Required Goals

Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

1) Reduce the % of novice in reading on KSA for our English Language Learner students from 50% to 25% by 2028.

2) Reduce the % of students with disabilities scoring novice on KSA in Reading from 43% to 35% in 2026

Strategy:
KCWP 4: Review, Analyze, Apply Data Results (How will we know they have learned it?)

KCWP 5: Design, Align and Deliver Support (What will we do if they know it already, don't know it, or need other support?)

Activities:

1. Analyze data for all English Language learners and students with disabilities, including KSA, iReady, grades, and other assessment data.

2. Conduct an Audit of all students receiving EL services and students with disabilities to make sure they are receiving all necessary support services for language acquisition and math intervention. Determine which students may qualify for additional services beyond EL services (ECE services, math or reading intervention, or core and more)

3. Build a reading incentive program for our EL students to promote literacy and English acquisition.

4. Host an EL parent night or event to raise awareness of programs offered in the school.

5. Implementation of an HQIR resource for ELA.

Progress Monitoring:

Monthly Data review for our EL and students with disabilities as part of our TSI Taskforce work.

Funding:

Title 3

Section 7

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

1. Increase the % of students who score Proficient or Distinguished on Reading in KSA to 70% by 2028.

2. Increase the % of students who score Proficient or Distinguished in Math on KSA to 60% by 2028.

Objective(s):

1. Increase the % of students who score Proficient or Distinguished on Reading in KSA to 66% by 2026.

2. Increase the % of students who score Proficient or Distinguished on Math in KSA to 56% by 2026.

Strategy:

KCWP 1: Design and Deploy Standards

What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?

Activities:

1. Implement a new HQIR for our ELA classes with integrity to increase rigor and align with standards.

2. Monitor Math and ELA PLC's to ensure proper pacing and alignment with Kentucky Academic Standards.

3. Hire a part-time math and reading specialists to work with the Math and ELA PLC's to help coach and provide instructional support for those teachers.

Progress Monitoring:

1) Weekly PLC monitoring and PLC meeting notes

2) Following the implementation protocol for new HQIR implementation, which includes beginning of the year PD, site visits, and unit assessment reviews.

Funding:

District funds for HQIR implementation and materials

Section 6 for PD

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting "yes" or "no" from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a "yes," schools must complete the below fields. For any indicator marked with a "no," no further information is needed. Each indicator must have a "yes" or "no" response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Yes
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a "yes" response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

Increase the % of students scoring proficient or distinguished in Science on the KSA assessment to 40% by 2028.

Objective(s):

Increase the % of students scoring proficient or distinguished in Science on the KSA assessment to 36% in 2026.

Strategy:

KCWP 1: Design and Deploy Standards

What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?

Activities:

Implementation of HQIR (OpenSciEd) in our science classes.

Progress Monitoring:

1) Observations and walk-throughs in our science classes

2) Monitoring of science PLC meetings

Funding:

District funding for Instructional Resources for HQIR implementation

Section 6 and 7 – funding for PD in OpenSciEd

Priority Indicator #2: English Learner Progress

Three- to Five-Year Goal:

Objective(s):

75% of EL students will progress at least 0.5 or attain proficiency (overall score of 4) on their ACCESS score each year.

Strategy:

KCWP 2: Design and Deliver Instruction

What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?

Activities:

1) Provide EL teacher, coach, and regular education teacher professional development on strategies to best support our EL learners by attending TESOL conference in March 2026.

2) Create an incentive program to promote reading and literacy with our EL students. (January 2026)

Progress Monitoring:

TSI taskforce will continue to monitor strategies implemented to support EL instruction in the building.

Funding:

Title 3 funds for PD

Priority Indicator #3: Quality of School Climate and Safety

Three- to Five-Year Goal:

51% of our students report that they feel that students from OCMS do not respect each other's differences. We would like to reduce that number to 25% by 2028.

Objective(s): Reduce the % of students that report that they fell that students do not respect each other's differences to 41% in 2026.

Strategy:

KCWP 6: Establishing Learning Culture and Environment (How does the school community promote core ethical and performance values as the foundations of good character among students, teachers, and other academic shareholders?)

Activities:

1. Maintain a counselor to student ratio that supports SEL instruction, small group facilitation, minute meetings, and class lessons at all grade levels

2. Increase student connectedness through our Family and House system. Students will report to Family to start each school day.

3. Implementation of school-wide activities that promote inclusiveness, belonging, and school spirit.

Progress Monitoring:

1) Use of Minute meetings and Student surveys

Funding:

Section 7

Title 1