

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.

Explanations/Directions

Goal: Include 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	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>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 above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.</p>	<p>Discuss the 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. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p>

1: Proficiency Goal

Goal 1 (State your proficiency goal.): Owensboro High School will increase its percent of students scoring proficient or better (combined reading and math) from 38% to 50% by 2024					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of student scoring proficient or better in reading From 43.3 to 45 in 2020	Design and deliver instruction to ensure Tier I and Tier II instructional needs are being met.	Educate teachers on literacy strategies throughout content areas.	Walkthroughs to denote literacy strategies being used across content areas PLC meetings	Monthly Walkthrough Results to be reviewed by leadership team and teachers in January, February and March for this year and continued in 20/21 school year.	SBDM District Math Grant District Reading Grant Striving Readers Grant.
		Standards aligned and curricula used in grades 9-11 Curriculum in all content areas aligned to standards Literacy course taught by Beth Ewing	Professional Learning on scaffolding instruction for students Formative and summative assessments collected by teachers and data shared at weekly PLC Meetings.	Some Sub PLC meetings into specific content areas like Alg I, Geometry, English Grade Levels ect.	
Objective 2: increase the percentage of students scoring proficient or better in math from 32.1 to 35 by the end of 2021		Leadership is facilitating content specific PD per department differentiated by subject and section.	Formative and summative assessments collected by teachers and data shared at weekly PLC Meetings.		
		Torch Prep Data Day We have recently partnered with Kentucky Center for Mathematics. We will be working with a consultant and derive a 30/60/90 day plan that includes training and professional learning.			

Goal 1 (State your proficiency goal.): Owensboro High School will increase its percent of students scoring proficient or better (combined reading and math) from 38% to 50% by 2024

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Review of 8 th grade KPREP scores to identify deficiencies			

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Owensboro High School will increase its percent of proficiency for Science from 28% in 2019 to 37.8% in 2022 and On Demand Writing from 46.2% in 2019 to 53.5% in 2022					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: OHS will increase the KPREP On Demand writing score from 28% to 37.8% by 2021	Design and deliver instruction to ensure instructional goals are set in order to meet the academic needs of students and writing across the content is taking place.	On demand writing event to occur twice this year. Once in January and one in March with 11 th grade students.	Students have easy access of writing pieces for revision and editing on digital folders.	January through March of 2020 teachers turn in student samples in PLC's to review.	NA: if PD required, use of SBDM funds
		Students are given rubric and writing samples returned for student to increase scores.		Overall student performance on writing shared with teachers in PLCs	
		In 2021 school year we will have fall On Demand writing and spring On Demand writing as well as professional learning in all content areas with On Demand		Discussions in PLCs of how to improve writing scores.	
Objective 2: OHS will increase KPREP science scores from 28% in 2019 to 37.8% in 2021	Design and deliver instruction to ensure instructional goals are set in order to meet the academic needs of students and writing across the content is taking place.	Leadership is facilitating content specific PD per department differentiated by subject and section	Subject Specific formative and summative assessments data to be reviewed.	Teachers continuously meet in PLCs to discuss effectiveness of instructional strategies and analyze data.	
		Curriculum Maps and common assessments in each content area			

3: Achievement Gap

Goal 3 (State your achievement gap goal.): Increase the reading proficiency of students in the Students with Disabilities group from 9.7 to 22% by 2022 and increase the math proficiency of the students with disabilities group from 3.4 % to 16.6% by 2020. We will also increase the African American reading proficiency from 19.5% to 30.5% by 2022 and in Math from 14.6% to 26.2% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Increase the percentage of students with disabilities in reading and math scores using the stated goals from above by the year 2022. We will have a one-year increase in reading from 9.7 to 11.7% this year and 3.4% to 7.8% in math this year.</p>	<p>Design and deliver instruction to ensure Tier I and Tier II instructional needs are met and next steps for improvement are identified.</p>	<p>IEP coach to ensure proper accommodations and supplemental aides are being used</p> <p>Teaching students to use accommodations</p> <p>Assign proctors with identified students to meet and discuss accommodations.</p>	<p>Formative and summative assessments looking at data for students with disabilities discussed at PLCs.</p> <p>Use data protocol for summative assessments and analyze scores by subgroups.</p>	<p>Monthly PLC Meetings</p> <p>Meeting notes with instructional strategies and shared next steps</p> <p>Test scores used to determine strategies for students needs and possibly students needing interventions.</p>	<p>SBDM</p> <p>Central Office SPED resources</p> <p>Striving Readers Grant</p> <p>District Reading Grant</p> <p>District Math Grant</p>
		<p>SPED Time Line Created</p> <p>Target students for pull out reading and math interventions during learning strategies and electives.</p> <p>Intervention provided for students with reading scores below grade level.</p> <p>Standards aligned curriculum for all content and grade levels.</p>			
		<p>Co-teaching training for staff</p> <p>Site visits to Meade County and Franklin Simpson to see effective co teaching models</p>			

Goal 3 (State your achievement gap goal.): Increase the reading proficiency of students in the Students with Disabilities group from 9.7 to 22% by 2022 and increase the math proficiency of the students with disabilities group from 3.4 % to 16.6% by 2020. We will also increase the African American reading proficiency from 19.5% to 30.5% by 2022 and in Math from 14.6% to 26.2% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: Increase the percentage of African American Students in reading and math using the stated scores in the goal above over the next three years. This year we will increase the scores in reading from 10.5 to 12.2% and in Math we will increase the scores from 1	Design, align, and deliver support to ensure students are provided opportunities for growth and supports to reach goals.	Cultural proficiency training Teachers have been trained to use cultural differences for classroom lessons an differentiation	Use data protocol for summative assessments and analyze scores by subgroups and discuss during PLCs	Monthly PLC Meetings Meeting notes with instructional strategies and shared next steps Test scores used to determine strategies for students needs and possibly students needing interventions.	
		Transportable literacy strategies throughout content areas			
		Use of online differentiated literacy strategies.			

4: Growth

Goal 4 (State your growth goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Transition Readiness

Goal 5 (State your transition readiness goal.): Owensboro High School will increase the percentage of students who are Transition Ready from 53.4 in 2018 to 66.8 in 2022					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: OHS will increase the percentage of students who are transition ready from 62.3% this year to 64.2% next year.	Review, analyze, apply data results so that data is collected, analyzed and is used to drive classroom instruction.	Continue to build one-on-one relationships with students and focus on academics, attendance, and behavior.	ACT scores as well as KYOTE and industry certifications	Teachers meet with students to review CCR goals and monitor overall data.	
		Establish schedule of adults who will mentor each senior to ensure transition readiness.			
Objective 2: OHS will increase the percentage of students with disabilities that are transition ready from 18% to 25% this year.		ACT with students "owning" data			
		Increase partnerships with OCTC and DCPS systems to develop more program opportunities for students like masonry, carpentry, computer app development and other vocational style learning to gain industry certifications.			
Objective 3: OHS will increase the percentages of African American students that are transition ready from 48.9% this year to 53% next year.					

6: Graduation Rate

Goal 6 (State your graduation rate goal.): Owensboro High School will increase graduation rate from 93.7% to 95% by 2022					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase graduation rate from 93.7 % to 94% this year.	Design, align, deliver support processes that ensure best practice strategies will meet identified needs of students.	Teachers, Counselors and administrators will meet with struggling students that are at risk of not graduating.	Graduation Rate Attendance Grades Behavior	Teachers, administrators and counselors meet with students to review CCR goals and overall data.	
		Identify individual students for save a senior project			
		Continue to build Freshman/Sophomore project so too many students don't get behind.		Monthly meetings to discuss CCR and student's progress.	
Objective 2: Increase the graduation rate for students with disabilities from 70% to 75% this year.					

Special Considerations for Targeted Support and Improvement (TSI) Schools

TSI schools must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components Of Turnaround Leadership Development And Support:
<p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response: We are currently working with the Kentucky Department of Education as they have provided Leesa Moman to our district and to me as the principal as a continuous improvement coach. She will be working with our school system for at least the next six months to advise and lead us in instructional strategies, systems and supports to help us ensure we are meeting the needs of all students and providing the instructional supports to students and teachers in order for them to be successful. We have recently went through a review from KDE to evaluate our school and we will be utilizing those findings to make significant changes in how we go about our day to day instructional process. It is our belief that with the renewed focus on PLCs and how PLCs are being organized and used, we will see great gains in instructional practices that will reach our GAP group students as well as all students at Owensboro High School.</p>
Identification Of Critical Resources Inequities:
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response: We are currently using a system of committees and teams to review our current practices as it relates to people, time and money. We have a school leadership team that consists of administrators, counselors and our CCRC as well as striving readers coach. That team meets weekly to determine needs and the direction of the school. We also have Department Head meetings as well as committee meetings for things like instruction, professional development and culture and climate to name a few. Those committees make recommendations to the administration and we send those recommendations to the SBDM counsel for allocations of money is needed. Time and people are generally regulated by the leadership team as well as SBDM</p>

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Response:

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train in staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
Co-Teaching training and implementation	What Really Works in Special and inclusive Education: Using Evidence based teaching Strategies by David Mitchell	<input type="checkbox"/>
Training in High Leverage Practices	High Level Practices for Inclusive Classrooms by James Mc Laskey, Lawrence Maheady, Bonnie Billingsley, Mary Brownell and Timothy Lewis.	<input type="checkbox"/>
PD on strategies for instructional strategies for individual and Smart Support: Scaffolding		<input type="checkbox"/>
Reciprocal Teaching		<input type="checkbox"/>

Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

We have been through and internal review using data from previous years testing and test scores as well as a review from the Kentucky Department of Education. Based on our scores and ATSI status we started reviewing our processes and instructional practices to determine what strategies would could improve on to improve our targeted ATSI sub group of students with disabilities. We quickly realized these strategies and instructional processes would be beneficial for all students and staff. We have embarked on a process to try to improve our systematic approaches which change the way we operate from the front offices, through PLCs and the classrooms. It is our belief by continuing to look at data and inspect what we expect through walkthroughs and PLC reviews of formative and summative data, we will continue to improve, review, and revise strategies to better serve our school.

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the “[Documenting Evidence under ESSA](#)” resource available on KDE’s [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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