

# 1: Proficiency

State your **Proficiency Goal**

<p>Goal 1: Increase percentage of students reaching ACT and KY benchmarks by 10% over the next 3 years (2020) - English (55.4%), math (50%) reading (55.1%), and science (35%) and increase percentage of students scoring Proficient and Distinguished on On-Demand Writing from 65.9% to 70% by 2020.</p> <p>*Increase ACT mean score from 20.2 to 23 by 2022.</p>						
<p>Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>		<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>		
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding	Responsible
Objective 1: Design and Deploy Standards	Establish a process for vertical and <b>horizontal</b> curriculum work, including introduction, development, and <b>mastery</b> of standards	<p><b>Develop an ongoing timeline, process for and implement vertical and horizontal alignment</b> that identifies instructional gaps, includes planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery to ensure:</p> <ul style="list-style-type: none"> <li>• Cognitive engagement</li> <li>• Implementation of effective strategies and programs (Kagan, Canvas, content specific research-based instructional practice)</li> </ul>	Vertical Curriculum Alignment and Articulation of Standards	May 2018 Timeline 18/19 SY Beginning Implementation <b>19/20 Continued Implementation</b>	\$	Administration, Department Chair, Instructional Coach, Content Leads

<p>Goal 1: Increase percentage of students reaching ACT and KY benchmarks by 10% over the next 3 years (2020) - English (55.4%), math (50%) reading (55.1%), and science (35%) and increase percentage of students scoring Proficient and Distinguished on On-Demand Writing from 65.9% to 70% by 2020.</p> <p>*Increase ACT mean score from 20.2 to 23 by 2022.</p>					
	Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)	<b>Develop a timeline for curricular alignment reviews (horizontal) and implement</b> to ensure the ongoing action of the PLC's (department and course) planning process.	Curriculum Alignment Products for all contents / courses (Maps, Syllabus)	May 2018 Timeline 18/19 SY Implementation 19/20 Continued Implementation	Administration, Department Chairs, Instructional Coach, Content Leads
	Establish a protocol for reviewing and revising the curriculum beyond pacing (e.g., how often, who, what is completed)?	<b>Ensure regularly-scheduled curriculum meetings / PLC's (department and course)</b> to review the alignment between standards, learning targets, and assessment measures and to increase collaboration in deconstructing standards and developing congruent learning targets. (KCAS, ACT College Readiness Standards, AP Standards)	Meeting Minutes, timelines, work samples	May 2018 Timeline 18/19 SY Beginning Implementation Fully Implemented 19/20	Administration, Department Chair, Instructional Coach, Content Leads
Objective 2: Review, Analyze, and Apply Data	Ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data	<b>Develop and deploy a PLC protocol</b> with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. <ul style="list-style-type: none"> <li>Ensure that all assessments evolve from high-quality content standards and delivery meets the needs of all students.</li> </ul>	Meeting Minutes Assessment Alignment Data Analysis Notes Growth (CERT, ACT, EOC)	Spring 18 Timeline 19/20 SY Implementation	Administration, Department Chair, Instructional Coach, Content Leads
	Develop a balanced assessment system (Formative, Summative, Interim) for teachers to monitor students' progress on standards in order to know when they have achieved <b>mastery</b> and ensure students know where they are in their own progression of learning.	<b>Develop and implement progress monitoring system</b> to monitor standards <b>mastery</b> for each student <ul style="list-style-type: none"> <li>Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (<b>English, Math Science</b>)</li> <li>Ensure that formative, interim, summative assessment results, as are used appropriately to determine intervention needs.</li> <li>Increase collaboration in data analysis and student progress towards standards mastery, including</li> </ul>	Meeting Minutes Assessment Alignment Data Analysis Notes Growth (CERT, ACT, EOC, Teacher Assessments)	Planning Spring / Summer 18 Initial Implementation 18/19 Continued Implementation 19/20	Administration, Department Chair, Instructional Coach, Content Leads

<p>Goal 1: Increase percentage of students reaching ACT and KY benchmarks by 10% over the next 3 years (2020) - English (55.4%), math (50%) reading (55.1%), and science (35%) and increase percentage of students scoring Proficient and Distinguished on On-Demand Writing from 65.9% to 70% by 2020.</p> <p>*Increase ACT mean score from 20.2 to 23 by 2022.</p>						
		<p>identification of students in need of intervention supports. (<a href="#">English, Math, Science</a>) (<a href="#">Gap: Special Education PLC</a>)</p> <ul style="list-style-type: none"> <li>• Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.</li> <li>• <a href="#">Implement interventions for GAP groups as needed: Reading Course with FFW/RA, Math Course; Core Progressions Math; EL with FFW; Identify/implement intervention; Math</a></li> </ul>				

## 2: Separate Academic Indicator

State your *SAI Goal*

<p>Goal 2: Increase percentage of students scoring Proficient and Distinguished on On-Demand Writing by 10%.</p>			
<p>Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> </ul>	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	

Pending SBDM Approval 12/12/2018

<p>Goal 2: Increase percentage of students scoring Proficient and Distinguished on On-Demand Writing by 10%.</p>						
		<ul style="list-style-type: none"> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>				
Objective 1: <a href="#">Design and Deliver Standards / Instruction</a>	Develop a schoolwide writing continuum that incorporates formative and summative writing assessments to ensure mastery of content specific writing standards.	<b>Develop and implement writing continuum</b> specific to content which monitors mastery for each student. A writing plan will be created for each course taught in which students will follow the writing process, receive feedback, identify writing strengths and/or weakness using rubrics.	Writing Continuum Writing Prompts Rubrics Student Feedback Samples	Spring 2018 Continuum Draft 1 SY 18 19 Implementation and Draft 2 <a href="#">19/20 Full Implementation</a>		Administration, Department Chair, Instructional Coach, Teachers
Develop, implement and sustain a writing continuum across all content areas.						

### 3: Gap

State your **Gap Goal**

<p>Goal 2: Increase percentage of students meeting ACT and KY benchmarks by 10% in gap groups (ELL, African American, Hispanic, disability, FR) in English, reading, math, and science and increase percentage of students scoring Proficient and Distinguished on On-Demand Writing by 10%.</p>			
<p>Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>	<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> </ul>	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	

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<p>Goal 2:          Increase percentage of students meeting ACT and KY benchmarks by 10% in gap groups (ELL, African American, Hispanic, disability, FR) in English, reading, math, and science and increase percentage of students scoring Proficient and Distinguished on On-Demand Writing by 10%.</p>						
<ul style="list-style-type: none"> <li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>		<ul style="list-style-type: none"> <li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>				
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding	Person(s) Responsible
Objective 1: Review, Analyze, and Apply Data	Develop a balanced assessment system (Formative, Summative, Interim) for teachers to monitor students' progress on standards in order to know when they have achieved <b>mastery</b> and ensure students know where they are in their own progression of learning.	<p><b>Develop and implement progress monitoring system</b> to monitor standards <b>mastery</b> for each student</p> <ul style="list-style-type: none"> <li>Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (<a href="#">English</a>, <a href="#">Math</a> <a href="#">Science</a>)</li> <li>Ensure that formative, interim, summative assessment results, as are used appropriately to determine intervention needs.</li> <li>Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. (<a href="#">English</a>, <a href="#">Math</a>, <a href="#">Science</a>) (<a href="#">Gap: Special Education PLC</a>)(<a href="#">EL PLC</a>)</li> <li>Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.</li> </ul>	Meeting Minutes Assessment Alignment Data Analysis Notes Growth (CERT, ACT, EOC, Teacher Assessments)	Planning Spring / Summer 18 <a href="#">Initial Implementation 18/19</a> <a href="#">19/20 Continued Implementation</a>		Administration, Department Chair, Instructional Coach, Content Leads

<p>Goal 2:  Increase percentage of students meeting ACT and KY benchmarks by 10% in gap groups (ELL, African American, Hispanic, disability, FR) in English, reading, math, and science and increase percentage of students scoring Proficient and Distinguished on On-Demand Writing by 10%.</p>						
		<ul style="list-style-type: none"> <li>Implement interventions for GAP groups as needed: Reading Course with FFW/RA, Math Course; Core Progressions Math; EL with FFW; Identify/implement intervention; Math</li> </ul>				
Objective 2: Design, Align and Deliver Support	Develop school culture supports, both academic and behavioral, to promote and support learning for all	<p><b>Ongoing professional learning</b> for staff to support working with <b>students and parents from diverse backgrounds</b> to ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.</p>	Agendas, and ongoing support	Summer/Fall 2019	\$	Administration, Instructional Coach
		<p><b>Identify curricular modification</b> needs using pre-assessment strategies, and use data results to “frontload” concepts where high levels of below proficient prerequisite skills are identified.</p> <ul style="list-style-type: none"> <li>Analyze data to determine which best practice strategies or interventions will meet the identified needs of the students. (Targeted English and Math)</li> </ul>	Meeting Minutes Data Analysis Notes Growth (CERT, ACT, Teacher Assessments) Student Samples	Planning Spring / Summer 18 Initial Implementation 18 /19	\$	Administration, Department Chair, Instructional Coach, Content Leads
Objective 3: College Readiness	Develop a balanced assessment system (Formative, Summative, Interim) for teachers to monitor students’ progress on standards in order to know when they have achieved <b>mastery</b> and ensure students know where they are in their own progression of learning.	<p><b>Implement a College Readiness Plan</b> to include ACT, CERT, Preparation Experiences, Remediation, and supports</p> <ul style="list-style-type: none"> <li>Remediation and data collection – English, math, reading, and science</li> <li>Goal Setting for Students with teacher training to support</li> <li>Teacher Training on College Readiness Standards / plus curriculum review work for alignment</li> </ul>	<p>CERT for each course (E, M, R, Sc)</p> <p>ACT Baseline for Juniors</p> <p>ACT Junior and Senior</p> <p>(Also, support Courses in lower grades)</p>	<p>Quarterly by Course and Grade</p> <p>CERT</p> <p>March 2018 (JR)</p> <p>May 2018 (SR)</p> <p>Implementation 18/19</p> <p>Continued 19/20</p>	\$	Administration, Department Chair, Instructional Coach, Content Leads

#### 4: Graduation rate

State your **Graduation rate** Goal

<p>Goal 3: Increase graduation rate from 95.1 to 96.4 by 2019/20.</p>						
<p>Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>		<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>		
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding	Person(s) Responsible
Objective 1: Review, Analyze, and Apply Data	Develop a balanced assessment system (Formative, Summative, Interim) for teachers to monitor students' progress on standards in order to know when they have achieved <b>mastery</b> and ensure students know	<p><b>Develop and implement progress monitoring system</b> to monitor standards <b>mastery</b> for each student</p> <ul style="list-style-type: none"> <li>• Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (<b>English, Math Science</b>)</li> <li>• Ensure that formative, interim, summative assessment results, as are used appropriately to determine intervention needs.</li> </ul>	Meeting Minutes Assessment Alignment Data Analysis Notes Growth (CERT, ACT, EOC, Teacher Assessments)	Planning Spring / Summer 18 <b>Initial Implementation 18/19</b> <b>19/20 Continued Implementation</b>		Administration, Department Chair, Instructional Coach, Content Leads

<p>Goal 3: Increase graduation rate from 95.1 to 96.4 by 2019/20.</p>						
	<p>where they are in their own progression of learning.</p>	<ul style="list-style-type: none"> <li>• Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. (English, Math, Reading, Science) (Gap: Special Education PLC)</li> <li>• Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.</li> <li>• Implement interventions for GAP groups as needed: Reading Course with FFW/RA, Math Course; Core Progressions Math; EL with FFW; Identify/implement intervention; Math</li> </ul>				
<p>Objective 2: Design, Align and Deliver Support</p>	<p>Identify Students at Risk, Ensure Supports, and Monitor Progress to Graduation</p>	<p><b>Develop and Implement a Process</b> to identify students at risk for remediation, failure, and/or untimely graduation. Monitor their progress using tools such as the Persistence to Graduation Tool, Resiliency Survey, failure reports, and other early warning tools. (Also, Special Ed PLC, ELL PLC)</p>	<p>Graduation Rate</p>	<p>Planning Spring / Summer 18 Implementation 18 /19 Continued Implementation 19/20</p>		<p>Administration, At Risk Teacher Counselors Team Leads PBIS Team, FRYSC Coordinator, School Psychologist</p>
		<p><b>Enhance the school-wide behavioral support</b> system that aligns with the Code of Conduct as well as student action plans for self-monitoring and immediate feedback.</p> <ul style="list-style-type: none"> <li>• Provide behavior-specific praise and reinforcement</li> <li>• Groups, supports, check in/check out</li> <li>• Ensure that all available resources are deployed to assist students in need</li> <li>• Develop Social Emotional Supports for all students</li> </ul>	<p>PBIS Meeting Minutes Group Times Tier Schedules Interventions</p>	<p>Continued / Ongoing Implementation 18/19; 19/20</p>	<p>\$</p>	



## 5: Transition readiness

State your **Transition readiness** Goal

<p>Goal 4: Increase the number of students who are college and career ready / transition ready / English proficient based on the new accountability model. (College Readiness Exam, AP, Dual Credit, English Proficiency)</p> <p>ACT: Increase percentage of students reaching ACT and KY benchmarks by 10% over the next 3 years (2020) - English (55.4%), math (50%) reading (55.1%), and science (35%) AP Equity and Excellence: from 25 to 35 by 2022 (courses / pass rate) Number of Students Participating in Dual Credit: Increase by 10% (from 80 students to 100 students by 2020) <b>ACCESS:</b></p>						
<p>Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>		<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>		
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding	
Objective 1: Review Analyze and Apply Data / College Readiness	Develop a balanced assessment system (Formative, Summative, Interim) for teachers to monitor students' progress on standards in order to know when they have achieved <b>mastery</b> and	<b>Implement a College Readiness Plan</b> to include ACT, CERT, Preparation Experiences, Remediation, and supports <ul style="list-style-type: none"> <li>Remediation and data collection – English, math, reading, and science</li> <li>Goal Setting for Students with teacher training to support</li> </ul>	CERT for each course (E, M, R, Sc)  ACT Baseline for Juniors  ACT Junior and Senior	Quarterly by Course and Grade CERT March 2018 (JR) May 2018 (SR) <a href="#">Implementation Spring 18/19</a> <a href="#">Continued 19/20</a>	\$	Administration, Department Chair, Instructional Coach, Content Leads

Pending SBDM Approval 12/12/2018

<p>Goal 4:  Increase the number of students who are college and career ready / transition ready / English proficient based on the new accountability model. (College Readiness Exam, AP, Dual Credit, English Proficiency)</p> <p>ACT: Increase percentage of students reaching ACT and KY benchmarks by 10% over the next 3 years (2020) - English (55.4%), math (50%) reading (55.1%), and science (35%)  AP Equity and Excellence: from 25 to 35 by 2022 (courses / pass rate)  Number of Students Participating in Dual Credit: Increase by 10% (from 80 students to 100 students by 2020)  <b>ACCESS:</b></p>						
	ensure students know where they are in their own progression of learning.	<ul style="list-style-type: none"> <li>Teacher Training on College Readiness Standards / plus curriculum review work for alignment</li> </ul>	(Also, support Courses in lower grades)			
Objective 2: College Credit -Advanced Placement and Dual and Articulated Credit	Develop, Implement, and Sustain an Advanced Placement Program that Offers Multiple Opportunities for Students to Gain College Credit while in High School	<b>Ensure opportunities</b> are available in all available content areas for students to achieve college credit with a 3 or better. (Add Courses Available and Increase Enrollment)	Increase in the Equity and Excellence Score	July 2018		Administration, Instructional Coach, AP Teachers,
		<b>Provide professional learning opportunities</b> for AP teachers to ensure successful implementation of the program. (training, scoring opportunities): <a href="#">Tracking</a>	Timeline for training for all AP Teachers	Three Year Plan	\$	Administration, Department Chair, Instructional Coach, Content Leads
	Develop, Implement, and Sustain a Dual Articulated Credit Program that Offers Multiple Opportunities for Students to Gain College Credit while in High School	<b>Ensure opportunities</b> are available in all content areas for students to achieve college credit with a B or better. (Early College, College Campus Courses, <a href="#">On-Campus Courses</a> ) <a href="#">Tracking</a>	Increase percentage of students successful in Dual Credit Courses (include on campus) Increase courses available (World Language, CTE, and others)	Spring 18 <a href="#">Implementation Spring 18/19</a> <a href="#">Continued 19/20</a>		Administration, Counselors, Department Chair, Instructional Coach, Content Leads
Objective 3: Career Ready	Develop, Implement, and Sustain a Career and Technical Readiness Program that Offers Multiple Opportunities for Students to Gain	<b>Ensure opportunities</b> are available in all available content areas for students to achieve certification and pathway completion.	Increase percentage of Certifications offered, successful certification and completion of pathways	Spring 18 18/19 SY Implementation <a href="#">Continued 19/20</a>		Administration, Department Chair, Instructional Coach, Content Leads

**Goal 4:**  
 Increase the number of students who are college and career ready / transition ready / English proficient based on the new accountability model. (College Readiness Exam, AP, Dual Credit, English Proficiency)

ACT: Increase percentage of students reaching ACT and KY benchmarks by 10% over the next 3 years (2020) - English (55.4%), math (50%) reading (55.1%), and science (35%)  
 AP Equity and Excellence: from 25 to 35 by 2022 (courses / pass rate)  
 Number of Students Participating in Dual Credit: Increase by 10% (from 80 students to 100 students by 2020)

**ACCESS:**

	Certification and Pathway Completion				
Objective 5: <a href="#">Systems o of Collaboration and English Proficiency</a>	Support Students Identified as English Language Learners to Increase English Proficiency	<p><b>Develop and implement a plan</b> for incorporating culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.</p> <p><b>Develop collaborative schedule</b> to support Level 1, 2, 3</p> <p><a href="#">ELNA Pilot for Newcomers</a></p> <p><a href="#">Intervention – FFW/RA during and after school ESS</a></p> <p><b>Create systematic steps</b> to welcome the parents of new and ESL students(for example, using home visits, personal calls or letters, open houses, and/or other methods).</p>	ACCESS Scores FFW/RA Data STAR <a href="#">Rosetta Stone (ELNA)</a>	Spring 2018 (baseline) 18/19 School Year <a href="#">Continued Implementation 19/20</a>	Administration, Instructional Coach, ELL Teacher, Teachers