

1. State Assessment Results in reading and mathematics01

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 2023	To Spring 2028	From Spring 2023	To Spring 2028
Elementary	58%	80%	57%	80%
Middle	59%	80%	56%	80%
High	62%	80%	58%	80%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase proficiency in reading and math , as measured by the Kentucky Summative Assessment as follows: Elementary: Reading - from 58.0% (2023) to 63.0% (2024) Math – from 57% (2023) to 62% (2024) Middle: Reading –from 59% (2023) to 63% (2024) Math – from 56% (2023) to 61% (2024) High: Reading –from 62% (2023) to 66% (2024) Math –from 58% (2023) to	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.	Implement an effective PLC process that prioritizes essential standards in P-12 classrooms and gives grade / content PLCs the flexibility to adjust the scope / sequence of core courses. <ul style="list-style-type: none">• Ensure content and pacing meet 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 Coordinated professional development around curriculum implementation focused on understanding standards mastery.	An increase in the number of students in the proficient and distinguished ranges on iReady and on the KSA. An increase in the percentage of students demonstrating mastery in reading and math grade level standards. A decrease in the number of students projected to be novice on iReady and KSA.	iReady data, KSA data, and standards mastery are used to review improvement. The level director (elementary, middle, high) will be responsible for monitoring and reviewing iReady data, KSA data, and standards mastery data with principals at level meetings 3 times a year for programmatic and student placement adjustments.	General Fund
	KCWP2: Design and Deliver Instruction Focus: To ensure high quality classroom instruction is purposeful, engaging, and differentiated to meet the needs of all students.	Integrate a research-informed instructional framework that describes high quality instructional practices in P-12 classrooms. <ul style="list-style-type: none">• Use 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 Build the capacity of teachers, coaches, and school administrators through targeted coaching and integrated professional development.	A comprehensive instructional framework is developed, shared with teachers, and used to drive instructional practices at the classroom level.	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. The level director (elementary, middle, high) will be responsible for organizing instructional rounds twice per year to	

63% (2024)				identify strengths and areas for improvement within core classrooms.	
	KCWP4: Review, analyze and apply data Focus: To reflect on student performance and use data to inform adjustments to the district CDIP and PD needs of the district.	Use a data management system to measure learning outcomes for students. Conduct an annual review of student growth data to measure the impact of core instruction and programmatic successes. Make adjustments to the district improvement plan as needed. Provide professional development to support staff to review, analyze, and apply data to measure student progress with standards mastery within core instruction. Allocate resources through an equity lens.	A semi-annual review and analysis of the district CDIP is completed to address performance and make necessary adjustments based on data.	iReady data, KSA data, and standards mastery are used to review improvement. The level director (elementary, middle, high) will be responsible for monitoring and reviewing iReady data, KSA data, and standards mastery data with principals at level meetings 3 times a year for programmatic and student placement adjustments.	

2. State Assessment Results in science, social studies and writing.

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

Level	Writing		Science		Social Studies	
	From Spring 2023	To Spring 2028	From Spring 2023	To Spring 2028	From Spring 2023	To Spring 2028
Elementary	56%	80%	43%	68%	55%	80%
Middle	59%	80%	34%	60%	48%	73%
High School	57%	80%	N/A	N/A	51%	76%

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 56% (2023) to 61% (2024) Middle: Writing – from 59% (2023) to 63% (2024) High: Writing – from 57% (2023) to 62% (2024)	KCWP1: Design and Deploy Standards Focus: Ensure that the adopted P-12 curriculum’s writing components are rigorous and properly aligned to KAS in writing.	Support PLCs to ensure that lessons are aligned to standards and include learning targets and success criteria. <ul style="list-style-type: none">Ensure that quality formative, standards-aligned 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.	The Proficiency Indicator is based on the student performance on assessments and KSA. The elementary, middle, and high school level directors will be responsible for conducting a district-level review of classroom formative assessment samples and data gathered from student performance based on the samples collected. They will also monitor and support an annual review of KSA writing progress for the district and schools at a level meeting to determine programmatic adjustments.	General Fund
	KCWP3 -- Design and Deliver Assessment Literacy Focus: Ensure that appropriate assessments are used to evaluate the level of student learning.	<ul style="list-style-type: none">Deliver professional learning on the use of scoring rubrics so that formative assessments provide accurate evidence at the desired levelCollect classroom formative assessment samples for building-level calibration and professional learning			

2. State Assessment Results in science, social studies and writing

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

Level	Writing		Science		Social Studies	
	From Spring 2023	To Spring 2028	From Spring 2023	To Spring 2028	From Spring 2023	To Spring 2028
Elementary	56%	80%	43%	68%	55%	80%
Middle	59%	80%	34%	60%	48%	73%
High School	57%	80%	N/A	N/A	51%	76%

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 43% (2023) to 48% (2024) Middle: Science – from 34% (2023) to 39% (2024)	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 P-12 science curricular resources to ensure that all students have access to a standards-aligned curriculum	An increase in the number of students scoring in the proficient or distinguished range on the Kentucky Summative Assessment in science.	The Proficiency Indicator is based on the student performance on assessments and KSA. The elementary, middle, and high school level directors will be responsible for conducting a district-level review of classroom formative assessment samples and data gathered from student performance based on the samples collected. They will also monitor annual review of KSA science proficiency progress for district and schools at a level meeting to determine programmatic adjustments.	No Funding Needed
	KCWP2: Design and Deliver Instruction Focus: Ensure that high quality classroom instruction is standards-aligned, purposeful, engaging, and differentiated to meet the needs of all students.	Deliver professional learning on the standards and inquiry components of the KAS in science to ensure alignment between curricular resources, assessments and state assessments			
	KCWP3 -- Design and Deliver Assessment Literacy Focus: Ensure that all science assessments accurately measure both content knowledge and inquiry skills.	Create and revise KAS-aligned classroom formative assessments to measure student mastery			

2. State Assessment Results in science, social studies and writing

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

Level	Writing		Science		Social Studies	
	From Spring 2023	To Spring 2028	From Spring 2023	To Spring 2028	From Spring 2023	To Spring 2028
Elementary	56%	80%	43%	68%	55%	80%
Middle	59%	80%	34%	60%	48%	73%
High School	57%	80%	N/A	N/A	51%	76%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3: Increase proficiency in social studies as measured by the Kentucky Summative Assessment as follows: Elementary: Social Studies – from 55% (2023) to 60% (2024) Middle: Social Studies – from 48% (2023) to 53% (2024) High: Social Studies – from 51% (2023) to 56% (2024)	KCWP1: Design and Deploy Standards Focus: Ensure that the adopted P-12 curriculum in social studies is rigorous and consistently taught in all K-12 classrooms.	Work within P-12 PLCs to ensure lessons are aligned to Kentucky Academic Standards in social studies <ul style="list-style-type: none">Align lessons to the OCS scope / sequence documentUse precise learning targets and success criteria to measure student mastery of contentDevelop common assessments to guide the work of the PLC	An increase in the number of students scoring in the proficient or distinguished range on the Kentucky Summative Assessment in social studies.	The Proficiency Indicator is based on the student performance on assessments and KSA. The elementary, middle, and high school level directors will be responsible for conducting a district-level review of classroom formative assessment samples and data gathered from student samples collected. They will also monitor annual review of KSA social studies proficiency progress for district and schools at a level meeting to determine programmatic adjustments.	No Funding Needed
	KCWP2: Design and Deliver Instruction Focus: Ensure that high quality Tier I classroom instruction is standards-aligned, purposeful, engaging, and differentiated to meet the needs of all students.	Deliver professional learning on the inquiry components of KAS in social studies to ensure alignment between curricular resources, assessments and state assessments.			
	KCWP3 -- Design and Deliver Assessment Literacy Focus: Ensure that all social studies assessments accurately measure both content knowledge and inquiry skills to meet the complexity of the standards.	Create and revise KAS-aligned classroom formative assessments to measure student mastery.			

3. Achievement Gap

Goal 4: Increase proficiency through **novice reduction** in reading/math and science/social studies/combined writing for students with disabilities by 2028 as measured by the Kentucky Summative Assessment as follows:

Level	Reading/Math		Science/Social Studies/Combined Writing	
	From Spring 2023	To Spring 2028	From Spring 2023	To Spring 2028
Elementary	40%	20%	37%	17%
Middle	48%	24%	57%	25%
High School	46%	23%	50%	30%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
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) Reading/Math Elementary – from 40% (2023) to 36% (2024) Middle – from 48% (2023) to 43% (2024) High – from 46% (2023) to 41% (2024) Sci/SS/CW Elementary – from 37% (2023) to 34% (2024)	KCWP2: Design and Deliver Instruction 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.	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 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 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	Classroom observations reveal an understanding and compliance with expectations as related to: <ul style="list-style-type: none">• Student performance data including iReady, DRA, and common grade level assessments• Walkthrough observations Master schedule reveals co-planning opportunities IEP reviews, master schedules, classroom observations protocol LRE Review of % of time in general education classroom	The Progress Indicator is based on iReady data, KSA data, and standards mastery. The elementary, middle, and high school level directors will be responsible for monitoring annual review of progress for district and schools, and reviewing at level meetings for programmatic and student placement adjustments. .	General Fund IDEA Funds
		Analyze student data from district and state assessments to assist schools in making adjustments or changes necessary for increased student performance with students with disabilities	A decrease in the number of students with disabilities scoring in the novice range on the Kentucky Summative Assessment in reading and math.		

Middle – from 57% (2023) to 52% (2024) High – from 50% (2023) to 45% (2024)					
--	--	--	--	--	--

4. English Learner Progress

Goal 4: Increase the percentage of EL students reaching the English language attainment goal, as measured by WIDA ACCESS for ELs and Alternate ACCESS for ELs, according to the following table:

Level	Spring 2023	Spring 2028
Elementary	21.3%	25% each year
Middle	9.5%	20% each year
High	14.2%	20% each year

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of ELL students reaching the English language attainment goal, as measured by WIDA ACCESS for ELs and Alternate ACCESS for ELs, as above. Elementary – from 21.3% (2023) to 25% (2024) Middle – from 9.5% (2023) to 20% (2024) High – from 14.2% (2023) to 20% (2024)	KCWP2: Design and Deliver Instruction Focus: Ensure effective, culturally responsive, differentiated instruction to meet the needs of ELs.	Deliver professional learning to teachers to address best practice/high yield instructional strategies for ELs in reading and writing	An increase on the EL Progress Indicator, reflecting an increased numbers of students “on-track” in growth toward English Proficiency	The EL Progress Indicator is based on the WIDA ACCESS for ELs and Alternate ACCESS for ELs which is an annual assessment. The Student and Community Services Coordinator will be responsible for monitoring annual review of the EL Progress Indicator for district and schools, and reviewing at level meetings for programmatic and student placement and instructional adjustments.	Title III
		Deliver professional learning to classroom teachers in the areas of best practice/high yield instructional strategies for ELs; understanding second language acquisition; and aligning learning targets to classroom and ELP standards, based on students’ current proficiency level	An increase on the EL Progress Indicator, reflecting an increased numbers of students “on-track” in growth toward English Proficiency	The EL Progress Indicator is based on the WIDA ACCESS for ELs and Alternate ACCESS for ELs which is an annual assessment. The ELL Director will be responsible for monitoring annual review of the EL Progress Indicator for district and schools, and reviewing at level meetings for programmatic and student placement and instructional adjustments.	Title III

5. Quality of School Climate and Safety

Goal 5: Increase the percentage of students who agree or strongly agree with the statement “I feel I am part of my school” as measured by the Kentucky Summative Assessment from an average of 84.6% to 95% by 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Increase the percentage of students who agree or strongly agree with the statement “I feel like I am part of my school” as measured by the Kentucky Summative Assessment as follows:</p> <p>Elementary: “I feel like I am part of my school” – from 90% (2023) to 91% (2024)</p> <p>Middle: “I feel like I am part of my school” – from 86% (2023) to 88% (2024)</p> <p>High: “I feel like I am part of my school” – from 78% (2023) to 81% (2024)</p>	<p>KCWP: Design, Align and Deliver Support Focus: Ensure that systems are in place to help students feel connected to their school community.</p>	<p>Fully implement districtwide culture supports, both academic and behavioral, to promote and support learning for all and the belief that all students are a part of their school community.</p> <ul style="list-style-type: none">• Provide training to teachers and counselors on ways to support the social-emotional and mental health needs of P-12 students• Support counselors in the use of evidence-based practices and interventions to help students feel supported and connect to their school community• Develop a comprehensive counseling program that focuses on five core developmental areas:<ul style="list-style-type: none">• Self-awareness• Social awareness• Relationship skills• Self-management• Responsible decision-making <p>Support principals, teachers, staff members, and families in promoting a culture of support for all students and a belief that all students are a part of their school community.</p> <ul style="list-style-type: none">• Provide a continuum of services for students that address student social-emotional and mental health needs on each campus• Deliver professional learning on trauma-informed instructional practices• Follow the KyMTSS model of a district-level team supporting school-level teams• Strengthen connections with the community and continue to involve stakeholders in decision-making	<p>An increase in the number of students who agree or strongly agree with the statement “I feel I am part of my school” as measured by the Kentucky Summative Assessment</p>	<p>The Progress Indicator is based on student survey results and district site visit reviews. The elementary, middle, and high school level directors will be responsible for monitoring annual review of progress for district and schools, and reviewing at level meetings for programmatic and student placement adjustments.</p>	<p>No Funding Needed</p>

6. Postsecondary Readiness

Goal 6: Increase the percentage of students who graduate postsecondary ready, as measured by the Kentucky Accountability System, from 91.1% to 95% by 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: To increase the percentage of african american, hispanic, and disabled graduates who are postsecondary ready as follows:</p> <p>Economically Disadvantaged Students Postsecondary Ready – From 73.1% (2023) to 77% (2024)</p> <p>Hispanic Students Postsecondary Ready – From 79.4% (2023) to 83% (2024)</p> <p>Disabled Students Postsecondary Ready – From 55.1% (2023) to 63% (2024)</p>	<p>KCWP: Establishing Learning Culture and Environment Focus: Ensure that the district prioritizes its commitment to equitable access to a meaningful and rigorous academic curriculum that is respectful toward diverse learners, helps develop their character, and helps them be successful in terms of postsecondary 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 are on track to be postsecondary ready:</p> <ul style="list-style-type: none">• Offer career exploration in middle schools• Increase the number of career pathways offered at the high school level• Offer CTE and CTE dual credit courses at the high school level• Conduct an annual survey of middle and high school students to align courses to student interests• Intentionally share postsecondary readiness options with students/families from underperforming demographic groups	<p>Increase the percentage of students from underperforming demographics who graduate postsecondary ready.</p>	<p>The Postsecondary Readiness indicator is based on the percentage of students who meet the criteria to graduate postsecondary ready. The High School Level Director will be responsible for monitoring student progress each semester and for reviewing progress twice yearly with principals at their fall and spring site visit. Programmatic changes will be adjusted based on at level meetings for programmatic and student support.</p>	<p>No Funding Needed</p>

7. Graduation Rate

Goal 7: Increase the graduation rate for all students from 97.5% (2023) to 98.5% (2028), 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 2023 as follows:</p> <p>African American Students Graduation Rate - From 89.7% (2023) to 91% (2024)</p> <p>Hispanic Students Graduation Rate - From 95.5% (2023) to 96% (2024)</p> <p>Disabled Students Graduation Rate - From 91.8% (2023) to 93% (2024)</p> <p>Objective 2: To increase the graduation rate of “ALL” students from: 97.5% (2023) to 98.5% (2024)</p>	<p>KCWP: Establishing Learning Culture and Environment Focus: Ensure that the district prioritizes its 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 postsecondary 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>Increased graduation rate for students from these demographics</p>	<p>The graduation rate indicator is based on the percentage of students who earn enough credits to graduate in 4 and/or 5 years. The High School Level Director will be responsible for monitoring student progress towards graduation each semester and for reviewing progress twice yearly with principals at their fall and spring site visit. Programmatic changes will be adjusted based on at level meetings to support all students.</p>	<p>No Funding Needed</p>
	<p>KCWP: Design, Align, Deliver Support Processes Focus: Ensure that the district measures the effectiveness of current programs and initiatives being 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>			