

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.

- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1: Proficiency Goal

Goal 1 (State your proficiency goal.): Increase the percentage of students scoring proficient in Reading and Math on the KPREP Assessment, according to the following:

Content Area	2019	2020	2021	2022	2023	2024
<i>Reading</i>	66%	No Data due to COVID.	69	71	73	74
<i>Math</i>	61.6%		65	67	69	71

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 10th Grade - Increase the percentage of students scoring proficient in KPREP Reading from 66% in 2019 to 69% in 2021. 9th Grade – Increase Reading proficiency on the MAP assessment. From 50.6% projected proficiency to 55% in 2021.	KCWP 2: Design and Deliver Instruction (How will they learn it?) Due to significant turnover in recent years, there is a need to instruct teachers in core reading comprehension strategies.	Implement training on core instructional strategies that should be present in classroom instruction across content areas.	KPREP, MAP, Formative Assessment Data, Walk Through Data, Teacher Evaluation		\$0.00
	KCWP 6: Establishing Learning Culture and Environment (What will we do if they know it already, don't know it, or need other support?) Develop a growth mindset with students.	Principals / Counselors / Coaches will goal set with students performing in the 25% to 49%ile on the Fall / Winter MAP assessment to establish clear goals and identify strategies for growth with individual students. (Utilizing Student Profile Report)	KPREP, MAP, Formative Assessment Data, Walk Through Data, Teacher Evaluation		\$0.00
	KCWP 1: Design and Deploy Standards (What should students know and be able to do?)	ACT / Essential Standards – Obtain/ Create Cross walk documents...as predictors of achievement. ACT Blue Prints...	Crosswalk Document		\$0.00

	Utilize National Resources to Align Local Standards.	Understanding the Assessments...			
Objective 2 10th Grade - Increase the percentage of students scoring proficient in KPREP Math from 61.6% in 2019 to 65% in 2021. 9th Grade – Increase Math proficiency on the MAP assessment. From 34.8% to 45% in 2021	KCWP 2: Design and Deliver Instruction (How will they learn it?) Due to significant turnover in recent years, there is a need to instruct teachers in core reading comprehension strategies.	Implement training on core instructional strategies that should be present in math instruction.	KPREP, MAP, Formative Assessment Data, Walk Through Data, Teacher Evaluation		\$0.00
	KCWP 6: Establishing Learning Culture and Environment (What will we do if they know it already, don't know it, or need other support?) Develop a growth mindset with students.	Principals / Counselors / Coaches will goal set with students performing in the 25% to 49%ile on the Fall / Winter MAP assessment to establish clear goals and identify strategies for growth with individual students. (Utilizing Student Profile Report)	KPREP, MAP, Formative Assessment Data, Walk Through Data, Teacher Evaluation		\$0.00
	KCWP 1: Design and Deploy Standards (What should students know and be able to do?) Utilize National Resources to Align Local Standards.	ACT / Essential Standards – Obtain/ Create Cross walk documents...as predictors of achievement. ACT Blue Prints... Understanding the Assessments...	Crosswalk Document		\$0.00

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.) To increase the proficiency rate of students in Writing as follows: Writing 2019, 54% to 77% by 2030.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase the proficiency rate of the students in Writing and Science as follows: Writing from 53.9 to 60 in 2021.	KCWP 2: Design and Deliver Instruction (How will they learn it?)	<p>Admin/ Coaches will provide training on the revised OCS Writing Plan and writing and high-leverage instructional strategies for writing across all content areas.</p> <p>Admin /Coaches will provide on-going support and monitoring of writing instruction across all content areas.</p> <p>Teachers will implement the Writing Plan and use targeted strategies for writing instruction in all classrooms.</p>	<p>On-Demand Feedback</p> <p>Observation Data</p> <p>Student Feedback</p> <p>CFA's</p>		\$0.00
	<p>KCWP 1: Design and Deploy Standards (What should students know and be able to do?)</p> <p>Focus: All learners.</p>	<p>Professional learning around the development of Essential Standards will continue for the duration of the 20 - 21 school year.</p>	<p>Google Forms</p> <p>Feedback</p> <p>PLC Notes</p> <p>ACT</p>		\$0.00

3: Achievement Gap

Goal 3 (State your achievement gap goal.): Increase the percentage of students in the GAP Group in Reading and Math, according to KPREP and ACT BM according to the following:

Reading KPREP – to AA, Hispanic to 50% by 2024

Math KPREP – to AA, Hispanic to 45% by 2024

ACT Reading % Meeting BM – to AA and Hispanic to 50% by 2024

ACT Math % Meeting BM – to AA and Hispanic to 42% by 2024

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Increase the percentage of students scoring proficient for the following groups according to the following: Reading <u>AA</u> – from 38.7% in 2019 to 45% in 2021. <u>Hispanic</u> – from 43.1% in 2019 to 48% in 2021.</p>	<p>KCWP 6 - Establishing Learning Culture and Environment (What will we do if they know it already, don't know it, or need other support?)</p> <p>Develop an understanding of the learning needs of our identified GAP populations.</p>	<p>Develop an ADHOC committee under the MTSS - Academic to specifically wrap around Culturally Responsive Interventions and Supports for Minority students, specifically Hispanic and African American.</p>	<p>Development of a protocol that will be utilized to support the identified GAP population students.</p>		<p>\$0.00</p>
<p>Math <u>AA</u> – from 26.7% in 2019 to 30% in 2021. <u>Hispanic</u> – from 30.5% in 2019 to 35% in 2021.</p>	<p>KCWP 4 - Review, analyze and apply data. (How will we know they have learned it?)</p> <p>Goal setting with individual students.</p>	<p>Principals / Counselors / Coaches will goal set with students performing in the 25% to 75%ile on the MAP assessment to establish clear goals and identify strategies for growth with individual students. (Utilizing Student Profile Report) As well as students that did not hit benchmark on the Practice / Pre- ACT / ACT assessments.</p>	<p>KREP MAP Pre-ACT ACT</p>		<p>\$0.00</p>
<p>Objective 2</p>	<p>KCWP 6 - Establishing Learning Culture and Environment. (What will</p>	<p>Develop an ADHOC committee under the MTSS - Academic to specifically wrap around</p>	<p>Development of a protocol that will be utilized to support</p>		<p>\$0.00</p>

<p>Increase the percentage of students meeting ACT BM according to the following:</p>	<p>we do if they know it already, don't know it, or need other support?)</p>	<p>Culturally Responsive Interventions and Supports for Minority students, specifically Hispanic and African American.</p>	<p>the identified GAP population students.</p>		
<p>Reading <u>AA</u> – from 37.5% in 2019 to 40% in 2021. <u>Hispanic</u> – from 43.9% in 2019 to 45% in 2021.</p> <p>Math <u>AA</u> – from 25% in 2019 to 30% in 2021. <u>Hispanic</u> – from 31.6% in 2019 to 35% in 2021.</p>	<p>KCWP 4 - Review, analyze and apply data. (How will we know they have learned it?)</p> <p><i>Goal setting with individual students.</i></p>	<p>Principals / Counselors / Coaches will goal set with students performing in the 25% to 75%ile on the MAP assessment to establish clear goals and identify strategies for growth with individual students. (Utilizing Student Profile Report) As well as students that did not hit benchmark on the Practice / Pre-ACT / ACT assessments.</p>	<p>KREP MAP Pre-ACT ACT</p>		<p>\$0.00</p>

4: Transition Readiness

Goal 4 (State your transition readiness goal.): Increase the percentage of students who are Transition Ready according to the following:

Academic Readiness – from 70.5% in 2018 to 76% by 2024.

Career Readiness – from 12.8% in 2018 to 25% by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Increase the percentage of students in the career readiness track according to: <u>ALL Students</u> – 12.8% in 2018 to 15% in 2021. <u>Students with Disabilities</u> – from 5% in 2018 to 8% in 2021.</p>	<p>KCWP 5: Design, Align, Deliver Support Processes (What will we do if they know it already, don't know it, or need other support?)</p> <p><i>Students who are currently not on a college track due to lack of interest or preparedness.</i></p>	<p>Leadership will create a school wide support system that identifies, guides and supports students who are not achieving at a level of success to support college readiness or who are not choosing a college path that includes a student action plan for college or career that is school and self-monitored.</p> <p>Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs</p> <p>Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement including research, action research and professional learning as it relates to apathy and motivation.</p>	<p>EOC's CTE Completion</p>		

<p>Objective 1 Decrease the percentage of students on the failure list according to the following:</p> <p>From 920 in the Fall of 2020 to 120 in the Spring of 2021.</p> <p><u>Students with Disabilities</u> – from 5% in 2018 to 8% in 2021.</p>	<p>KCWP 5: Design, Align, Deliver Support Processes (What will we do if they know it already, don't know it, or need other support?)</p> <p>Focus: <i>Increased number of students on the failure list, likely due to hybrid schedule and NTI.</i></p> <p>How does school leadership (teachers and leaders) measure the effectiveness of current programs and initiatives implemented in classrooms and school? and How do stakeholders determine which best practice strategies will meet the identified needs of the students?</p>	<p>Staff will utilize the grade freeze and progress checkpoints to monitor students that are failing course or not on track to pass. Structures like LEAD and ESS will be utilized to support students that are struggling to increase credit attainment.</p>	<p>Report Cards</p>		
	<p>KCWP 4 Review, Analyze, Apply Data Results (How will we know they have learned it?)</p> <p>Focus: <i>Tracking and responding to student work</i></p>	<p><i>Teachers and Leaders will...</i></p> <p>(PROCESS)</p> <ul style="list-style-type: none"> ● Implement data teaming methodologies, including collection and charting of data, analysis of strengths 			

	<p><i>performance and submission.</i></p> <p>What systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction?</p>	<p>and obstacles to student learning.</p> <ul style="list-style-type: none"> ● Develop a CONTINGENCY protocol and monitoring/documentation tool for tiered intervention movement considerations specifically as it relates to NTI and the HYBRID Schedule. ● Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems. ● Develop a tracking system for monitoring of student achievement progress by learning target and by standard rather than work flow. <p>(PRACTICES) Enable student voice opportunities for instructional improvements in light of the Hybrid Schedule and NTI.</p> <p>· Assure consideration and addressment of non-academic barriers to learning.</p>			
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		<ul style="list-style-type: none">· Create intentional opportunities for students to receive and offer effective feedback during learning.•			
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5: Graduation Rate

Goal 5 (State your graduation rate goal.): Increase the 4 year graduation rate for all students from 96.5% in 2020 to 99% by 2024 and by demographic groups according to the following:

Groups	2020 Actual	2021	2022	2023	2024
African American	91.7	96.5	97	97.4	97.8
Hispanic	90.3	95	95	95	95
Disabled	82.8	85	86	87	88

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Increase the graduation rate for students for African American, Hispanic and Students with Disabilities according to:</p> <p>African American – from 91.7% in 2020 to 96.5% in 2021.</p> <p>Hispanic – from 90.3% in 2020 to 95% in 2021.</p> <p>Disabled – 82.8% in 2020 to 85% in 2021.</p>	KCWP 1: Design and Deploy Standards (What should students know and be able to do?)	Increase academic and career readiness implementation and programming through master scheduling input from advising conferences.	Master Schedule ARC - IEP Plans ELL Service Plans		
		Students will enter OCHS with an orientation meeting to begin planning and implementing their four-year scheduling plan. Students in grades 9, 10 & 11 will attend group scheduling sessions during their Advisory Class. Students may also sign up for an individual scheduling meeting with their school counselor as needed. In addition students are encouraged to consult with the current teachers for course recommendations when scheduling for the next academic year. Students will be scheduled in the appropriate academic and	Successful transition to high school Promotion Rate CCR Measure		

		<p>career ready courses based on individual student need to achieve on-time graduation. Students will be encouraged to choose a career path in addition to to completing the required courses for graduation. The counseling team will monitor the percentage of students on track to hit benchmarks and will suggest changes to schedules as student performance indicators warrant them.</p>			
		<p>Tier II is provided for every student during the school day during lead. Students can self-select sessions to attend, but are also scheduled by teachers based on need. The goal is to immediately intervene and schedule a students for lead session when they do not meet mastery on a CFA. Scheduling for lead is accomplished through the Infinite Campus portal. Students, Parents and Staff can monitor utilization of T2 opportunities.</p>	<p>Infinite Campus Common Formative Assessments ACT On-Demand CCR Measure</p>		