

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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district’s superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- 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.

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific	List the funding source(s) used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and

	<p>for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>		<p>both staff and students.</p>	<p>timelines, and responsible individuals.</p>	<p>should indicate how Title I funds are utilized to carry out the planned activities.</p>
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1: Proficiency

Goal 1 (State your proficiency goal.): Increase the percentage of students scoring proficient in Reading and Math on the KPREP Assessment from 66% in Reading to 74% in 2025 and Math from 61.6% to 72% in 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
<p>10th Grade - Increase the percentage of students scoring proficient in Reading from 66% in 2019 to 69% in 2022.</p> <p>9th Grade – Increase Reading proficiency on the MAP assessment. From 50.6% projected proficiency to 55% in 2022.</p>	<p>KCWP 2: Design and Deliver Instruction (How will they learn it?)</p> <p>Due to significant turnover in recent years, there is a need to instruct teachers in core reading comprehension strategies.</p>	<p>Implement training on core instructional strategies that should be present in classroom instruction across content areas.</p>	<p>KPREP, MAP, Formative Assessment Data, Walk Through Data, Teacher Evaluation</p>		<p>No Funding</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 a growth mindset with students.</p>	<p>Principals / Counselors / Coaches will goal set with students performing in the 25% to 49thile on the Fall / Winter MAP assessment to establish clear goals and identify strategies for growth with individual students. (Utilizing Student Profile Report)</p>	<p>KPREP, MAP, Formative Assessment Data, Walk Through Data, Teacher Evaluation</p>		<p>No Funding</p>
	<p>KCWP 1: Design and Deploy Standards (What should students know and be able to do?)</p> <p>Utilize National Resources to Align Local Standards.</p>	<p>ACT / Essential Standards – Obtain/ Create Cross walk documents...as predictors of achievement. ACT Blue Prints... Understanding the Assessments...</p>	<p>Crosswalk Document</p>		<p>No Funding</p>
Objective 2					
<p>10th Grade - Increase the percentage of students scoring proficient in KPREP Math from 61.6% in 2019 to 65% in 2022.</p> <p>9th Grade – Increase Math proficiency on the MAP assessment.</p>	<p>KCWP 2: Design and Deliver Instruction (How will they learn it?)</p> <p>Due to significant turnover in recent years, there is a need to instruct teachers in</p>	<p>Implement training on core instructional strategies that should be present in classroom instruction across content areas.</p>	<p>KPREP, MAP, Formative Assessment Data, Walk Through Data, Teacher Evaluation</p>		<p>No Funding</p>

<p>From 34.8% to 45% in 2022</p>	<p>core reading comprehension strategies.</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 a growth mindset with students.</p>	<p>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)</p>	<p>KPREP, MAP, Formative Assessment Data, Walk Through Data, Teacher Evaluation</p>		<p>No Funding</p>
	<p>KCWP 1: Design and Deploy Standards (What should students know and be able to do?)</p> <p>Utilize National Resources to Align Local Standards.</p>	<p>ACT / Essential Standards – Obtain/ Create Cross walk documents...as predictors of achievement. ACT Blue Prints... Understanding the Assessments...</p>	<p>Crosswalk Document</p>		<p>No Funding</p>

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 2025 as measured by KPREP.					
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 2022.	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>		No Funding

3: 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 (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
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 2022. <u>Hispanic</u> – from 43.1% in 2019 to 48% in 2022. Math <u>AA</u> – from 26.7% in 2019 to 30% in 2022. <u>Hispanic</u> – from 30.5% in 2019 to 35% in 2022.	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 an understanding of the learning needs of our identified GAP populations.	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.	Development of a protocol that will be utilized to support the identified GAP population students.		No Funding
Objective 2					
Increase the percentage of students meeting ACT BM according to the following: Reading <u>AA</u> – from 37.5% in 2019 to 40% in 2022. <u>Hispanic</u> – from 43.9% in 2019 to 45% in 2022. Math <u>AA</u> – from 25% in 2019 to 30% in 2022. <u>Hispanic</u> – from 31.6% in 2019 to 35% in 2022.	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 an ADHOC committee under the MTSS - Academic to specifically wrap around Culturally Responsive Interventions and Supports for Minority students, specifically Hispanic and African American.	Development of a protocol that will be utilized to support the identified GAP population students.		No Funding
	KCWP 4 - Review, analyze and apply data. (How will we know they have learned it?) <i>Goal setting with individual students.</i>	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	KREP MAP Pre-ACT ACT		No Funding

		benchmark on the Practice / Pre-ACT / ACT assessments.			
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5: Transition Readiness

Goal 5 (State your transition readiness goal.): Increase the percentage of students who are Transition Ready Academically from 70.5% to 76% in 2025 and Career from 12.8 to 20% in 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Increase the percentage of students in the career readiness track according to: <u>ALL Students</u> – 13% in 2019 to 15% in 2022.</p> <p><u>Students with Disabilities</u> – from 4% in 2019 to 8% in 2022</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>No Funding</p>
<p>Decrease the number of students on the failure list according to the following:</p> <p>From 870 in the Fall of 2020 to 120 in the Spring of 2022.</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 post COVID.</i></p> <p>How does school leadership (teachers and leaders) measure the effectiveness of current programs and initiatives implemented in classrooms and school?</p> <p>and</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 / IC</p>		<p>No Funding</p>

	<p>How do stakeholders determine which best practice strategies will meet the identified needs of the students?</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 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>Staff will implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. Determine the most effective 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>	<p>Report Cards / IC</p>		<p>No Funding</p>

6: Graduation Rate

Goal 6 (State your graduation rate goal.): Increase the 4 year graduation rate for all students from 96.7% in 2020 to 98% by 2025 and the following demographic group rates: Poverty from 93.5% to 96%, Disabled from 88.9% to 95% and students of 2 or More Races from 83.3% to 90% by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Increase the graduation rate for students for students with Two or More Races, in poverty and Students with Disabilities according to: <u>Two or More Races</u> – from 83.3% in 2021 to 85% in 2022. <u>Poverty</u> – from 93.5% in 2021 to 95.5% in 2022. <u>Disabled</u> – 88.9% in 2021 to 91% in 2022.	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		No Funding
		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 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	Successful transition to high school Promotion Rate CCR Measure		No Funding

		monitor the percentage of students on track to hit benchmarks and will suggest changes to schedules as student performance indicators warrant them.			
		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.	Infinite Campus Common Formative Assessments ACT On-Demand CCR Measure		No Funding