



# CIA

CURRICULUM, INSTRUCTION & ASSESSMENT

## SPOTLIGHT

### KENTUCKY ACADEMIC STANDARDS

page 2

### FORMATIVE LEARNING CYCLE

page 9

### TRANSITION READINESS

page 15

### LESSON PLANNING

page 3

### SEVEN STRATEGIES OF ASSESSMENT FOR LEARNING

page 14





## OPPORTUNITY MYTH

<https://opportunitymyth.tntp.org/>

## KENTUCKY ACADEMIC STANDARDS

The Kentucky Academic Standards contain the minimum required standards that all Kentucky students should have the opportunity to learn before graduating from Kentucky high schools. All Campbell County instructional units and assessments are designed around the rigor of the Kentucky Academic Standards and are specific to the grade level and content area. The Kentucky Academic Standards and resources to support their implementation can be found at [KYstandards.org](http://KYstandards.org).





# LESSON PLANNING

At CCS we believe in beginning with the end in mind! Our teachers work together in grade level and/or content professional learning communities (PLCs) to identify expected outcomes based on the standard. From there, we ask the following questions:

1. How will I know if students have achieved the desired results?
2. What will I accept as evidence of student understanding and proficiency?

Lastly, we begin to plan learning experiences and instruction based off the expected outcomes. You may [click here](#) to read more about “backwards design” on the popular website for Understanding by Design. In addition, we have embraced the Formative Learning Cycle Process that will be explained more below. Finally, you can find the Campbell County Board of Education’s policy on Lesson Planning below. For more school specific guidance, you will want to check your school’s Site

Based Decision Making Council’s policy.

CURRICULUM AND INSTRUCTION  
08.212

## LESSON PLANS

### PREPARATION

School SBDM Councils will develop policy that includes how the school will address:

- Lesson plan format
- Lesson plan accountability
- Lesson plan feedback from administration

### AVAILABILITY

Lesson plans shall be available daily for use by substitute teachers and other personnel. Lesson plans shall be readily accessible for review.

Reference: [KRS 160.345](#)

Adopted/Amended: 7/13/2015

Order #: 15-060

# MODEL CURRICULUM FRAMEWORK

Now more than at any other point in history, there is a great need for schools and districts to develop coherent curriculum that intentionally connects standards, instruction and assessment across classrooms. In order for educators to meet the challenge of helping all students master standards, they must have a clear vision of what best practice teaching and learning is and a clear road map to follow throughout the year (Ainsworth, 2010). In the process of developing high-quality curriculum, teachers in Campbell County Schools must consider the following questions:

- What is the difference between standards and curriculum and instructional resources?
- What is meant by a guaranteed, viable curriculum?
- How do standards, curriculum and instructional resources work together to help create equity for all students in CCS?

IEP goals in Campbell County are developed by addressing grade level standards first and then adjusting based on student data-based performance. Special education teachers were trained in writing standard-based IEPs in October, 2019.

[Click here](#) to learn more about the Model Curriculum Framework that guides our Curriculum, Instruction and Assessment (CIA) work in Campbell County Schools.



## PROFESSIONAL LEARNING COMMUNITIES

In the Campbell County School District, we believe that Professional Learning Communities are at the heart of solid instructional design. Professional Learning Communities (PLC) in Campbell County Schools consist of groups of educators that collaborate around a shared grade level, subject area or topic of focus. These groups attempt to answer the specific questions of:

- What should students be learning?
- How will we know what students learned?
- What will we do to help, if students did not learn it?
- What will we do to extend, if students already learned it?

PLCs develop curricular focus and pacing based on standards by analyzing student work and assessment data, determining and remediating student needs while sharing best practices and suggestions for improving teacher impact on student learning.

## FORMATIVE LEARNING CYCLE

Beginning the summer of 2019, Teaching and Learning Leaders (TLL's) trained all staff on the Formative Learning Cycle. Formative assessment is a process, acted out in a formative learning cycle, that partners the teacher and the student to regularly gather evidence of learning with the express goal of improving student achievement. Formative assessment is most effective in classrooms in which the learning cycle enables students to

- Understand what they are trying to learn and the criteria by which they can assess that learning. (Target and Success Criteria)
- Produce evidence of how they are doing. (Performance of Understanding)
- Receive formative feedback. (During the Lesson)
- Use the feedback to improve the quality of their work. (During the Lesson)
- Check out the resources below for more information about the FLC:

[https://drive.google.com/drive/folders/1KvCJSV-cZg\\_milcj6X0X86iehjHFSB76](https://drive.google.com/drive/folders/1KvCJSV-cZg_milcj6X0X86iehjHFSB76)



## COMPUTER SCIENCE

In the Campbell County School District, our lessons and assessments (K-12) are closely aligned with the Kentucky Computer Science Academic Standards.

Please [click here](#) for access to the Kentucky Computer Science Academic Standards.

Please [click here](#) for resources associated with Kentucky Computer Science Academic Standards.

Please [click here](#) for professional learning modules related to knowing and understanding the Kentucky Computer Science Academic Standards.



## HEALTH AND PHYSICAL EDUCATION

In the Campbell County School District, our lessons and assessments (K-12) are closely aligned with the Kentucky Health Education and Physical Education Academic Standards.

Please [click here](#) for access to the Kentucky Health Education and Physical Education Academic Standards.

Please [click here](#) for resources associated with Kentucky Health Education and Physical Education Academic Standards.

Please [click here](#) for professional learning modules related to knowing and understanding the Kentucky Health Education and Physical Education Academic Standards.



## MATH

In the Campbell County School District, our lessons and assessments (K-12) are closely aligned with the Kentucky Math Academic Standards.

In grades K-5, teachers use [Everyday Math](#) for core instruction.

In grades 6-8, teachers use [Springboard Math](#) for core instruction.

In grades 9-12 teachers also use [Springboard Math](#) along with other resources depending on the grade and level of math being taught.

Please [click here](#) for access to the Kentucky Math Academic Standards.

Please [click here](#) for resources associated with Kentucky Math Academic Standards.

Please [click here](#) for professional learning modules related to knowing and understanding the Kentucky Math Academic Standards.





## READING

In the Campbell County School District, our lessons and assessments (K-12) are closely aligned with the Kentucky Reading and Writing Academic Standards.

In grades K-5, teachers use [Scott Foresman Reading Street](#) for core instruction.

In grades 6-8, teachers use [Springboard ELA](#) for core instruction.

In grades 9-12 teachers also use [Springboard ELA](#) along with other resources depending on the grade and level of reading/writing being taught.

Please [click here](#) for access to the Kentucky Reading and Writing Standards Academic Standards.

Please [click here](#) for resources associated with Kentucky Reading and Writing Academic Standards.

Please [click here](#) for professional learning modules related to knowing and understanding the Kentucky Reading and Writing Academic Standards.



## SOCIAL STUDIES

In the Campbell County School District, our lessons and assessments (K-12) are closely aligned with the Kentucky Social Studies Academic Standards.

Please [click here](#) for access to the Kentucky Social Studies Academic Standards.

Please [click here](#) for resources associated with Kentucky Social Studies Academic Standards.

Please [click here](#) for professional learning modules related to knowing and understanding the Kentucky Social Studies Academic Standards.



## SCIENCE

In the Campbell County School District, our lessons and assessments (K-12) are closely aligned with the Kentucky Science Academic Standards.

Please [click here](#) for access to the Kentucky Science Academic Standards.

Please [click here](#) for resources associated with Kentucky Science Academic Standards.

Please [click here](#) for professional learning modules related to knowing and understanding the Kentucky Social Studies Academic Standards.



## TECHNOLOGY STANDARDS

In the Campbell County School District, our lessons and assessments (K-12) are closely aligned with the Kentucky Technology Academic Standards.

Please [click here](#) for access to the Kentucky Technology Academic Standards

Please [click here](#) for professional learning modules related to knowing and understanding the Kentucky Technology Academic Standards.



## VISUAL AND PERFORMING ARTS

In the Campbell County School District, our lessons and assessments (K-12) are closely aligned with the Kentucky Visual and Performing Arts Academic Standards.

Please [click here](#) for access to the Kentucky Visual and Performing Arts Academic Standards.

Please [click here](#) for resources associated with Kentucky Visual and Performing Arts Academic Standards.

Please [click here](#) for professional learning modules related to knowing and understanding the Kentucky Visual and Performing Arts Academic Standards.



## VOCATIONAL STUDIES

In the Campbell County School District, our lessons and assessments (K-12) are closely aligned with the Kentucky Vocational Studies Academic Standards.

Please [click here](#) for access to the Kentucky Vocational Studies Academic Standards.

Please [click here](#) for resources associated with Kentucky Vocational Studies Academic Standards.



## EXPLICIT INSTRUCTION

**Explicit instruction** is a way to teach skills or concepts to students using direct, structured instruction. It helps make lessons clear by modeling for students how to start and succeed on a task and giving them ample time to practice. While this term is mentioned most often as a form of instruction that benefits students with disabilities, explicit instruction truly benefits all students. In February of 2020, special education teachers were trained in explicit instruction.

<https://www.understood.org/en/school-learning/for-educators/universal-design-for-learning/what-is-explicit-instruction>

## FORMATIVE LEARNING CYCLE

Beginning the summer of 2019, Teaching and Learning Leaders (TLL's) trained all staff on the Formative Learning Cycle. Formative assessment is a process, acted out in a formative learning cycle, that partners the teacher and the student to regularly gather evidence of learning with the express goal of improving student achievement. Formative assessment is most effective in classrooms in which the learning cycle enables students to

- Understand what they are trying to learn and the criteria by which they can assess that learning. (Target and Success Criteria)
- Produce evidence of how they are doing. (Performance of Understanding)
- Receive formative feedback. (During the Lesson)
- Use the feedback to improve the quality of their work. (During the Lesson)
- Check out the resources below for more information about the FLC:  
<https://drive.google.com/drive/folders/1KvCJSV-cZgmilcj6X0X86iehjHFSB76>





# CHAMPS

The overall goal of the CHAMPS classroom management system is to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand.

More particularly, the teacher's goal is to teach students directly how to be successful in specific class situations. In CCS we use the CHAMPS acronym to define detailed behavioral expectations for EACH instructional approach that we use. Here is the CHAMPS acronym along with questions to ask yourself as you begin developing each structured activity.

**Conversation:** Can students converse during this activity? About what? With whom? For how long?

**Help:** How do students get your attention for help? How do students get questions answered? What should they do while they wait for you?

**Activity:** What is the expected end product of this activity? What is the task or objective?

**Movement:** For what reasons can students get out of their seats during this activity? Do they need permission to do so?

**Participation:** What behavior shows that students are participating or not participating?

**Success:** There are no questions for this one. When CHAMPS expectations are met, students will be successful.



# KENTUCKY FRAMEWORK FOR TEACHING AND LEARNING

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into multiple standards clustered into four domains of teaching responsibility:

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

It is important to realize that this Framework takes into account the Kentucky Teacher Standards, the Kentucky Board of Education's Program of Studies, Kentucky Academic Standards, and the Kentucky Department of Education's Characteristics of Highly Effective Teaching and Learning.

\*Check out our "Whatever It Takes Classroom" guide at the link below:

<https://www.campbellcountyschools.org/userfiles/1375/my%20files/wit%20whatever%20it%20takes%20classroom%20ccs%20document%202017.pdf?id=72589>

For more information about the Kentucky Framework for Teaching and Learning see links below:

<https://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf>

## TRAUMA INFORMED TEACHING

Campbell County School District is committed to trauma informed teaching and are prepared to recognize and respond to students who have experienced childhood trauma. Each of our schools has a Trauma Leadership Committee (TLC) with members who have received in-depth training in trauma-informed practices. The TLCs in each of our schools design and provide training to all staff members throughout each school year as well as put protocols in place for supporting children of trauma.

Check out the resources below for more information about trauma informed teaching:

<https://traumaawareschools.org/traumaInSchools>

<https://traumasensitiveschools.org/>

<https://www.nctsn.org/trauma-informed-care/creating-trauma-informed-systems/schools>

<https://www.fosteringresilientlearners.org/>

## PBIS

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all the data, systems, and practices affecting student outcomes every day. PBIS has been adopted by Campbell County Middle School and High School.

### PBIS Tiers

#### TIER 1

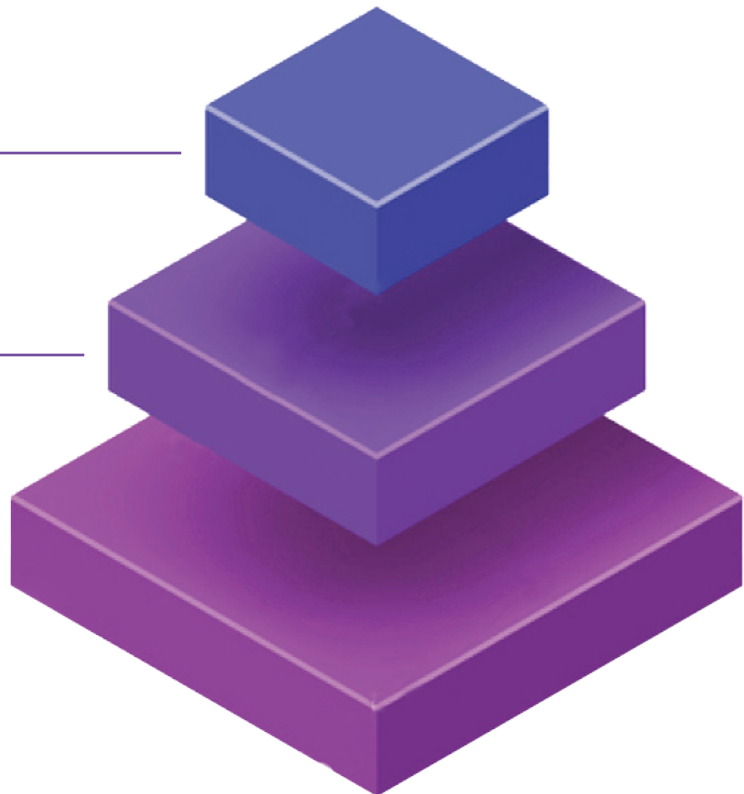
Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school-wide.

#### TIER 2

Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school.

#### TIER 3

At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, schools rely on formal assessments to determine a student's need.



# GREAT INSTRUCTION, GREAT ACHIEVEMENT

Many of our teachers and principals have been trained by John O'Connor on how special education teachers can become champions of GREAT instruction in order to improve the achievement and performance of students with disabilities. Many educators across the district have taken part in a book study around O'Connor's book entitled *Great Instruction, Great Achievement*. Teachers are embracing O'Connor's recommendation of small group instruction in collaborative settings in order to increase student engagement and opportunities to respond. The special education action research team (SPEDART), comprised of special education leadership and teachers from each building, have been leading this work and explicit instruction implementation district wide.

**GREAT** Instruction is defined as:

- Guided by the performance standards
- Rigorous with research-based strategies
- Engaging and exciting
- Assessed continuously to guide instruction, and
- Tailored (differentiated) through flexible groups

For more information about GREAT instruction, please see links below:

[http://www.greatinstruction.net/uploads/1/0/5/4/105426071/million\\_dollar\\_question\\_2.pdf](http://www.greatinstruction.net/uploads/1/0/5/4/105426071/million_dollar_question_2.pdf)

[http://www.greatinstruction.net/uploads/1/0/5/4/105426071/million\\_dollar\\_part2-dial-it-up\\_2.pdf](http://www.greatinstruction.net/uploads/1/0/5/4/105426071/million_dollar_part2-dial-it-up_2.pdf)

[http://www.greatinstruction.net/uploads/1/0/5/4/105426071/math\\_instruction\\_students\\_disabilities\\_2.pdf](http://www.greatinstruction.net/uploads/1/0/5/4/105426071/math_instruction_students_disabilities_2.pdf)





## NWEA/MAP ASSESSMENT

In CCS, we administer the Measures of Academic Progress® (MAP®) assessment three times per year in grades K-10. This allows us to monitor student growth and inform instruction accordingly. We use the data from these benchmark assessments as we plan for students who may need specific intervention, remediation and/or extensions.

For more information about MAP testing, please see the links below:

[https://teach.mapnwea.org/assist/help\\_map/Content/AboutMAP/WhatRITMeans.htm](https://teach.mapnwea.org/assist/help_map/Content/AboutMAP/WhatRITMeans.htm)

<https://community.nwea.org/welcome>



## FORMATIVE ASSESSMENT

In CCS we design lessons that always include the use formative assessment.

Formative assessment can include:

- Pre-assessment for differentiation
- Growth evoking feedback on practice materials
- Small group instruction based on formative checks
- Flashbacks, exit slips, question/answers
- Multiple ways to engage ALL learners in answering to demonstrate understanding such as: partner talks, whiteboards, clickers, Kahoot, etc.
- Teacher circulation for formative checks.

For more information about formative assessment, please see the links below:

<https://www.nwea.org/blog/2019/27-easy-formative-assessment-strategies-for-gathering-evidence-of-student-learning/>

[https://www.researchgate.net/publication/44836144\\_Inside\\_the\\_Black\\_Box\\_Raising\\_Standards\\_Through\\_Classroom\\_Assessment](https://www.researchgate.net/publication/44836144_Inside_the_Black_Box_Raising_Standards_Through_Classroom_Assessment)

<https://jaymctighe.com/wp-content/uploads/2011/04/Working-Inside-the-Black-Box.pdf>

## KPREP

All Kentucky public school students participate in annual testing with the results of the assessments entering in the state's accountability system for schools and districts.

Senate Bill 1 (2017) calls for the Kentucky Department of Education (KDE) to implement a state assessment and accountability system created under KRS 158.6453, and to establish a consistent structure of test components, grade-level testing distribution and test administration procedures. That state-required assessment is named the Kentucky Performance Rating for Educational Progress (K-PREP) test.

NCS Pearson was awarded the contract to provide all assessments for grades 3-8, 10 and 11. NCS Pearson currently provides large-scale assessment services in more

than 25 states and for the U.S. Education Department.

K-PREP is a criterion-referenced test developed specifically to measure the Kentucky Academic Standards. Student performance levels (novice, apprentice, proficient and distinguished) are used to describe how well students perform to Kentucky-specific standards.

K-PREP provides content area assessments such as reading, mathematics, science, social studies and writing at all grade levels or grade bands. Kentucky is in the process of transitioning assessments for paper-based testing to online administrations. Both operational and field testing will occur in 2019-2020.

To access resources related to KPREP, please click here.

<https://education.ky.gov/AA/Assessments/Pages/K-PREP.aspx>

# DISTRICT ASSESSMENT CALENDAR

Assessment	Purpose / Accountability	Grade(s)
KPREP 5 Days in the Last 14 Days of School	Summative / State accountability	3 R M, 4 R M Editing, 5 R M SS OD, 6 R M OD Editing Mech, 7 R M SCI, 8 R M SS OD, 10 RD Math, 11 ODW SCI SS, ACT
CERT Testing & CERT: 8/26, 12/1, 3/16 - KY College Admission Exam (ACT 3/16)	CERT Formative/State Accountability Exam TBD	10 MAP/CERT, 11 CERT/ACT
MAP Testing Windows TBD with announcement of Fall School Routine	Formative / District Benchmarking Link to MAP Guide	K R M, 1 R M, 2 R M LU, 3 R M LU SCI, 4-10 R M LU SCI
Constructed Response Progress Checks District Reported (Part of Unit Analysis)	Formative/Summative / District Benchmarking	Math and Reading/Grades K-11: Assessment data on student performance with constructed response will be reported.
Common Assessments- Refer to elementary, middle and high school plan	Formative/Summative /All Unit Tests Used at the School Level to Analyze Data and Inform Instruction	1-5 R M SC SS 6-11 R M SC LU SS
NAEP 1/23-3/10	National Benchmarking	4 ELA MA SC, 8 ELA. MA. SC
AimsWeb Reading Benchmark Windows Within first three weeks of school, Jan.4-22 , April 12-23	Formative / Benchmarking / All New Students Grades K-11 upon entry to CCS based on MAP	Benchmark All Students in ANY Reading Intervention (Optional to benchmark all students)
Early Numeracy/V-Math Benchmark Windows Within first three weeks of school, Jan.4-22 , April 12-23	Formative / Benchmarking	Benchmark All Students in ANY Math Intervention (Optional to benchmark all students)
Behavior Screening K-9 TBD	Rtl Universal Screening	Process to be determined by District Rtl Behavior Committee with input from building level Champions
COGAT February 22 through end of week/ ITBS for SS CCMS	G/T Universal Screener	3, 6
Resilience Poll	Social/Emotional Well-being	3-12
Advanced Placement May 3-May 14	Summative / College Credit & possible means of meeting HS Academic Transition Readiness Accountability (with 3+)	9-12
ACCESS Testing- Jan. 4-Feb.12th	El Lang. Proficiency	K-12
CTE End of Program Assessments - 2/24 - 3/31 (Career-Ready Measure)	Possible means of meeting HS Career Transition Readiness Accountability	11, 12
KYOTE- Prior to Winter Break & Prior to Spring Break, ACT for Senior Transition Readiness 2/25	If this exam is still available, it would only be for KY college placement NOT HS Academic Transition Readiness Accountability --It counts now, so this can be deleted	KYOTE - all students not at benchmark and in an intervention math/English class ACT - student choice
Fast ForWord Reading Progress Indicator (RPI)	Assess Reading and Language Placement	
Brigance K Screener- Within first 30 days of school. DATA INPUT is due 15 days after the 30th day.	State Wide Screener for K Readiness: Core Assessments, Self-Help Social Emotional, Prior Settings	K-1, 2-8 as needed
Through Course Tasks	Teacher formative assessment of SCI content and instruction- 2 completed per teacher/course for submission to principal	K
Student Voice Surveys 10/21-12/18	For teacher's formative assessment and reflection of student engagement, classroom management & relationships	K-12
QPASS	Universal Screener as Determined by MAP	K-3



## SEVEN STRATEGIES OF ASSESSMENT FOR LEARNING

Research reviews over the last decade have heightened awareness of formative assessment's power to increase achievement, but not all that is labeled "formative assessment" is equally effective. In CCS we adhere to the Seven Strategies of Assessment for Learning, which organize research-based recommendations about formative assessment practices into an instructional framework that has consistently improved motivation and achievement through deep student involvement. This work goes hand in hand with the Formative Learning Cycle structure and includes the following strategies:

### Where Am I Going?

Strategy 1: Provide a clear and understandable vision of the learning target.

Strategy 2: Use examples and models of strong and weak work.

### Where Am I Now?

Strategy 3: Offer regular descriptive feedback during the learning.

Strategy 4: Teach students to self-assess and set goals for next step.

### How Can I Close the Gap?

Strategy 5: Use evidence of student learning needs to determine next steps in teaching.

Strategy 6: Design focused instruction, followed by practice with feedback.

Strategy 7: Provide opportunities for students to track, reflect, and share their learning progress.

Source: Chappuis, J. 2015. Seven Strategies of Assessment for Learning, 2e. Upper Saddle River, NJ: Pearson Education, p. 11.

For more information about the Seven Strategies of Assessment FOR Learning, see the link below:

<https://www.sdcoe.net/lls/assessment/Documents/ContinuousLearning/Seven%20Strategies%20Chappuis%202017.pdf>



## TRANSITION READINESS

One focus of the Kentucky's accountability system is the development of students who are well-rounded, transition-ready, and prepared with knowledge, skills and essential dispositions to succeed in the next educational setting or career pathway. Students ready for the next level are transition ready. Transition readiness is just one of six indicators in the new system that will be included at the high school levels.

For high school, transition ready students should be able to enter and succeed in entry level postsecondary courses without remediation or enter the workforce possessing the knowledge and technical skills needed for employment in their desired career field. At high school, in order to be transition ready, a student must earn a high school diploma and meet one type of readiness (Academic or Career). In addition, for English Learners, performance on the English Language proficiency assessment as measured by WIDA ACCESS for ELLs must be met for any student who received English Language Services during high school.

Students who participate in the alternate assessment program and who are working toward earning an alternative diploma will have criteria for transition readiness based on an alternate assessment requirement and employability skills attainment.

Transition readiness will be used for high school in the identification of Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) and Additional Targeted Support (ATSI). For academic readiness, that includes The ACT, college placement exam (per SB 175, 2019) [KYOTE, ALEKS, GED College Readiness, SAT], Advanced Placement (AP) courses, International Baccalaureate (IB), and Cambridge Advanced International (CAI). For career readiness, that includes industry certifications, Career and Technical Education (CTE) End-of-Program Assessment [for articulated credit (KOSSA)], and KDE/Labor Cabinet-approved apprenticeship.

For more information about Transition Readiness, please see the link below:

<https://education.ky.gov/AA/Acct/Pages/Transition-Readiness.aspx>



## PROFILE OF A GRADUATE

### PROFILE OF A GRADUATE

Campbell County School District is proud to offer a world class education for all students. In the spring of 2018, CCS stakeholders united over the course of several months to create the CCS Profile of a Graduate. Locally developed, yet globally positioned, this document is a reflection of the shared vision of the CCS Community that outlines the community's aspirations for all students.

Click [here](#) to review the Profile of a Graduate

### ROADMAP FOR SUCCESS

In addition to the work on the Profile of a Campbell County graduate, we have created our Roadmap for Success summarizing critical transition points that lead to the ultimate destination of success in college, career and life.

Click [here](#) to review the Roadmap for Success

### CDIP

Much planning goes into creating the environment leading to student success. See below our Consolidated District Improvement Plan

Click [here](#) to view the Campbell County School District CDIP



# CIA

CURRICULUM, INSTRUCTION & ASSESSMENT

## SPOTLIGHT



OUR COMMUNITY. OUR SCHOOLS.  
OUR COMMITMENT.