				Achievement
Goal	Increase the averaged 2014 combined reading and math student proficiency rates for Elementary: 52.8 to 59.7%, Middle: 48.9% to 58.6%, and High School: 44.9% to 50.2% by 2015.			
	Objective	A 7% increase of All Students will demonstrate a proficiency in combined Reading and Math in Writing by 10/01/2015 as measured by the K-Prep student performance ratings.		
		Strategy	A systematic implementation and development of best practice standards-based and assessment driven instruction.	
			Activity	All schools will implement a systematic PLC process to ensure that lesson planning, assessment methods are aligned to standards, rigorous, and provides a cognitively vibrant classroom environment for students. All PLCs will use the Four Essential Questions as the basis for their work.
			Activity	Staff, building, and district leadership will observe and develop PLCs for essential question feedback.
			Activity	3rd-11th will develop common assessments for ELA and Math. Assessments will occur each semester. Data from these assessments will be disseminated among staff at PLCs and used to impact instruction. Assessments will then be reviewed for rigor, alignment, and validity for future expansion of this initiative.
			Activity	Content group meetings, vertical and/or horizontal, will meet for the purposes of curriculum deconstruction, mapping, alignment, and assessment development.

			GAP	
Goal	Increase the average 2014 combined reading and math proficiency performance ratings of all non-duplicated gap group students from Elementary: 43.4 to 51.6%, Middle: 36.7 to 51.3%, and High School: 37.3 to 42.7% by 2015.			
	Objective	A 7% increase of all 3rd-9th grade Non-Duplicated Gap students that perform proficienct or distinguished in their combined reading and math as measured by K-prep student performance ratings by May 28, 2014		
		Strategy	Aligned acts of improvement throughout all schools do develop best practices in systems and instruction for all non-duplicated gap students.	
			Activity	Lexia/Reading Plus: Schools will establish usage goals for studetns, classroom, and school for the Lexia program.
			Activity	Special Education PLCs will be conducted monthly at all schools.
			Activity	Student data folders/action plans will be developed for all K-5 students.
			Activity	All schools will develop plans for for addressing non-academic barriers to learning for their GAP populations.

					CCR
Goal	Increase the percentage of students who are college and career ready from 56.3% in 2014 to 65% in 2015.				
		Objective	65% of Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in college and career readiness in Career & Technical by 05/29/2015 as measured by proficiency benchmarks on EXPLORE, PLAN, ACT, KYOTE, KOSSA, Work Keys, ASVAB, and Industry Certificates.		
			Strategy	Aligned CCR Iniatives: Stake holders will experience multiple opportunities to gain awareness of data trends and student performances as a means to implement activities designed to increase the percentage of students designated as college and career ready by KDE.	
				Activity	Assessment Literacy through Content Knowledge: Teachers will create assessments that mimic the format, rigor, aligns to content standards, and includes time constraints. Students will participate in K-Prep, EXPLORE, PLAN, and ACT-like assessments.
				Activity	Data Analysis: Staff will analyze MAP, EXPLORE, PLAN, COMPASS, ACT, student data through the PLC process to make informed decisions on scheduling, teaching practices, and instructional programs. Each school shall have student, class, and school-wide goals based on MAP; High Schools will focus their data analysis using appropriate data points.
				Activity	Career Pathways: Schools will meet individually with students to explore career pathway options, set goals, and schedule classes based on student choice of identified career cluster and/or pathway.
				Activity	Facilitation of CCR Initiatives/Interventions: CCR Coordinator will facilitate various career and college readiness activities, such as: Operation Preparation, College visits, community partnerships, Work Ethics Program, collaborate with the ATC, and other CCR related activities.

				Graduation
Goal	Increase the 4-Year Adjusted Cohort Graduation Rate from 87.6% in 2014 to 90.1% in 2015 and Increase the 5-Year Adjusted Cohort Graduation Rate from 88.2% in 2014 to 89.4% in 2015.				
	Objective	We will collaborate to Increase the 4-Year Adjusted Cohort Graduation Rate from 87.6% in 2014 to 90.1% in 2015 and Increase the 5-Year Adjusted Cohort Graduation Rate from 88.2% in 2014 to 89.4% in 2015. by 05/29/2015 as measured by the 4 and 5-year cohort data..			
		Strategy	Data Driven Academic Support: In an effort to support students and parents, school administration and staff will conduct activities that will inform and advise them of student academic standing and actions needed for college and career readiness.		
			Activity	Credit Recovery: The computer based program, APEX, is currently in use for all students in need of credit recovery. All students at the high school and middle school level will have access to this program. Administrators/Teachers will receive update training quarterly as a means to embed 'credit recovery' within the courses of study. All students in grades 6th-12th will have access to content specific tutorials as an intervention. All students in credit bearing courses will have access to credit recovery labs.	
			Activity	Work Ethics Program: Secondary schools will implement a soft-skills curriculum within their overall school-wide program.	

				PGES
Goal	Professional Growth and Effectiveness System: Increase the percentage of effective teacher from _____ in 2015 to _____ in 2016.			
	Objective		Staff will demonstrate a proficiency in instructional practice by 05/29/2015 as measured by observations using the most up-to-date the PGES model.	
		Strategy	The District will utilize the systems within the Professional Growth and Effectiveness System through Professional Learning and Support, the collection and use of data, the KY TELL Survey, Human capital management and development, and the Val-Ed survey to move teacher to effectiveness.	
			Activity	All schools will implement the new TPGES system aligned with the updated Nelson County CEP.
			Activity	All schools will establish a peer observer schedule for all staff based on the 1 or 3 year observational schedule.