Comprehensive Improvement Plan for Schools

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):* To increase the proficiency rate of students in Reading / Math as follows: Reading - from 60.2 to 80 and Math - from 54.8 to 77 by 2030

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.)*	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.*	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.
● 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	● KCWP1: Design and Deploy Standards Classroom Activities ● KCWP2: Design and Deliver Instruction Classroom Activities ● KCWP3: Design and Deliver Assessment Literacy Classroom Activities ● KCWP4: Review, Analyze and Apply Data Classroom Activities ● KCWP5: Design, Align and Deliver Support Classroom Activities ● KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective: To increase the proficiency rate of students in Reading / Math as follows: Reading - from 60.2 to 67 and Math - from 54.8 to 61 by 2020.	Based on KCWP 1 school leadership will ensure monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity.	Professional learning around the development of Essential Standards will take place at the onset of the 2019 and 2020 school years.	Google Forms Feedback PLC Notes Google Framework Document	Monitored continually throughout the year by Instructional Coaches and Administration through Google Drive, classroom visits, observations, and PLC visits.	NA
		Professional Learning Communities will work collaboratively on Teacher Work Days to develop Essential Standard Framework / Identify Clear and Precise learning targets for students.	Google Docs PLC Notes Classroom Visits Lesson Plans	Monitored continually throughout the year by Instructional Coaches and Administration through Google Drive, classroom visits, observations, and PLC visits.	NA
					NA
	Based on KCWP 2 teachers will utilize the most appropriate and effective high yield strategies in order to ensure congruency to the intent of learning targets.	Teachers will work with Instructional Coaches to embed the pillars of OCLI into all learning activities in the classroom	CFA Results Naviance Results	Monitored continually throughout the year by teachers and administration through NAVIANCE, and use of our data wall.	NA
		During TWD's there will be breakout sessions regarding high yield strategies / best practices to	NAVIANCE Results ACT Results	Monitored continually throughout the year by teachers and administration	

		grow and refine practices of teachers.		through Enriching Students, NAVIANCE, and use of our data wall.	

2: Separate Academic Indicator

Goal 2 (*State your separate academic indicator goal*): To increase the proficiency rate of students in Writing and Science as follows: Writing from 2019, 54% to 77% and Science from 40.6% to 70% by 2030.	

| 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
• KCWP3: Design and Deliver Assessment Literacy Classroom Activities
• KCWP4: Review, Analyze and Apply Data Classroom Activities
• KCWP5: Design, Align and Deliver Support Classroom Activities
• 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
Objective: To increase the proficiency rate of students in Writing and Science as follows: Writing from 53.9 in to 60 and Science from 40.6 to 46 in 2020.	Students will be guaranteed opportunities to become Proficient On-Demand writers through systematic data analysis and intervention by teachers utilizing Core Instruction, Lead, and ESS.	Teachers will ensure Core Instruction of Essential Standards (ESs) through calibrated Learning Targets (LTs). Common Formative Assessments (CFAs) are created based on LTs. Ongoing professional learning and time to do this work is provided before the school year, during Teacher Work Days, and during Lead.	Google Forms Feedback Observation Data Student Feedback	Monitored continually throughout the year by Instructional Coaches and Administration through observations.	NA
		Teacher Teams analyze data from CFAs to adjust Core Instruction and place students not meeting standards in Tier II instruction during Lead for immediate intervention.	Google Forms Feedback Observation Data Student Feedback CFAs On-Demand Results	Monitored continually throughout the year by Instructional Coaches and Administration through observations.	NA
	Based on KCWP 1 school leadership will ensure monitoring systems are in place to ensure the curriculum	Professional learning around the development of Essential Standards will take place at the onset of the 2019 and 2020 school years.	Google Forms Feedback PLC Notes	Monitored continually throughout the year by Instructional Coaches and Administration through Google Drive,	NA

			Google Framework Document	classroom visits, observations, and PLC visits.	
	Based on KCWP 2 teachers will utilize the most appropriate and effective high yield strategies in order to ensure congruency to the intent of learning targets.	Teachers will work with Instructional Coaches to embed the pillars of OCLI into all learning activities in the classroom	CFA Results Naviance Results	Monitored continually throughout the year by teachers and administration through NAVIANCE, and use of our data wall.	
		During TWD's there will be breakout sessions regarding high yield strategies / best practices to grow and refine practices of teachers.	NAVIANCE Results ACT Results	Monitored continually throughout the year by teachers and administration through Enriching Students, NAVIANCE, and use of our data wall.	

3: Gap Goal

Goal 3 (*State your Gap/TSI goal):* To close the achievement gap of students from EL and Disabled populations in Reading and Math Proficiency, from (EL) 0% to 50% in Math and Reading and from (Disabled) 36% to 68% in Reading and 19% to 60% in Math by 2030.

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.)*	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.*	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.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: To close the achievement gap of students from EL and Disabled populations in Reading and Math Proficiency, from (EL) 0% to 5% in Math and Reading and from (Disabled) 36% to 42% in Reading and 19% to 24% in Math by 2020.	We will clarify and calibrate core instructional practices for all classrooms, including ECS collaboration, resource, and HSC.	Admin will use to ECS Look-For Tools for classrooms visits throughout the semester to collect data for instructional calibration.	Feedback from ECS Look-For Forms	Monitored once a semester	NA
		Admin will have coaching conversations with teachers after two data collections.	Feedback from teachers Classroom Observations	Monitored by second semester	NA
	We will work with the district EL director to ensure core content classes have teachers trained to support EL students.	Develop EL cluster teaching groups in which core teachers are trained in best practices for EL students. Teachers will also have access to visit effective EL classes in and out of Oldham County.	Observations Naviance Results CFA Data	Monitored by district support staff and principal throughout the year.	2,000 - Section 6
	We will work with the district to review LRE Decisions / IEP (Co-Taught vs. Resource Offerings).	The ARC Chair will collaborate with ACR committees to ensure students are getting the correct type of supports and consider using Lead for OHI instruction rather than collaboration content classes.	ARC Minutes Teacher Feedback	Monitored by district support staff and principal throughout the year.	NA

	ECS / EL students will be guaranteed opportunities to become proficient on the Math ACT through systematic data analysis and intervention by teachers utilizing the PLC process, Naviance, and intervention through Lead.	ECS / EL students receive math ACT intervention based on CERT results during Lead.	CERT Results ACT Results	Monitored by administration, math teachers, TORs, ARC chair throughout the year.	NA
		Teachers of Record, Math teachers, and advisors will monitor their progress in Naviance. Administrators will monitor summative progress during school-wide Naviance administrations. Students have access to all of the Naviance progress and data at anytime through the online system. Students below benchmark are required to attend ACT workshops, and all students have access to ACT prep and workshops during Lead.	CERT Results ACT Results	Monitored by administration, math teachers, TORs, ARC chair throughout the year.	NA

4: Graduation rate

Goal 4 (*State your Graduation Rate goal):* To increase the graduation rate of ALL students from 97% to 99% by 2030.

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.)*	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.*	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.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: To increase the graduation rate of ALL	Implement effective advisement model where each and every student has a path	Train all personnel and school community regarding the New	Feedback from teachers, parents, and students	Ongoing monitoring by administration	NA

students from 97 to 97.5 by 2020.	to become college and/or career ready by graduation.	Graduation Requirements for current 8th graders			
		Increase academic AND career readiness implementation and programming through master scheduling input from advisement	Master Schedule ARC Minutes	Ongoing monitoring by administration	NA
	Students will be monitored individually for progress towards on-time graduation. Teachers, administration, parents and students will be informed systematically of their individual progress throughout their high school career.	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 Lead class. Students may also sign up for an individual scheduling meeting with their guidance counselor as needed. In addition, students are encouraged to consult with 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 completing the required courses for graduation.	Successful transition to high school Promotion Rate CCR Measure	Ongoing monitoring by administration	NA
		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 student for Lead session when they do not meet mastery on a CFA. Scheduling for Lead is accomplished through the Enriching	Enriching Students Common Formative Assessments Naviance ACT On-Demand CCR Measure	Ongoing monitoring by administration	

		Students online software and is available to all students and staff. Parents can use their student's login information to track their progress and what sessions they are attending.			
		If we are not successful moving students to mastery with the above interventions, students have access to Edgenuity and Summer School for credit recovery when needed.	Enriching Students Common Formative Assessments CERT ACT On-Demand CCR Measure	Ongoing monitoring by administration	~ 9K from Flex Focus/ESS Funds

5: Transition Readiness

Goal 5 (*State your Transition Readiness goal):* To increase the transition readiness rate from 67.2% in 2019 to 84% by 2030.

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 - KCWP3: Design and Deliver Assessment Literacy Classroom Activities - KCWP4: Review, Analyze and Apply Data Classroom Activities - KCWP5: Design, Align and Deliver Support Classroom Activities - 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
Objective 1: To increase the transition readiness rate from 67.2% in 2019 to 70% by 2020.	CTE students will be guaranteed opportunities to become career ready though opportunities to work to earn industry certifications and pass state mandated tests. We will work to ensure more opportunities to have students complete three courses in sequence to reach career readiness.	Guidance will continue to work to ensure that the master schedule provides students opportunities to complete career pathways and complete other programs at OCHS.	CCR Measures	Ongoing monitoring by administration	NA
		We will identify students who are eligible to take the end of course exams and guarantee access to these exams. We will also implement direct instruction into our CTE courses to help prepare students for these type of test, and CTE teachers wave final exams for students who pass these tests.	CTE Teachers Guidance	Ongoing monitoring by administration	NA
	Targeted seniors will be provided with the opportunity to retake the ACT at school in March for no cost to them.	Administration and advisors will mentor students to identify students who would most benefit and utilize this opportunity.	Student Feedback	Ongoing monitoring by administration	Funds from Section VI
		Students will be put in intervention for Naviance during Lead to work	Naviance Results ACT Results	Ongoing monitoring by administration	NA

		on Reading, English, and Math ACT.			