

**OLDHAM COUNTY BOARD OF EDUCATION**

**DISTRICT GOALS – 2010/2011  
Implementation of Vision and Mission**

**VISION FOR STUDENTS**

All Oldham County students supported by family, community and schools participate in relevant engaging, quality learning tasks, in safe, well designed schools, guided by highly-skilled teachers and visionary leaders. Graduates pursue a life of continuous learning, contribute to their community, participate thoughtfully in the American democracy and compete successfully in the local, national and international economy.

<b><u>Board Goals</u></b>	<b><u>Actions to Achieve Goal</u></b>	<b><u>Status of Actions</u></b>	<b><u>Achievement Results</u></b>																																																																																																																																																																																																																																																																																																																																													
<p><b>Board Goal 1 – Improving Student Achievement</b> Improve student performance outcomes in all areas on a school and district basis as evidenced by assessment data (KCCT, IOWA, PSAT, EXPLORE, PLAN and ACT) and non-cognitive data.</p> <p><b>Next Level Goals 2009/2010</b> -**SB1 prohibited KDE from reporting an Academic Index for 2009; the Transition Index was prepared by the Prichard Committee, the Council for Better Schools and KASC</p> <p><b>Elementary Schools</b></p> <table border="1"> <thead> <tr> <th>KCCT Transition</th> <th>Index 2009</th> <th>Goal 2010</th> </tr> </thead> <tbody> <tr><td>Buckner</td><td>113</td><td>115</td></tr> <tr><td>Camden</td><td>101</td><td>104</td></tr> <tr><td>Centerfield</td><td>103</td><td>105</td></tr> <tr><td>Crestwood</td><td>98</td><td>102</td></tr> <tr><td>Goshen</td><td>112</td><td>113</td></tr> <tr><td>Harmony</td><td>105</td><td>107</td></tr> <tr><td>Kenwood</td><td>108</td><td>110</td></tr> <tr><td>LaGrange</td><td>98</td><td>99.9</td></tr> <tr><td>Locust Grove</td><td>104</td><td>105</td></tr> <tr><td>Liberty</td><td>109</td><td>110</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="5">KCCT Index Score Rank</th> </tr> <tr> <th>718 Total School Scores</th> <th>Score Rank - 2009</th> <th>Schools above</th> <th>% Rank</th> <th>Score Rank Goal – 2010</th> </tr> </thead> <tbody> <tr><td>Buckner</td><td>10</td><td>22</td><td>3.06%</td><td>9</td></tr> <tr><td>Camden</td><td>22</td><td>183</td><td>25.49%</td><td>21</td></tr> <tr><td>Centerfield</td><td>20</td><td>131</td><td>18.25%</td><td>19</td></tr> <tr><td>Crestwood</td><td>25</td><td>252</td><td>35.10%</td><td>20</td></tr> <tr><td>Goshen</td><td>11</td><td>29</td><td>4.04%</td><td>10</td></tr> <tr><td>Harmony</td><td>18</td><td>89</td><td>12.40%</td><td>17</td></tr> <tr><td>Kenwood</td><td>15</td><td>57</td><td>7.94%</td><td>14</td></tr> <tr><td>LaGrange</td><td>25</td><td>252</td><td>35.10%</td><td>22</td></tr> <tr><td>Locust Grove</td><td>19</td><td>109</td><td>15.18%</td><td>18</td></tr> <tr><td>Liberty</td><td>14</td><td>48</td><td>6.69%</td><td>13</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="6">IOWA 2009/2010</th> </tr> <tr> <th></th> <th colspan="3">Scores 9/2009</th> <th colspan="3">Goal -9/2009</th> </tr> <tr> <th></th> <th>VOC</th> <th>R</th> <th>M</th> <th>VOC</th> <th>R</th> <th>M</th> </tr> </thead> <tbody> <tr><td>Buckner</td><td>77</td><td>84</td><td>84</td><td>84</td><td>87</td><td>87</td></tr> <tr><td>Camden</td><td>72</td><td>80</td><td>69</td><td>70</td><td>73</td><td>67</td></tr> <tr><td>Centerfield</td><td>62</td><td>69</td><td>57</td><td>73</td><td>73</td><td>64</td></tr> <tr><td>Crestwood</td><td>64</td><td>67</td><td>57</td><td>66</td><td>67</td><td>60</td></tr> <tr><td>Goshen</td><td>87</td><td>91</td><td>88</td><td>89</td><td>91</td><td>87</td></tr> <tr><td>Harmony</td><td>77</td><td>78</td><td>67</td><td>82</td><td>78</td><td>70</td></tr> <tr><td>Kenwood</td><td>79</td><td>87</td><td>80</td><td>84</td><td>88</td><td>80</td></tr> <tr><td>LaGrange</td><td>44</td><td>51</td><td>49</td><td>58</td><td>63</td><td>61</td></tr> <tr><td>Locust Grove</td><td>62</td><td>66</td><td>63</td><td>60</td><td>60</td><td>60</td></tr> <tr><td>Liberty</td><td>71</td><td>79</td><td>62</td><td>75</td><td>75</td><td>65</td></tr> </tbody> </table>	KCCT Transition	Index 2009	Goal 2010	Buckner	113	115	Camden	101	104	Centerfield	103	105	Crestwood	98	102	Goshen	112	113	Harmony	105	107	Kenwood	108	110	LaGrange	98	99.9	Locust Grove	104	105	Liberty	109	110	KCCT Index Score Rank					718 Total School Scores	Score Rank - 2009	Schools above	% Rank	Score Rank Goal – 2010	Buckner	10	22	3.06%	9	Camden	22	183	25.49%	21	Centerfield	20	131	18.25%	19	Crestwood	25	252	35.10%	20	Goshen	11	29	4.04%	10	Harmony	18	89	12.40%	17	Kenwood	15	57	7.94%	14	LaGrange	25	252	35.10%	22	Locust Grove	19	109	15.18%	18	Liberty	14	48	6.69%	13	IOWA 2009/2010							Scores 9/2009			Goal -9/2009				VOC	R	M	VOC	R	M	Buckner	77	84	84	84	87	87	Camden	72	80	69	70	73	67	Centerfield	62	69	57	73	73	64	Crestwood	64	67	57	66	67	60	Goshen	87	91	88	89	91	87	Harmony	77	78	67	82	78	70	Kenwood	79	87	80	84	88	80	LaGrange	44	51	49	58	63	61	Locust Grove	62	66	63	60	60	60	Liberty	71	79	62	75	75	65	<p><b><u>21<sup>ST</sup> CENTURY STUDENT LEARNING OUTCOMES</u></b></p> <p><b><u>Media and Technology</u></b> Society in the 21<sup>st</sup> Century is saturated with an abundance of information. Graduates must be prepared to utilize vital information through a variety of media and technology tools in the workplace and at home.</p> <ul style="list-style-type: none"> <li>In order to provide teachers the technology they need to engage students in high levels of learning the Board of Education is committed to provide every new classroom with the Interactive Classroom technology and training.</li> </ul> <p><b><u>Critical Thinking and Problem Solving</u></b> To compete in a global economy, graduates must possess the thinking skills and problem solving strategies that equip them to excel as workers and maneuver through life's challenges.</p> <ul style="list-style-type: none"> <li>Teachers are working to create work so that students are engaged in these two areas in every classroom every day. These areas are at the center of teachers' Professional Learning Community work and everything that is done during Professional Development.</li> </ul> <p><b><u>Communication</u></b> Graduates must possess reading, writing, speaking and listening skills that enable them to be successful in a complex and competitive society.</p> <ul style="list-style-type: none"> <li>Teachers regularly use a variety of written and verbal communication strategies to engage students in instruction as well as to assess their learning.</li> </ul> <p><b><u>Creativity and Innovation</u></b> To be successful in the conceptual age, graduates must have experienced many opportunities to use their knowledge in ways that allow them to discover, invent and design concepts and products.</p> <ul style="list-style-type: none"> <li>Students in all grades, preschool – 12<sup>th</sup>, need to be provided regular and on-going activities to use their natural curiosity to discover and design as they are engaged in the curriculum.</li> </ul> <p><b><u>Leadership</u></b> Graduates must have experienced ongoing opportunities throughout their K-12 education to grow as leaders who may serve at various levels in society.</p> <ul style="list-style-type: none"> <li>Teachers will make intentional efforts to help every child grow as a leader.</li> </ul> <p><b><u>DISTRICT, SCHOOL AND CLASSROOM INSTRUCTIONAL COMMITMENTS</u></b> Teachers in each Oldham County classroom provide an instructional program based upon the five essential areas listed below:</p> <ol style="list-style-type: none"> <li><b><u>Rigorous Curriculum (What do students need to learn?)</u></b> <ul style="list-style-type: none"> <li>Complete writing plan, pilot plan for remainder of 2009-2010 school year with revision in spring 2010</li> <li>Evaluate middle school “essential learnings” pilot in spring 2010</li> <li>Review new state standards in mathematics (slated to be release in January 2010) making necessary changes to OCS Curriculum Frameworks</li> <li>Review models of nationally recognized curriculum standards used in other states; monitor progress of national curriculum standard movement</li> <li>Senior Year</li> </ul> </li> <li><b><u>Student Engagement in Learning (How will we engage them so they learn best?)</u></b></li> </ol> <p><b><u>Literacy –</u></b></p> <ul style="list-style-type: none"> <li>Continue the work of school and district staff focused on increasing student literacy skills; set up model/lab classrooms in all schools to train teachers in implementing thinking skills and improving students' ability to communicate in a variety of written and verbal forms/formats.</li> <li>Implement professional development academies or institutes to give groups of teachers intense growth</li> </ul>		<p><b><u>KCCT Results</u></b> Comparison of results to goals</p> <p><b><u>KCCT Transition Index</u></b></p> <table border="1"> <thead> <tr> <th></th> <th>Index 2010</th> <th>Goal 2010</th> </tr> </thead> <tbody> <tr><td>Buckner</td><td></td><td>115</td></tr> <tr><td>Camden</td><td></td><td>104</td></tr> <tr><td>Centerfield</td><td></td><td>105</td></tr> <tr><td>Crestwood</td><td></td><td>102</td></tr> <tr><td>Goshen</td><td></td><td>113</td></tr> <tr><td>Harmony</td><td></td><td>107</td></tr> <tr><td>Kenwood</td><td></td><td>110</td></tr> <tr><td>LaGrange</td><td></td><td>99.9</td></tr> <tr><td>Locust Grove</td><td></td><td>105</td></tr> <tr><td>Liberty</td><td></td><td>110</td></tr> </tbody> </table> <p><b><u>KCCT 2010</u></b></p> <table border="1"> <thead> <tr> <th></th> <th>Score Rank</th> <th>Goal</th> </tr> </thead> <tbody> <tr><td>Buckner</td><td></td><td>9</td></tr> <tr><td>Camden</td><td></td><td>21</td></tr> <tr><td>Centerfield</td><td></td><td>19</td></tr> <tr><td>Crestwood</td><td></td><td>20</td></tr> <tr><td>Goshen</td><td></td><td>10</td></tr> <tr><td>Harmony</td><td></td><td>17</td></tr> <tr><td>Kenwood</td><td></td><td>14</td></tr> <tr><td>LaGrange</td><td></td><td>22</td></tr> <tr><td>Locust Grove</td><td></td><td>18</td></tr> <tr><td>Liberty</td><td></td><td>13</td></tr> </tbody> </table> <p><b><u>IOWA 10/11</u></b></p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">May 2010</th> <th colspan="3">Goal 2011</th> </tr> <tr> <th></th> <th>LA</th> <th>R</th> <th>M</th> <th>LA</th> <th>R</th> <th>M</th> </tr> </thead> <tbody> <tr><td>Buckner</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Camden</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Centerfield</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Crestwood</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Goshen</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Harmony</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Kenwood</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>LaGrange</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Locust Grove</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Liberty</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>		Index 2010	Goal 2010	Buckner		115	Camden		104	Centerfield		105	Crestwood		102	Goshen		113	Harmony		107	Kenwood		110	LaGrange		99.9	Locust Grove		105	Liberty		110		Score Rank	Goal	Buckner		9	Camden		21	Centerfield		19	Crestwood		20	Goshen		10	Harmony		17	Kenwood		14	LaGrange		22	Locust Grove		18	Liberty		13		May 2010			Goal 2011				LA	R	M	LA	R	M	Buckner							Camden							Centerfield							Crestwood							Goshen							Harmony							Kenwood							LaGrange							Locust Grove							Liberty						
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**Middle Schools**

**KCCT Transition**

	<u>Index - 2009</u>	<u>Goal - 2010</u>
EOMS	111	112
NOMS	110	112
OCMS	97	100
SOMS	104	105

**KCCT Score Rank**

	<u>Score</u>	<u>Schools</u>	<u>% Rank</u>	<u>Score</u>	<u>Rank</u>
	<u>Rank</u>	<u>-</u>	<u>Above</u>	<u>Goal -2010</u>	<u>Goal -2010</u>
	<u>2009</u>				
EOMS	3	2	0.61%	1	1
NOMS	4	3	0.91%	1	1
OCMS	16	51	15.55%	15	15
SOMS	9	14	4.27%	8	8

**EXPLORE - Composite**

	<u>Score 9/2009</u>	<u>Goal -9/2009</u>
EOMS	17.2	17.2
NOMS	16.6	17.7
OCMS	15.9	15.8
SOMS	16.7	16.8

**IOWA**

	<u>Score 9/2009</u>			<u>Goal - 9/2009</u>		
	<u>VOC</u>	<u>R</u>	<u>M</u>	<u>VOC</u>	<u>R</u>	<u>M</u>
EOMS						
6 <sup>th</sup>	64	66	63	70	79	80
7 <sup>th</sup>	73	80	88	76	80	91
NOMS						
6 <sup>th</sup>	81	86	85	84	89	88
7 <sup>th</sup>	79	83	84	88	92	93
OCMS						
6 <sup>th</sup>	66	70	72	70	75	75
7 <sup>th</sup>	58	65	74	60	69	78
SOMS						
6 <sup>th</sup>	70	67	66	71	68	67
7 <sup>th</sup>	66	73	80	75	75	80

**High Schools**

**KCCT Transition**

	<u>Index - 2009</u>	<u>Goal - 2010</u>
NOHS	97	100
OCHS	85	88
SOHS	94	96

**KCCT Score Rank**

228	<u>Rank -</u>	<u>Schools</u>	<u>% Rank</u>	<u>Goal -</u>
	<u>2009</u>	<u>Above</u>		<u>2010</u>
Total				
Schools				
NOHS	5	5	2.14%	4
OCHS	14	27	11.54%	20
SOHS	7	7	2.99%	6

opportunities in instructional practices with targeted follow-up at each school throughout the year.

- Elementary: Reading and Math Academy – July 28-30
- Middle/High School: Oldham County Learning Institute – Sept. 22-24 and Nov. 3-5

- With guidance, direction, and support from principals and literacy coaches teachers will implement the Oldham County Writing Plan which will increase the depth of learning students are engaged in through the use of writing across all content areas.

3. **Assessment (How will we know when they have learned?)**

**Assessments –**

- Teachers are continuing to focus on using assessment to guide their instruction. Points of emphasis for this school year have been mainly related to Writing to Demonstrate Learning and using Pre-Assessment data to guide instruction.
- All elementary and middle schools will conduct a systematic universal screening of all students grades K-8 three times this year in reading and math. For students who, based on this data, need intervention, progress monitoring assessments will be used. AIMSWeb is the software data management program that will be used to help turn this data into information that is meaningful. High schools will use other forms of assessment data as the universal screener as well as regularly monitor student grades and intervene before the student fails a course.
- Check point with the Board set for February 2010.

4. **Intervention (What will we do when they have not learned?)**

**Interventions –**

- Schools will use universal screening data (see above) to provide interventions for students who are identified as falling behind in reading and math.
- RTI will be implemented more extensively as part of Phase 2 of our RTI implementation process— elementary and middle schools will use AIMSWeb to provide a systematic way to screen all students (K-8) and to monitor their progress either monthly or more frequently depending on the intensity of their need and intervention.
- Monitor issues and challenges encountered by staff at all schools; provide assistance, support and additional training for staff; gather student and staff data on successes and problems; analyze data.
- Set revised plans for the 2010/11 school year for implementation of RTI at all schools.

**Exceptional Children Services (ECS) – Improve student achievement of identified students through professional development and coaching of teachers, and increase compliance and effective communication by:**

- Implementing a transition/reorganization plan for the ECS Department
- Conducting regular ECS PLC Team Update meetings (TUMS) at all schools with principal, ARC Chair, School Psychologist, ECS Consultant(s), Mental Health Consultant and Level Directors
- Providing targeted, on-going professional development based on identified needs in order to improve service delivery to students
- Monitoring and updating schools related to KCMP compliance
- Updating the ECS section of the district website and supporting SEPTA initiatives
- Coordinating of the effective use of the ARAA Stimulus monies
- Supporting school level Intervention Teams as they move towards an RTI model

5. **Enrichment and Acceleration (What will we do when they have already learned?)**

**Gifted and Talented Educational Services (GATES) will be organized to improve student achievement and services to students. The Gifted and Talented Task Force Report and Action Plan will be used as a guide for this process.**

Create organizational structure to better facilitate identification, delivery of services and communication.

- District GATES Advisory committee will be created and trained. Roles and responsibilities will be articulated. Policies and procedures will be outlined.
- OCS Board policies and procedures will be created or revised to support necessary changes to GATES.

Establish an identification system which is aligned to national standards.

- Implement new Visual and Performing Arts identification process and procedures.
- Implement new Primary Talent Pool identification process.
- Review identification system to ensure dual exceptionality children are identified and served.

**KCCT Transition Index**

	<u>Index 2010</u>	<u>Goal 2010</u>
EOMS		112
NOMS		112
OCMS		100
SOMS		105

**KCCT Score Rank**

	<u>Score</u>	<u>Schools</u>	<u>%</u>	<u>Score</u>
	<u>Rank</u>	<u>Above</u>	<u>Rank</u>	<u>Goal -2010</u>
	<u>2010</u>			
EOMS				1
NOMS				1
OCMS				15
SOMS				8

**EXPLORE Composite**

	<u>Score 9/2010</u>	<u>Goal 2010</u>
EOMS	17.4	17.4
NOMS	17.8	17.8
OCMS	16.1	16.1
SOMS	16.8	16.8

**IOWA 2010/2011**

	<u>Scores May 2010</u>			<u>Goals 2011</u>		
	<u>LA</u>	<u>R</u>	<u>M</u>	<u>LA</u>	<u>R</u>	<u>M</u>
EOMS						
6 <sup>th</sup>						
7 <sup>th</sup>						
NOMS						
6 <sup>th</sup>						
7 <sup>th</sup>						
OCMS						
6 <sup>th</sup>						
7 <sup>th</sup>						
SOMS						
6 <sup>th</sup>						
7 <sup>th</sup>						

**KCCT Transition Index**

	<u>Index 2010</u>	<u>Goal 2010</u>
NOHS		100
OCHS		88
SOHS		96

**KCCT Score Rank**

	<u>Rank -</u>	<u>Schools</u>	<u>% Rank</u>	<u>Goal -</u>
	<u>2010</u>	<u>Above</u>		<u>2010</u>
NOHS				4
OCHS				20
SOHS				6

<u>Board Goals</u>	<u>Actions to Achieve Goal</u>	<u>Status of Actions</u>	<u>Achievement Results</u>																																																												
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Consultation and support will be provided to schools.</li> <li>• Online course selection will be expanded for secondary students.</li> <li>• Service options for Primary Talent Pool will be explored and implemented.</li> <li>• Leadership pilot program will be developed.</li> <li>• Monitor and refine use of cluster grouping and accelerated classes.</li> <li>• Monitor and refine use of service options listed on GSSP.</li> </ul> <p><u>Provide professional development to staff.</u></p> <ul style="list-style-type: none"> <li>• Provide hands on workshops for teachers in tools and techniques for differentiation.</li> <li>• Provide schools with specially-designed professional development sessions as requested.</li> <li>• Expand professional development opportunities on differentiation and pre-assessment.</li> <li>• Provide administrators with mini-professional developments on differentiation practices.</li> <li>• Provide building level committees (elementary) with training on Primary Talent Pool identification and services.</li> <li>• Provide training to GATES Chairpersons.</li> </ul> <p><u>Improve communication to all stakeholders.</u></p> <ul style="list-style-type: none"> <li>• A GATES Parent Handbook will be made available on-line as well as distributed to parents of all newly identified students.</li> <li>• Parent information sessions on pertinent topics pertaining to GATES will be held throughout the school year.</li> <li>• District mailings to teachers regarding GATES information will be utilized.</li> <li>• GATES 2009-2010 Calendar will be created and distributed for staff and parent reference.</li> <li>• School visits will be utilized to provide support and improve communication.</li> </ul> <p><b>Oldham County Arts Center – To provide cultural opportunities that nurture Oldham County students and the community at large.</b></p> <p><u>Establish Artists-in-Residence Programs</u></p> <ul style="list-style-type: none"> <li>• Funding will be secured to finance artists-in-residence</li> <li>• Artists-in-residence will be recruited and hired to work with schools on an on-going basis to provide in-depth experiences in their respective art forms.</li> <li>• Artists-in-residence will work with Gifted and Talented Educational Services (GATES) students identified in visual or performing arts, providing master classes.</li> <li>• Artists-in-residence will present a series of workshops and classes to the public, furthering the cultural ties with the community.</li> </ul> <p><u>Continue to Increase Enrollment in the Following</u></p> <ul style="list-style-type: none"> <li>• Arts Academy classes <ul style="list-style-type: none"> <li>❖ 2009-10 Programs</li> <li>❖ Summer camps and classes</li> </ul> </li> <li>• School for the Arts programs <ul style="list-style-type: none"> <li>❖ Partner workshops</li> <li>❖ All-county events</li> <li>❖ Beginning Strings Program</li> <li>❖ Performance-based arts courses</li> </ul> </li> <li>• Performance series events <ul style="list-style-type: none"> <li>❖ Performance "plus" professional artists engage district students</li> </ul> </li> </ul> <p><u>Provide Scholarship Opportunities for Economically Disadvantaged Students</u></p> <ul style="list-style-type: none"> <li>• Secure funding for scholarship awards</li> <li>• Provide school counselors with vouchers to award to students who have an interest/talent in visual or performing arts and who have economic challenges.</li> </ul> <p><u>Partner with District Administrator(s) to Refine/Expand Performance-Based Arts Courses</u></p> <ul style="list-style-type: none"> <li>• Review of Chamber Music course will be conducted and plans for expansion for 2009-2010 will be developed.</li> <li>• Arts Administration Internships will be expanded in 2009-2010.</li> </ul>		<table border="0"> <tr> <td></td> <td style="text-align: center;"><b>ACT 2010</b></td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;"><u>Composite Score</u></td> <td style="text-align: center;"><u>2010 Goal</u></td> </tr> <tr> <td>NOHS</td> <td></td> <td style="text-align: center;">22.3</td> </tr> <tr> <td>OCHS</td> <td></td> <td style="text-align: center;">20.4</td> </tr> <tr> <td>SOHS</td> <td></td> <td style="text-align: center;">21.7</td> </tr> <tr> <td></td> <td style="text-align: center;"> <b>AP Results 2010</b></td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;"><u>% Score 3&gt;</u></td> <td style="text-align: center;"><u>Goal</u></td> </tr> <tr> <td>NOHS</td> <td></td> <td style="text-align: center;">77</td> </tr> <tr> <td>OCHS</td> <td></td> <td style="text-align: center;">60</td> </tr> <tr> <td>SOHS</td> <td></td> <td style="text-align: center;">70</td> </tr> </table>		<b>ACT 2010</b>			<u>Composite Score</u>	<u>2010 Goal</u>	NOHS		22.3	OCHS		20.4	SOHS		21.7		 <b>AP Results 2010</b>			<u>% Score 3&gt;</u>	<u>Goal</u>	NOHS		77	OCHS		60	SOHS		70
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	<ul style="list-style-type: none"> <li>• Summer Visual Art Institute course will be created with input from district visual art staff. Credit guidelines will be developed with input from High School principals and counselors.</li> <li>• Visual Art Portfolio course will be created with input from district visual art staff. Credit guidelines will be developed with input from High School principals and counselors.</li> </ul> <p><u>Partner with GATES to Implement Identification Procedures and Provide Service Opportunities</u></p> <ul style="list-style-type: none"> <li>• Review and identification nominations of students in the visual and performing arts.</li> <li>• Coordinate service opportunities for students identified in visual and performing arts by level.</li> <li>• Provide on-going communication to parents of students identified in visual and performing arts of Arts Center offerings and opportunities.</li> </ul> <p><u>Continue Development of All-County Events</u></p> <ul style="list-style-type: none"> <li>• Expand on high school and middle school visual arts shows and middle school choir events.</li> <li>• Refine All-County elementary art show and choir/music showcase.</li> <li>• Partner with existing district high school band and high school choir events in order to streamline administration and venue coordination.</li> <li>• Planning sessions to also serve as advisory team meetings that further the development of district and community arts programming.</li> </ul> <p><u>Utilize Management Technologies to Further Streamline Registration, Communication and Scheduling</u></p> <ul style="list-style-type: none"> <li>• Further website management to develop the site as a primary communication tool for the Arts Academy, School for the Arts and OCSAC mission.</li> </ul>		