

1: Proficiency

OT - ON TRACK (solid evidence is provided that the stated activity has been implemented and will likely contribute to the objective being met at the end of one year)

AW- ACTIVELY WORKING with LIMITED PROGRESS (evidence is provided that steps have been taken to implement the stated activity, but the impact in the short and/or longterm is uncertain)

S- SUPPORTS REQUIRED (evidence is provided that steps have been taken to implement the stated activity, but they are minimal, may lack "buy-in", and/or are missing needed support and/or collaboration)

N/A - Not Attempted Yet (no evidence provided)

Goal 1 (State your proficiency goal.): The district will increase READING proficiency from 59.8% PD in May 2019 to 67.1% PD by May 2023. The district will increase MATH proficiency from 53.3% PD in May 2019 to 61.8% by May 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	3/22	6/22	9/22	12/22	Funding
<p>Objective 1: The district will increase READING proficiency from 60% PD to 64% PD by May 2022.</p> <p>Objective 2: The district will increase MATH proficiency from 53% PD to 58% by May 2022.</p>	Key Core Work Process 1: Design & Deploy Standards	a.) Scale the standards clarity and standards mastery work initiated by the Teacher Ambassadors to all Boone County principals as the school instructional leaders and to all teachers.	<p>Desired teacher outcome: Teachers will apply their understanding of the standards proficiency scales to PLC discussions, resulting in observable instructional changes that increase student achievement for every student.</p> <p>Desired student outcome: Students will receive specific, direct, timely and actionable teacher feedback on their learning progress toward mastery of the standards.</p>	Assistant Superintendents for Learning Support Professional Learning Coord.					Title 2
		b.) Provide professional learning and professional conversations focused on building foundational understanding for all BCS educators of the priority standards, pacing, and proficiency scales.	Desired teacher outcome: Greater teacher efficacy in providing every student with learning opportunities that are on above grade level as referenced in the "Opportunity Myth". Evidence: PLC minutes and resulting instructional changes; meeting agendas	Asst. Superintendents for Learning Support					Title 2
		c.) Grow and re-enforce the district Professional Learning Community (PLC) mindset and culture so that high quality programming and instruction is the result of student data analysis centered in the 4 DuFour Questions: 1. What do we want students to know and be able to do?	<p>Desired district leader outcome: Learning Support and Student Services increase frequency with which student data is analyzed in PLC at the district level and with principals resulting in action and support.</p> <p>Desired teacher outcome: Teacher teams become interdependent in executing high levels of instruction for every student, PL is embedded in the</p>	Chief Academic Officer Asst. Superintendents for Learning Support Executive Director of Student & Community Services					Title 2

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		2. How will we know if they learn it? 3. What will we do if they do not learn it? 4. How will we extend the learning for students who have already learned it?	workday and reflected in the master schedules. Evidence: instructional coach agendas and coaching cycle data.							
	Key Core Work Process 2: Design and Deliver Instruction	d.) Develop and implement curriculum that results in learning opportunities for every student that is equitable, accessible, rigorous, and relevant.	Desired student outcome: learning opportunities for every student that is rigorous, equitable, accessible, and relevant. Evidence: Science Task Analysis results, implementation of equity strategies	Directors of Teaching & Learning					General Fund	
	Key Core Work Process 3: Design and Deliver Assessment Literacy	e.) Teachers engage in professional learning re: CIA (Curriculum, Instruction, and Assessment) with a focus on assessment literacy and the development of common formative assessments using tools such as Mastery Connect and CASE item banks.	Desired teacher outcome: Better understanding of quality assessment as evidenced by the development of more effective assessments. Products: The development of district common assessments.	Asst. Superintendents for Learning Support; Professional Learning Coordinator					Title 2	
		f.) Provide opportunities for parents to understand the purpose for each type of assessment administered to students, and to provide input regarding the development of new types of assessment.	Evidence: KDE Local Laboratories of Learning Coalition work; Literature, social media, etc. with parent-friendly assessment information; LIVE opportunities for parent Q&A.	Chief Academic Officer Director of Assessment						

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): The district will increase the Separate Academic Indicator of Science, Social Studies, and Writing from 43.9% PD to 54.1%(elementary), and 42% PD to 52.6% (middle) and 51.4% PD to 60.3% (high) by May 2023. Objective 1: The district will increase the Separate Academic Indicator of Science, Social Studies, and Writing from 44% PD to 46% (elementary), and 42% PD to 44.7% (middle) and 51.5% PD to 53.6% (high) by May 2021.									
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	3/22	6/22	9/22	12/22	Funding
Objective 1: The district will increase the Separate Academic Indicator of Science, Social Studies, and Writing from 44% PD to 46% (elementary), and 42% PD to 44.7% (middle) and 51.5% PD to 53.6% (high) by May 2022.	Key Core Work Process 2: Design and Deliver Instruction	a.) Implement authentic literacy practices in all content areas, with a particular focus at the HS level.	Desired Student Outcome: Students will be engaged in authentic literacy learning activities, (Focus, Schmoker) READING/WRITING/DISCUSSION, across all contents.	Directors of Teaching & Learning					General Fund
		b.) Students are engaged in literacy instruction that is INCLUSIVE (academically and culturally) to every learner across all content areas.	Desired Teacher Outcome: Greater adherence to the BCS Literacy Framework, RTI 2.0 components, and recommendations made by the district Diversity, Equity, and Inclusion taskforce regarding inclusive curriculum.	Directors of Teaching & Learning RTI / Title 1 Coordinator Executive Director of Student & Community Services.					Title 1 ESSER
	Key Work Process 4: Review, Analyze, and Apply Data	c.) the District will create a visual Data Dashboard (Quarterly Report and "Yellow" sheets) as a way to monitor student achievement and support schools. Strategies and lead measures implemented by the schools will be analyzed quarterly using the 6 "Data Questions" from KDE.	Evidence: Data from District Data Folder School CSIP progress monitoring dashboard	Assistant Superintendents for Learning Support Chief Academic Officer					General Fund
	Key Core Work Process 5: Design, Align, and Deliver Support	d.) Learning Support Services will monitor, evaluate accessibility and effectiveness of, and provide support for all academic programming in collaboration with building principals.	Effectiveness will be measured by CASE assessment data. Accessibility will be measured by requirements outlined in Individual Education Plans, Program Service Plans, and Gifted & Talented Student Service Plans	Assistant Superintendents for Learning Support Director of Special Education Director of Language Learners Gifted and Talented Coordinator					General Fund Title 2 IDEA Title 3

Goal 3 (State your growth goal.): The district will increase READING proficiency from 59.8% PD to 67.1% PD by May 2023. The district will increase MATH proficiency from 53.3% PD to 61.8% by May 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	3/22	6/22	9/22	12/22	Funding
<p>Objective 1: The district will increase READING proficiency from 60% PD to 64% PD by May 2022.</p> <p>Objective 2: The district will increase MATH proficiency from 53% PD to 58% by May 2022.</p>	Key Core Work Process 4: Review, Analyze, and Apply Data	a.) Implement a districtwide Multi-Tiered System of Supports (RTI 2.0) that utilizes student data for implementing intervention systems and strategies address individual student needs for academics and behavior.	<p>Desired Teacher Outcome: Full implementation of academic components at Elementary Level by Fall 2022; Teacher team pilots at MS Level by Fall 2022.</p> <p>Desired Student Outcome: Full re-focus of Positive Behavioral Interventions and Supports (PBIS) practices and routines, as outlined in the refined PBIS framework.</p>	<p>Assistant Superintendents for Learning Support</p> <p>Executive Director of Student and Community Services</p>					General Fund Title 1 Title 2
		b.) Utilize the CASE assessment as the common tool for PLC work districtwide. Teachers come together to understand what students know and don't know and develop common approaches and plans on how to improve student achievement on standards and enduring skills and use targeted assessment to ensure student achievement (RTI 2.0 expanded).	Desired Student Outcome: Higher achievement as a result of more focused remediation and intervention strategies.	Director of Assessment Directors of Teaching & Learning					General Fund Title 1
	Key Core Work Process 2: Design & Deliver Instruction	c.) Intense focus on Primary grades PreK-2 Literacy/Numeracy Development: Support teachers with specific professional development, curriculum resources, vocabulary & phonics support.	Desired Teacher Outcome: Teachers will have a thorough understanding of early numeracy skills and "learn to read" processes of phonemes, phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing, resulting in observable changes to instruction.	Director of Elementary Teaching and Learning Director of Early Childhood Title 1 Coordinator					ESSER General Fund Title 1

4: Achievement Gap

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	3/22	6/22	9/22	12/22	Funding
Objective 1: Increase the proficiency rates for all students in the Gap group in Reading elementary schools from 41% to 46%, middle schools from 48% to 53%, and high school from 32% to 37% by May 2022.	Key Core Work Process 5: Design, Align, and Deliver Support	a.) Provide consistent professional learning & PLC opportunities for Special Education teachers, staff, and collaborative teachers in order to build teacher efficacy.	Evidence to include a variety of professional learning opportunities such as: <ul style="list-style-type: none"> - school specific Special Ed. Topics - Leveled Literacy Instruction (LLI) - Alternative Assessment - ARC Chairperson Support - Disability-specific topics - Programming-specific topics 	Director of Special Education					IDEA
Objective 2: Increase proficiency rates for all students in the Gap group in Math elementary schools from 27% to 32%, middle schools from 37% to 42%, and high schools from 29% to 34% by May 2022.		b.) Provide professional learning & PLC opportunities for district leaders regarding the 4 Commitments from the Opportunity Myth: <ol style="list-style-type: none"> 1. Consistent Opportunities to work on grade appropriate (or higher) assignments 2. Strong Instruction where students are doing most of the thinking in the instruction 3. Deep engagement in what the student is learning 4. High expectations for students, and a true belief that students will learn on grad level and higher. 	<p>Desired Principal Outcome: Utilization of walkthrough observation tools for collecting evidence of the 4 commitments in the classroom.</p> <p>Desired Teacher Outcome: Utilization of the data collected by walkthrough observation tools to change instruction in a manner that upholds the 4 commitments.</p> <p>Desired Student Outcome: Increase in the number of students meeting grade level proficiency across content areas.</p>	<p>Assistant Superintendents for Learning Support</p> <p>Coordinator of Professional Learning</p>					Title 2

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	3/22	6/22	9/22	12/22	Funding
		c.) Make universal the EL three-domain monitoring system to ensure every EL student is building English language proficiency.	Data from the three-domain monitoring system.	Director of Language Learners					General Fund
		d.) Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase trainings regarding Sheltered Instruction Observational Protocol (SIOP) strategies for all teachers working with EL students.	<p>Desired Teacher Outcome: Improved teacher efficacy</p> <p>Desired Student Outcome: Increased English proficiency</p>	Director of Language Learners					General Fund Title 2
	Key Core Work Process 6: Establish Learning Culture / Environment	e.) Implement a continuum of Comprehensive Mental Health Services provided thru a multi-tiered system of inclusive supports utilizing school employed & school district community mental health partnerships to support students, families, and the school community.	<p>Desired outcome: Refined Positive Behavioral Interventions and Supports (PBIS) framework.</p> <p>Evidence:</p> <ul style="list-style-type: none"> - Monthly PLC's for Counselor, FRYSCS, and Psychologist teams. - Increased partnerships with community counseling services for students through telehealth and in person sessions. I - Implementing of Tier 1 Social Emotional Learning (SEL) strategies in schools incorporated through the PBIS framework - Increase in targeted prevention (including authentic SEL) and intervention programs and services that support mental 	Executive Director of Student and Community Services					General Fund

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	3/22	6/22	9/22	12/22	Funding
			<p>health, emotional and behavioral well-being of children, youth and young adults, as well as specific mental/behavioral health services and supports that address their emotional and behavioral difficulties</p> <ul style="list-style-type: none"> - Increase growth in student competency in SEL topics based on data from Panorama Student Survey 						
		f.) Increase the number and variety of partnerships between schools and community health /mental health organizations	Desired Student Outcomes: Increased opportunities for addressing student issues of mental health and well-being.	Executive Director of Student and Community Services					General Funds, Grants
		g.) Utilize the district Diversity, Equity, and Inclusion Taskforce for recommendations regarding DEI professional learning needs, culturally inclusive curriculum and instruction practices, and DEI resources.	<p>Desired Educator Outcome: Greater awareness of education issues as viewed through the lens of diversity, equity, and inclusion</p> <p>Desired Student Outcome: Increased equity in all student programming, services and resources.</p> <p>Desired Outcome: PBIS framework adapted to directly fit cultural aspects of each school's community.</p>	Chief Academic Officer Executive Director of Student and Community Services					General Funds, Grants
		h.) Align and integrate school mental health and PBIS, ensuring an interconnected Multi-Tiered Systems of Support framework	<p>Desired Outcome: PBIS framework that supports a dual factor mental health model.</p> <p>Evidence: Increased and aligned PBIS and trauma informed care across district. SEL embedded into academic standards as</p>	Executive Director of Student and Community Services, Asst. Superintendents for Learning Support					General Funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	3/22	6/22	9/22	12/22	Funding
			well as in a designated time in daily schedule.						
	Key Core Work Process 5: Design, Align, and Deliver Support	i.) Provide training and professional learning regarding emotional and mental wellness supports	Evidence – Increase in mental wellness learning opportunities for staff and community such as: <ul style="list-style-type: none"> - Trauma informed care - Culturally responsive schools - SEL - Sources of Strength 	Executive Director of Student and Community Services, Asst. Superintendents for Learning Support, Coordinator or Professional Learning					Grants Title 2
		j.) Provide rich parent engagement opportunities (Parent Camp; Supt. Ambassadors; parent voice, etc.) for rich discussions and parent understanding around teaching, learning and school operations.	Desired parent outcome: Parents become more engaged in district and school teaching, learning and operations, as well as empowered to assist the academic and social emotional growth of their own children.	Chief Academic Officer, Executive Director of Student and Community Services					General Fund

5: Transition Readiness

Goal 5 (State your transition readiness goal.): Increase the transition indicator from 70.4 to 74 by 2023.									
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	3/22	6/22	9/22	12/22	Funding
Objective 1: Increase the transition indicator from 70.4 to 72 by 2022.	Key Core Work Process 6: Establish Learning Culture / Environment	a.) Increase the utilization of the Individual Learning Plan (ILP) and YouScience tools in grades 6-12 developed by the Career and College Coaches.	Desired student outcome: Greater understanding regarding pathway and career / college options and pathways; student schedules will be driven by ILP data.	Director of MS / HS Teaching and Learning					General Fund
		b.) Work to increase career pathways, CTE course offerings.	Desired student outcome: increased opportunities.	Director of MS / HS Teaching and Learning, Director of Innovation					General Fund, partnerships, grants

6: Graduation Rate

Goal 6 (State your graduation rate goal.): Increase the Graduation Indicator from 94.5 to 96 by 2023, as measured by the combined 4 and 5 year Cohort Graduation Rate.									
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	3/22	6/22	9/22	12/22	Funding
Objective 1: Increase the Graduation rate from 95.25 combined 4 and 5 year cohort to 95.75 combined 4 and 5 year cohort by May 2022.	Key Core Work Process 6: Establish Learning Culture / Environment	a.) Utilize the Persistence to Graduation Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation.	Desired Student Outcome: Increase in instances of intervention to ensure student is on path to graduation.	Director of Assessment Director of Pupil Services Director of MS / HS Teaching and Learning					General Fund
		b.) Expand the virtual "ACCEL" program to provide a non-traditional learning opportunity for students within Boone County.	Desired Student Outcome: Increase in course completion from those students who do not otherwise perform well in or experience other barriers from a "brick and mortar" learning environment.	Director of Innovation					General Fund
	Key Core Work Process 5: Design, Align, and Deliver Support	c.) Training and supports for counselors, CCR coaches, and teachers using the Academic Planner tool (Infinite Campus) for students, teachers, and parents to have access to academic/pathway planning.	Desired Student Outcome: More proactive planning for college, career, and life, and greater user understanding.	Director of Innovation Director of Technology					General Fund