middle	73.6%	75.0%	65.4%	70.0%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Increase proficiency in reading and math, as measured by the Kentucky Summative Assessment as follows:</p> <p>Elementary: Reading - from 66.0% (2019) to 68.0% (2022) Math – from 61.6% (2019) to 65.0% (2022)</p> <p>Middle: Reading –from 73.6% (2019) to 74.0% (2022) Math – from 65.4% (2019) to 68.0% (2022)</p>	<p>KCWP1: Design and Deploy Standards Focus: Ensure that the adopted P-12 district curriculum is rigorous, viable, and easily accessible to all teachers in the school district.</p>	<p>Implement a learning recovery process that prioritizes essential standards in P-12 classrooms and gives grade / content PLCs the flexibility to adjust the scope / sequence of core courses.</p> <ul style="list-style-type: none"> • Ensure content and pacing meets student needs based on formative and summative assessment results for core classes • Create clear and precise learning targets aligned to standards • Align standards, learning targets, learning tasks, and assessment measures <p>Coordinated Professional Development around curriculum implementation focused on understanding standards mastery.</p>	<p>The development of learning recovery plans for each elementary, middle and high school.</p> <p>An increase in the number of students projected to be in the P/D range on NWEA MAP and on the KSA.</p> <p>An increase in the percentage of K-5 students demonstrating mastery in reading and math grade level standards.</p>	NWEA MAP data, KSA data, Standard Mastery	General Fund
	<p>KCWP2: Design and Deliver Instruction Focus: To ensure high quality classroom instruction is purposeful, engaging, and differentiated to meet the needs of all students.</p>	<p>Integrate a research-informed instructional framework that describes high quality instructional practices in P-12 classrooms.</p> <ul style="list-style-type: none"> • Develop an instructional framework to address all dimensions of teaching and learning • Articulate a set of best practices and guiding questions to help teachers and school leaders describe high quality instructional practices • Create opportunities for teachers to observe high quality instruction through peer-to-peer observation. <p>Build the capacity of teachers, coaches, and school administrators through targeted coaching and integrated professional development.</p>	<p>A comprehensive instructional framework is developed, shared with teachers, and used to drive instructional practices at the classroom level.</p>	Instructional rounds occur on preschool, elementary, middle, and high school campuses to ensure congruence between instructional methods, standards, learning targets, student engagement, student tasks, and assessment measures.	

	<p>KCWP4: Review, analyze and apply data Focus: To reflect on student performance and use data to inform adjustments to the district CSID and PD needs of the district.</p>	<p>Integrate a data management system to measure learning outcomes for students.</p> <p>Conduct annual data review on Learning Recovery to measure student academic growth, programmatic successes, and needed adjustments to the district improvement plan.</p> <p>Provide professional development to support staff with reviewing, analyzing and applying data to measure student progress with standards mastery within the core and recovery in the core so as to design targeted instruction.</p>	<p>An end-of-year review and analysis of the district CDIP is completed to address performance and necessary adjustments based on data.</p>	<p>NWEA MAP data, KSA data, Standard Mastery</p>	
--	--	--	---	--	--

2. Separate Academic Indicator

Goal 2: Increase proficiency in writing and science, as measured by the Kentucky Summative Assessment according to the following table:

Level	Writing		Science	
	From Spring 2019	To Spring 2024	From Spring 2019	To Spring 2024
Elementary	60.7%	78.8%	41.4%	45.0%
Middle	39.4%	51.7%	38.4%	43.0%
High School	64.9%	73.4%	N/A	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase proficiency in writing as measured by the Kentucky Summative Assessment as follows: Elementary: Writing – from 60.7% (2019) to 62.5% (2022) Middle: Writing – from 39.4% (2019) to 42.2% (2022) High: Writing – from 63.2% (2019) to 64.9% (2022)	KCWP1: Design and Deploy Standards Focus: Ensure that the adopted P-12 curriculum’s writing components are rigorous and properly aligned to the district writing plan.	Update the district’s writing plan to address the needs of all students: <ul style="list-style-type: none"> Ensure that quality formative assessment items (including writing prompts and student exemplars) are available for teachers. 	An increase in the number of students scoring in the proficient or distinguished range on the Kentucky Summative Assessment in writing.	Conduct a district-level review of classroom formative assessment samples and measure student performance based on sampling.	General Fund
	KCWP3 -- Design and Deliver Assessment Literacy Focus: Ensure the appropriate assessment design is used that will best evaluate the level of student learning.	<ul style="list-style-type: none"> Collect classroom formative assessment samples for building-level calibration and professional learning. Deliver professional learning on the use of scoring rubrics so that formative assessments provide accurate evidence at the desired level. 			

2. Separate Academic Indicator

Goal 2: Increase proficiency in writing and science, as measured by the Kentucky Summative Assessment according to the following table:

Level	Writing		Science	
	From Spring 2019	To Spring 2024	From Spring 2019	To Spring 2024
Elementary	60.7%	78.8%	41.4%	45.0%
Middle	39.4%	51.7%	38.4%	43.0%
High School	64.9%	73.4%	N/A	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: Increase proficiency in science as measured by the Kentucky Summative Assessment as follows: Elementary: Science – from 41.1% (2019) to 43.0% (2022) Middle: Science – from 38.4% (2019) to 40.5% (2022) High: Science – from 47.8% (2019) to 50.0% (2022)	KCWP1: Design and Deploy Standards Focus: Ensure that the adopted P-12 curriculum in science is rigorous and properly aligned to KAS in science.	Complete a review of the P-12 science curriculum to ensure that the adopted curriculum addresses the needs of all students. Deliver professional learning on the inquiry components of the KAS in science to ensure alignment between curricular resources and state assessments.	An increase in the number of students scoring in the proficient or distinguished range on the Kentucky Summative Assessment in science.	Conduct a district-level review of classroom formative assessment samples and measure student performance based on sampling.	No Funding Needed
	KCWP2: Design and Deliver Instruction Focus: Ensure that high quality classroom instruction is purposeful, engaging, and differentiated to meet the needs of all students.	Deliver professional learning on differentiation in P-8 science classrooms to ensure that classroom instruction meets the needs of all learners.			
	KCWP3 -- Design and Deliver Assessment Literacy Focus: Ensure that all science assessments accurately measure both content knowledge and inquiry skills.	Collect classroom formative assessment samples for building-level calibration and professional learning.			

3. Growth

Goal 3: Increase the conditional school growth percentile for each elementary and middle school in reading and math to at least 50% by 2024 according to the NWEA MAP assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Increase each K-8 school's growth percentiles in reading and math by a minimum of 50% each year through 2024 according to Fall-Spring Percentiles in NWEA MAP with a goal of 60%.</p>	<p>KCWP4: Review, Analyze and Apply Data Results Focus: Create a district system to ensure that school wide data is collected, analyzed and being used to improve school conditional growth percentiles.</p>	<p>Analyze conditional growth percentiles by subgroup of students across the district and within each elementary and middle school.</p> <p>Analyze student NWEA MAP data to adjust goals and expectations for students based on their performance.</p>	<p>Each elementary and middle school will show a school conditional growth percentile on the NWEA MAP assessment in reading and math of at least 50% with a goal of 60%.</p>	<p>District and school analysis of school conditional growth percentiles for: Fall-Winter Winter – Spring Fall – Spring</p>	<p>No Funding Needed</p>

4. Achievement Gap

Goal 4: Increase proficiency through **novice reduction** in reading and math for students with disabilities by 2024 as measured by the Kentucky Summative Assessment as follows:

Level	Reading		Math	
	From Spring 2019	To Spring 2024	From Spring 2019	To Spring 2024
Elementary	36.2%	29.7%	35.7%	25.3%
Middle	34.1%	31.9%	32.0%	25.2%
High School	43.2%	38.1%	50.6%	45.5%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Increase proficiency through Novice Reduction - in reading and math for students with disabilities as measured by the Kentucky Summative Assessment as follows: (Novice Reduction Data)</p> <p>Elementary: Reading – from 36.2% (2019) to 32.9% (2022) Math – from 35.7% (2019) to 30.5% (2022)</p> <p>Middle: Reading – from 34.1% (2019) to 33.0% (2022) Math – from 32.0% (2019) to 28.4% (2022)</p> <p>High: Reading – from 43.2% (2019) to</p>	<p>KCWP2: Design and Deliver Instruction</p> <p>Focus: Ensure that processes and systems, such as Co-Teaching, are in place to support standard aligned Tier 1 instruction and assessments are implemented with students’ cultural, social, and developmental needs in mind.</p>	<p>Ensure teachers are provided with on-going, job embedded professional learning focused on literacy, math and co-teaching to improve learning outcomes for students with disabilities.</p> <p>Ensure co-teaching teams have co- planning opportunities so that teaching teams can effectively design instruction to respond to the needs of students with disabilities.</p> <p>Ensure that students with disabilities have access to grade level content to the maximum extent appropriate with their non-disabled peers, including formative and summative assessments of grade level content.</p>	<p>Classroom observations reveal an understanding and compliance with expectations as related to:</p> <ul style="list-style-type: none"> • Student growth data including NWEA MAP, DRA, common grade level assessments. • co-teaching plans • walkthrough observations <p>Master schedule reveals co-planning opportunities</p> <p>Planning Structures</p> <p>IEP reviews, Master Schedules, Classroom Observations. Protocol</p>	<p>District Quality Assurances and Site Visit Review</p> <p>Check-in meetings twice per year</p> <p>NWEA MAP data, KSA data, Standard Mastery</p>	<p>General Fund IDEA Funds</p>
		<p>Analyze student data from various district and state assessments to assist schools in making adjustments or changes necessary for increased student performance with Students with Disabilities.</p>	<p>A decrease in the number of students with disabilities scoring in the novice range on the Kentucky Summative Assessment in reading and math.</p>		

40.7% (2022)					
Math – from 50.6% (2019) to 48.0% (2022)					

5. Transition Readiness

Goal 5: Increase the percentage of students who graduate Transition Ready, as measured by the Kentucky Accountability System from 75.3% to 80% by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: To increase the percentage of African American, Hispanic, Disabled and English Language Learner+ graduates who are transition ready as follows:</p> <p>African American Students Transition Ready – From 48.1% (2019) to 51.8% (2022)</p> <p>Hispanic Students Transition Ready – From 46.2% (2019) to 49.9% (2022)</p> <p>Disabled Students Transition Ready – From 19.7% (2019) to 23.4% (2022)</p>	<p>KCWP: Establishing Learning Culture and Environment</p> <p>Focus: Ensure the district and schools prioritize their commitment to equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps develop their character, and helps them be successful in terms of transition readiness.</p>	<p>Beginning in 8th grade, create a system/protocol to monitor the progress and effectiveness of all program opportunities within each high school, including the Arvin Education Center, to ensure students from underperforming demographics in the area of Transition Readiness:</p> <ul style="list-style-type: none"> ● have opportunities to demonstrate transition readiness in various ways ● are counseled in opportunities beginning in middle school ● have their progress monitoring and receive feedback on course opportunities aligned with transition readiness ● are provided appropriate counseling and support within the opportunity / pathway taken to demonstrate transition readiness 	<p>Increase the percentage of students from underperforming demographics who graduate Transition Ready.</p>	<p>District Quality Assurances and Site Visit Review</p>	<p>No Funding Necessary</p>

6. Graduation Rate

Goal 6: Increase the graduation rate for all students from 96.1 (2019) to 97.5% (2024), as measured by Kentucky's Accountability System (4/5 year average cohort rate).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: To increase the graduation rate of African American students and disabled students by 2021 as follows:</p> <p>African American Students Graduation Rate - From 86.7% (2019) to 90.9% (2022)</p> <p>Disabled Students Graduation Rate - From 82.0% (2019) to 84.0% (2022)</p> <p>Objective 2: To increase the graduation rate of "ALL" students from: 96.7% (2019) to 97.1% (2022)</p>	<p>KCWP: Establishing Learning Culture and Environment</p> <p>Focus: Ensure the district and schools prioritize their commitment to equitable access to a meaningful and rigorous academic curriculum that is respectful of diverse learners, helps develop their character and helps them to be successful in terms of graduation.</p>	<p>Increase the options, pathways to graduation, and opportunities for Oldham County Students to graduate and enter a post- secondary setting.</p> <p>Ensure that school counselors receive support and guidance in student advising and scheduling using the various pathways to graduation, approved by KDE, designed to assist students in meeting graduation requirements.</p>	<p>Each middle and high school in the district identifies and publishes a list of programs, options, and alternatives that are shared with all stakeholders.</p> <p>Schools can articulate a specific plan for outreach to underperforming populations in their quest to improve graduation rates with these students.</p>	<p>District Quality Assurances and Site Visit Review</p>	<p>No Funding Necessary</p>
	<p>KCWP: Design, Align, Deliver Support Processes</p> <p>Focus: Ensure schools and district measure the effectiveness of current programs and initiatives implemented.</p>	<p>Ensure that schools implement a systematic process for academic planning, schedule review/creation, and mentoring so that all students are supported in reaching graduation goals and responding to non- academic data when necessary.</p> <p>Ensure that Early-Warning Reports, grades, Check and Connect, and Chronic Absentee Focus systems are up and running and utilized to support students who are at risk of not graduating.</p>	<p>Increased graduation rate for students from these demographics</p> <p>System is articulated and monitored on a regular basis at the school and district levels.</p>		

7. Other (MTSS / SEL / MH)

Goal 7: To implement a system of behavior and mental health supports to address the social-emotional and mental health needs of the school community.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Signs of Suicide Student Reporting Data <ul style="list-style-type: none"> Students reporting current suicidal ideation <ul style="list-style-type: none"> 78 middle school 46 high school Students reporting recent suicidal ideation <ul style="list-style-type: none"> 130 middle school 132 high school 	KCWP2: Design and Deliver Instruction Focus: Provide coordinated experiences to students preschool through high school to support their social-emotional development	Schools will deliver instruction to support student social-emotional and mental health (Preschool through High School) <ul style="list-style-type: none"> SEL curriculum Staff training Supplemental activities via school counseling program 	Students and staff report a decrease in concerns about student mental health	Staff and student surveys	ESSERS
		Promote the integration of social-emotional learning into classroom instruction: <ul style="list-style-type: none"> Professional development around strategies to integrate social-emotional supports within instructional design and delivery 	Students and staff report a decrease in concerns about student mental health	Staff and student surveys	No Funding Needed
Reports of student concern (Fall 2021) <ul style="list-style-type: none"> Internalizing behaviors <ul style="list-style-type: none"> 1076 incidents 47.3% of contacts Externalizing behaviors <ul style="list-style-type: none"> 973 incidents 42.8% of contacts Violence <ul style="list-style-type: none"> 60 incidents 2.6% of contacts Self-Harm/Suicidal Ideation <ul style="list-style-type: none"> 406 incidents 17.8% of contacts Other crises <ul style="list-style-type: none"> 141 incidents 6.2% of contacts 	KCWP5: Design, Align and Deliver Support Focus: Implementation of a school/district wide plan for tiered intervention and services for social-emotional and mental health	The district/school will develop Trauma Teams at each school and at the district level to facilitate the integration of trauma informed practices in all schools. <ul style="list-style-type: none"> School level plans for implementing a trauma informed approach Professional development for all staff in strategies of a trauma informed approach 	Students and staff report a decrease in concerns about student mental health	Quarterly school reports Annual self-assessment using a district defined rubric	No Funding Needed
Objective 2: Signs of Suicide Student Reporting Data <ul style="list-style-type: none"> Students reporting current suicidal ideation 		Schools will develop an evidence-based practices grid that outlines interventions used within the school plan that support the social-emotional and mental health of students <ul style="list-style-type: none"> Including trauma informed strategies Integration of a variety of evidence-based strategies 	Individual student plans demonstrate successful implementation of strategies that positively impact student outcomes	ASA Rubric School developed EBP grid	No Funding Needed

<ul style="list-style-type: none"> ○ 78 middle school ○ 46 high school <ul style="list-style-type: none"> ● Students reporting recent suicidal ideation <ul style="list-style-type: none"> ○ 130 middle school ○ 132 high school <p>School counselors currently reporting 46% of their time in direct services for students with a range from 15% to 70% across schools.</p>	<p>KCWP5: Design, Align and Deliver Support</p> <p>Focus: Implementation of a school/district wide plan for counseling and mental health services</p>	<p>Each Oldham County school will develop a comprehensive school counseling program that includes a range of supports to assist student in the development of the capacities of:</p> <ul style="list-style-type: none"> ● Self-awareness ● Social awareness ● Relationship skills ● Self-management ● Responsible decision-making <p>Professional development for school counselors and administrators</p>	<p>Students and staff report a decrease in concerns about student mental health</p>	<p>School plans</p> <p>Annual reports from schools using a district defined reporting tool</p>	<p>General fund</p>
		<p>The district will develop a Comprehensive Plan for behavior/mental health supports that provides a continuum of services for students that address social-emotional and mental health needs.</p>	<p>Students and staff report a decrease in concerns about student mental health</p>	<p>District plan</p> <p>Annual reports from district mental health staff using a district defined tool</p>	<p>General fund Federal grant funds</p>