

# Comprehensive Improvement Plan for Districts

## Rationale

District improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, districts build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

## Operational definitions of each area within the plan

**Goal:** Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

**Objective:** Short-term target to be attained by the end of the current school year.

**Strategy:** Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

**Key Core Work Processes:** A series of processes 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.

**Measure of Success:** the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring:** is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

## Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:  
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.  
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

## 1: Proficiency Goal

Goal 1 (*State your proficiency goal*): Increase the average combined reading and math KPREP scores for all levels by 10 points by 2023. Elementary 69.5 to 77.7; Middle 69.8 to 78.6; High School 53.3 to 64.4

<p>Which <b>Strategy</b> will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase combined reading and math achievement by end of 2019: Elementary: 67.7 to 70.0 Middle: 68.6 to 71.0 High: 54.4 to 57.0	KCWP 2: Design and Deliver Instruction	Teachers at all levels and contents will receive specialized literacy and/or math training that focuses on the specific needs of our diverse population. Training will be delivered through district designed workshops, co-op networking and learning, content area Professional Learning Communities, and professional development opportunities made available through the following grant opportunities: Read to Achieve, Math Achievement, Perkins, and Striving Readers.	Formative Assessment Checks, Interim Grant Compliance Checks, NWEA MAP Assessment results in Fall, Winter, and Spring, Compliance Checks, Professional Learning Logs		\$65,000
		K-8 teachers will continue to implement Eureka Math and work collaboratively to hone their practice	Lesson Plans and Observations		\$10,000
		K-12 teachers will implement evidence-based literacy strategies from the following programs, as noted in the Striving Reader Grant: Kentucky Literacy Intervention	Lesson Plans and Observations		(See above - \$65,000)

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Program, Kentucky Writing Project, and Literacy Design Collaborative			
	KCWP3: Design and Deliver Assessment Literacy	P-12 teachers will collaborate to analyze standards and develop appropriate learning targets for students, mostly through collaborative PLC environments.	PLC minutes, Common Assessment Submissions and Results		\$3500
		Teachers will collaborate and use approved resources to develop assignments, activities and assessments that reflect the learning targets.	PLC minutes, Common Assessment Submissions and Results		\$3500
	KCWP 6: Establishing Learning Culture and Environment	All P-12 teachers and administrators will receive specialized training in at least one of the following areas: cultural competency, Mental Health First Aid, and/or Trauma-Informed Care	Professional Learning Logs, Lesson Plans, Observations		\$2000
	KCWP 1: Design and Deliver Standards	All P-12 teachers will receive specialized standards training, as modeled by KDE in standards rollouts. Intentioned PLCs will occur to deconstruct, align, curriculum-map, infuse, model, formatively-assess, and change practices.	PLC minutes, formative assessment data, overall summary data		\$15,000
	ALL Core Processes	For Owensboro High School's ATSI status, the <a href="#">30-60-90 day plan</a> is implemented. Incorporation of standards work, instructional improvement, assessment literacy, and systems for improvement will be implemented. See attached plan for more specific actions.	Admin/CO monitoring team checks, assessment data, PLC minutes		



## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): Increase the average SAI scores for all levels by 10 points by 2023. Elementary 54.7 to 64.8; Middle 56.6 to 67.6; High 57.7 to 67.6

<p>Which <b>Strategy</b> will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase SAI by end of 2019: Elementary: 54.8 to 70.0 Middle: 68.6 to 71.0 High: 54.4 to 57.0	KCWP 2: Design and Deliver Instruction	K-8 teachers will receive specialized science and social studies training focused on the specific needs of our diverse population. Training will be delivered through district designed workshops, co-op networking and learning, content area Professional Learning Communities, and professional development opportunities.	Formative Assessment Checks, Interim Grant Compliance Checks, NWEA MAP Assessment results in Fall, Winter, and Spring, Compliance Checks, Professional Learning Logs		
		K-8 will continue to deliver renovated and re-tooled district-developed science curricula that incorporates all NGSS standards. Collaborative PLCs will discuss implementation, analyze data, etc.	Curriculum Facilitator meetings, Lesson Plans and Observations		
		K-8 teachers will utilize content-area literacy strategies from KLIP, KWP, and LDC as learned through Striving Reader Grant implementation.	Lesson Plans and Observations, Compliance Checks, Professional Learning Logs		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	ALL Core Processes	For Owensboro High School's ATSI status, the <a href="#">30-60-90 day plan</a> is implemented. Incorporation of standards work, instructional improvement, assessment literacy, and systems for improvement will be implemented. See attached plan for more specific actions.	Admin/CO monitoring team checks, assessment data, PLC minutes		

### 3: Gap

Goal 3 (*State your Gap goal*): Narrow gap indicators for ATSI school (Owensboro High School) so as to eliminate the TSI designation, as well as monitor potential TSI designations in other buildings and work to proactively eliminate future gap indicators.

<p>Which <b>Strategy</b> will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Eliminate/reduce following gaps: OHS: African American Proficiency Indicator, Separate Academic Indicator, Growth Indicator	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 6: Establishing Learning Culture and Environment	All activities as outlined in Goals 1 and 2 to address core instruction will be implemented to also address gap groups.. (See Goals 1 and 2)	Formative Assessment checks, Gap group analyses		
OHS: Disability Proficiency Indicator OHS: Disability Transition Readiness OHS: Disability Graduation Rate OMS-N: African American Proficiency Indicator, Separate Academic Indicator, Growth Indicator	KCWP 1: Design and Deploy Standards	In all of the gap groups and populations designated in TSI, a combined district and school-based effort will be made to re-visit standards and to implement new strategies targeted for these particular populations and content areas (see school-level plans for more specifics).	Formative Assessment checks, Gap group analyses		
OMS-N: Disability Proficiency Indicator, Separate Academic Indicator, Growth Indicator	KCWP 4: Review, Analyze and Apply Data	In all of the gap groups listed, purposeful analysis of data will occur at least quarterly, with specific modifications/actions taken to impact instruction and/or	Formative Assessment checks, Gap group analyses		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Elementary: African American/Socioeconomic Proficiency Indicator		assessment (see individual school plans)			
	KCWP 5: Design, Align, and Deliver Support	District Instructional Team will have regular quarterly meetings specifically addressing TSI Gaps, support protocols for school leadership, and delivery of just-in-time embedded professional learning.	Compliance Checks, Professional Learning Logs		
		Continue the position of Literacy Specialist (partially funded with General Fund money and partially with Striving Reader Grant)	Results of formative assessment checks		
	ALL Core Processes	For Owensboro High School's ATSI status, the <a href="#">30-60-90 day plan</a> is implemented. Incorporation of standards work, instructional improvement, assessment literacy, and systems for improvement will be implemented. See attached plan for more specific actions.	Admin/CO monitoring team checks, assessment data, PLC minutes		



#### 4: Graduation rate

Goal 4 (*State your Graduation Rate goal*): Increase the graduation rate from 84.1 to 92 by 2023 by expanding choices and pathways for all students.

<p>Which <b>Strategy</b> will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the graduation rate from 53% to 60% in alternative programs in 2020.	KCWP 5: Design, Align and Deliver Support	Analyze particular pathways relevant to learners who struggle to get appropriate benchmarks. Design at least two new viable pathways for alternative students.	Perkins completer numbers (TEDS)		\$50,000
		Provide more intensive personalized graduation pathways for each student and allow for mental health counseling as appropriate. Continue implementation of the EARN mentor program.	On-track to graduation statistics		
		Closely monitor attendance with the help of the Student Services office, and engage the court system where and when appropriate.	Home visit logs, conference logs		
		Continue the position of Literacy Specialist (partially funded with General Fund money and partially with Striving Reader Grant)	Results of formative assessment checks		
	ALL Core Processes	For Owensboro High School's ATSI status, the <a href="#">30-60-90 day plan</a> is implemented. Incorporation of standards work, instructional	Admin/CO monitoring team checks, assessment data, PLC minutes		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		improvement, assessment literacy, and systems for improvement will be implemented. See attached plan for more specific actions.			

## 5: Growth

Goal 5 (*State your Growth goal*): Decrease the number of novice scores in Reading and math by 5 percentage points by 2023. Elementary Reading 18.7% to 13.7%; Elementary Math 15.7% to 10.7%; Middle Reading 22.8% to 17.8%; Middle Math 12.2% to 7.2%; High Reading 35.2% to 30.2%; High Math 31.9% to 26.9%

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [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](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
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- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1</p> <p>Increase the overall percentage of elementary students achieving a year's growth on the MAP assessment from 51% to 53% in math and from 51% to 53% in reading during the 2019-20 school year.</p> <p>Increase the overall percentage of middle school students achieving a year's growth on the MAP assessment from 50% to 52% in math, and from 56% to 57% in reading during the 2019-20 school year.</p>	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	Teachers at all levels and contents will receive specialized literacy and/or math training that focuses on the specific needs of our diverse population. Training will be delivered through district designed workshops, co-op networking and learning, content area PLCs, and professional development opportunities made available through the Read to Achieve, Math Achievement, and Striving Reader grants.	Professional learning logs, lesson plans, observations, MAP results		
		Use of the NWEA MAP reporting functionality as a crosswalk predictor of novice results.	MAP results		
	Elementary teachers will continue to implement Eureka Math and work collaboratively to hone their practice.	MAP results			
<p>Objective 2</p> <p>Increase the overall percentage of middle school</p>	KCWP 2: Design and Deliver Instruction	Teachers at all levels and contents will receive specialized literacy and/or math training that focuses on the specific	Professional learning logs, lesson plans, observations, MAP		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
students achieving a year's growth on the MAP assessment from 55% to 58% in math, and from 50% to 53% in reading during the 2019-20 school year.	KCWP 3: Design and Deliver Assessment Literacy	needs of our diverse population. Training will be delivered through district designed workshops, co-op networking and learning, content area PLCs, and professional development opportunities made available through the Read to Achieve, Math Achievement, and Striving Reader grants.	results, Compliance Checks		
		Use of the NWEA MAP reporting functionality as a crosswalk predictor of novice results.	MAP results		
Objective 3 Implement 30-60-90 day plan for Owensboro High School to address novice percentages not only for students with disabilities but for all OHS students	All Key Core Work Processes	See attached <a href="#">30-60-90 day plan</a>	Professional learning logs, lesson plans, observations, ACT practice checks, STAR reading assessments, Compliance Checks		

## 6: Transition Readiness

Goal 6 (State your Transition Readiness goal): Increase the Transition Readiness of our graduates from 59.2% to 75% by 2023

<p>Which <b>Strategy</b> will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the transition readiness of graduates to 65% by the end of 2020.	KCWP 5: Design, Align, and Deliver Support	Continue and expand innovation offerings: Owensboro Innovation Academy (grades 9-12), begin Owensboro Innovation Middle School (grades 6-8), Early College, Bluegrass Scholars	Enrollment numbers, Pathway completion		
		Investigate regional career pathways to collaborate with neighboring districts.	Pathway completion		
		Retain the Transition Readiness position at the district level, working with all high school programs	Transition Ready indicators for OHS, OIA and Gateway		
		Introduce 1-2 new pathways to allow for diverse learners, especially in alternative settings	Pathway completion		
		Continue the position of Literacy Specialist (partially funded with General Fund money and partially with Striving Reader Grant)	Formative Assessment Checks		
Objective 2	ALL Core Processes	For Owensboro High School's ATSI status, the <a href="#">30-60-90 day plan</a> is implemented. Incorporation of	Admin/CO monitoring team checks,		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		standards work, instructional improvement, assessment literacy, and systems for improvement will be implemented. See attached plan for more specific actions.	assessment data, PLC minutes		

### 30-60-90 ATSI plan for OHS

30 DAY PLAN STEPS	PEOPLE INVOLVED	EVIDENCE	TIMELINE
What is the district message? Create a list of non-negotiables from district to school; present to John	Matthew, district team	<a href="#">District Expectations</a>	Nov. 4th
OHS leadership meeting What are the non-negotiables at our school?	District team and high school team	<a href="#">OHS Expectations</a>  To be developed by OHS Leadership team	Nov. 8th
Mandatory faculty meeting (OHS, OIA, Emerson) - Nov. 12th	Matthew, John	<a href="#">Mandatory Faculty Meeting for all OHS, OIA, Emerson</a>  <a href="#">What is CSI?</a>  <a href="#">11 schools in ATSI</a>	Nov. 12th
School Board - present scores overview - already completed	Matthew, Lynne		Completed - Oct. board luncheon
Create Special Education screenshot	Lynne, Kim		November 7...
True Needs Assessment (Special Ed and sub-groups)	John, Lynne, Kim, Monica, Amy, Brian, Jean	Data from Lynne and Kim - screenshots of all special education students	November 15 1:30-4:00 CO large conference room
Identify CSIP Team (school-level and district people) to work on CSIP and schedule meetings - CSIP is due Jan. 1st	Logan Johnson, Heather Cavitt, Lora Wellman, John, Brian, Monica, Amy, Kim, Lynne, Jean Wilson, Tammie Roberts, Pat Hume		November 25 8:30-11:30 CO large conference room Continue on 12/18 and 12/19 from 1:30-3:00 in Elaine's old office
Meet with SBDM (Nov. 25th meeting) to explain ATSI/CSI	John		Dec. 2nd
Meade County visit	Kim, Leesa, Anita, Brian		Nov. 13th
Walkthrough Visit from outside team	KDE	Eleot tool	Dec 3 and 4
Create a walkthrough schedule and begin	Pat Hume		Start Nov. 13

Tweak the walkthrough tool	Amy and Monica		Mon. Nov 11
Content half-day PLC time CTE half-day PLC	Content teachers; Amy and Monica; AP comes to each one	Curriculum maps Common Assessments Standards	November or December (as needed - will discuss with dept. chairs)
How to Read an IEP training at a faculty meeting (or do we want to do it during PLCs?)	John, Kim, Jean		Will Brainstorm with Leesa on ideas on 11/13

60 DAY PLAN STEPS	PEOPLE INVOLVED	EVIDENCE	TIMELINE
Identify how district will monitor and support implementation and who will monitor			
Visit Franklin-Simpson	Need to Schedule		January
Billy Hawkins video to staff ??			
Figure out a plan for the Special Education 4th period time slot	Kim, Jean, Tammie		January
Meet with School Board to have them review and approve the CSIP	Matthew		January luncheon
DeLacey meets with students	John		January
Analyze data collected from walkthroughs and surveys			

90 DAY PLAN STEPS	PEOPLE INVOLVED	EVIDENCE	TIMELINE
Math Dept working with Kentucky Center for Mathematics for 18 months	Math Dept, KCM, OHS Leadership, OPS Central Office	PLC Minutes	Ongoing
Walkthrough tool modified to align with ELIOT observation form used by KDE	OHS Leadership, OPS Central Office	Feedback by KDE team	Ongoing
District Literacy Coach's time reallocated to allow for more assistance with curriculum and instruction at OHS	District Literacy Coach, OHS Leadership	PLC Minutes, Standards Training	Ongoing



120 DAY PLAN STEPS	PEOPLE INVOLVED	EVIDENCE	TIMELINE
Still in Development by District/School/KDE Team			

### **District Expectations**

- Leadership team will do walkthroughs
  - Each principal and district personnel will do ...
  - Amy - make master schedule (google doc) for walk throughs with core teachers, resource classes, and show co-taught classes so district staff can sign up to do observations

### **Mandatory Faculty Meeting** for all OHS, OIA, Emerson

- Who will present this? - Matthew and John together
  - District presence at the meeting
- Define ATSI
  - We didn't show sufficient growth from TSI so we are in second year
- Any subgroup - even if we move out of the special education subgroup, we can't be TSI in any other subgroup
- This spring's scores (2020) - if we don't improve we will be ATSI again
- Scores of 2021 assessments - if we don't improve it will put us in CSI - the state comes in
  - 1.5 year away
  - Intentional intervention from department of education
  - Diagnostic review will take place
  - Team comes in and looks at your systems; you provide evidence and artifacts
  - SBDM is suspended
  - Educational recovery - state will help every day in your building
  -
- URGENCY
- Only 11 schools in this status in the entire state
- Statistics - below state average; % of novice

### **OHS Expectations**

- Administrative team will do walkthroughs
- Extended PLC for four content areas
- Faculty meetings
- Grades must be posted at least once a week
- Teachers must know your students' IEP/504 plans
-