

## 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 goals for elementary/middle schools include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  
- The required goals for high schools include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap

- o English Learner Progress
- o Quality of School Climate and Safety
- o Postsecondary Readiness
- o Graduation Rate

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): Increase proficiency in reading and math, as measured by the KSA and MAP Assessments, according to the following table (Percentages indicate the percentage of OCMS that scored proficient or Distinguished):

Reading	Spring 2019	Spring 2020	Fall 2020	Winter 2020	Spring 2021	Fall 2021	Winter 2021	Spring 2022	Fall 2022	Winter 2022	Spring 2023	Fall 2023
KPREP/KSA	66.6%	Covid			50.7%			46%			Goal 58%	
MAP	57.1%	Covid	64.2%	53%	55.8%	56%	54%	54%	53.1%	Goal 55%	Goal 58%	Goal 60%

Math	Spring 2019	Spring 2020	Fall 2020	Winter 2020	Spring 2021	Fall 2021	Winter 2021	Spring 2022	Fall 2022	Winter 2022	Spring 2023	Fall 2023
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MAP	49.5%	Covid	51.4%	49.5%	39.3%	42.7%	43.6%	39%	39.3%	Goal 45%	Goal 50%	Goal 55%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase proficiency in math as measured by the KPREP Assessment according to the charts above:  Objective 2 Increase proficiency in reading as measured by the	<b>KCWP 2: Design and Deliver Instruction (How will they learn it?)</b> <b>Focus: Focus:</b> How does school leadership ensure teachers determine the most appropriate and effective high yield strategies to implement, in order to ensure congruency to the intent of	<b>Leaders will...</b> (PROCESS) Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	1. MAP and KPREP scores - Novice reduction, P/D% increased, Gap closure. 2. Classroom walkthrough data to indicate that high yield instructional strategies are implemented.	Data review by OCMS MTSS team after each data release (MAP/KSA).  Review of Walkthrough data to determine consistency of high yield instructional practices.	Fund 22

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
KSA according to the charts above:	the learning target, specifically level of rigor	<p><b>Teachers will/with support... (PRACTICES)</b></p> <ul style="list-style-type: none"> <li>Plan strategically in the selection of high yield instructional strategy usage within lessons.</li> <li>Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when</li> </ul>			

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		students fail to meet mastery. <ul style="list-style-type: none"> <li>Plan for and implement active student engagement strategies.</li> </ul>			
	<b>KCWP 4: Review, Analyze, Apply Data Results (How will we know they have learned it?)</b> <b>Focus:</b> How does school leadership ensure that assessments are of high	<b>Teachers will/with support...</b> <ul style="list-style-type: none"> <li>(PROCESS) Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures,</li> </ul>	Completion of assessment review for rigor and DOK level.	Data review by OCMS MTSS team after each data release (MAP/KSA).  Review of Walkthrough data to determine consistency of high yield instructional practices.	Fund 22

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	quality and aligned to the rigor of the standards, resulting in quality data?	resource sharing and collaborative lesson creation, and analysis of data. <ul style="list-style-type: none"> <li>(PRACTICE) Monitor and evaluate the validity of assessments, standards, and learning targets through a review of current assessments and prior to starting new units in terms of BUILDING assessments.</li> </ul>			

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		<i>Teachers will/with support...</i> (PRACTICE) Use classroom assessment data to inform teacher's instructional decisions.	There will be a system in place for identifying students who need additional support.  Follow-up will take place through working with individual PLC's and classroom walkthroughs/observations		

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teachers, school leaders and interventionists will analyze formative assessment data, MAP scores, KPREP scores and other data available to identify students who need additional support. Continue to enhance our levels of support for students who haven't learned material through REP time, intervention classes and ECS/EL support.			



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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p><b>KCWP 5: Design, Align and Deliver Support (What will we do if they know it already, don't know it, or need other support?)</b></p> <p><b>Focus:</b> What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?</p>	<p><b>Leaders will...</b></p> <ul style="list-style-type: none"> <li>(PROCESS) Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</li> <li>(PRACTICE) Assure consideration and addressment of</li> </ul>	<p>Academic Team meetings bi-weekly to review academic data and assign REP classes.</p> <p>Data review and intervention class assignments made after MAP/KPREP</p>	<p>Data review by OCMS MTSS team after each data release (MAP/KSA).</p> <p>Review of Walkthrough data to determine consistency of high yield instructional practices.</p>	Fund 22

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		non-academic barriers to learning.			

**2: State Assessment Results in science, social studies and writing**

Goal 2 (State your science, social studies, and writing goal.): Increase proficiency in writing, as measured by the KSA, according to the following table:

Writing	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024
KSA ODW	28.5%	COVID	67.5% *Altered test due to Covid	48%	Goal 55%	Goal 60%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Increase proficiency in writing as measured by the KSA Assessment according to the following data:  <ul style="list-style-type: none"> <li>• Writing from 48% (Spring 2022) to 55%% (Spring 2023).</li> </ul> </p>	<p><b>KCWP 4: Review, Analyze, Apply Data Results (How will we know they have learned it?)</b>  <b>Focus:</b> What systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction, specifically through the PLC Process?</p>	<p>How do students know where they are in their own progression of learning? and What systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning?</p> <ul style="list-style-type: none"> <li>• Students create and maintain writing collections from all contents and classes to be reflected at the end of the year.</li> <li>• (PRACTICE) Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can individually grow as a writer.</li> </ul>	<p>KSA scores in the Spring of 2023, 2024 and 2025.</p>	<p>Ongoing in SY 2023/2024</p> <p>Complete data review after KPREP test.</p> <p>Academic team meetings Peer Observations Walk-throughs PLC Products</p>	<p>Fund 22</p>

Goal 2 (State your science, social studies, and writing goal.): Increase proficiency in writing, as measured by the KSA, according to the following table:

Writing	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024
KSA ODW	28.5%	COVID	67.5% *Altered test due to Covid	48%	Goal 55%	Goal 60%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Establish a (CONDITION) within the PLC to increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention support through the use of common writing expectations and implementation of various types of writing across all disciplines.			
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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p><b>KCWP 5: Design, Align and Deliver Support (What will we do if they know it already, don't know it, or need other support?)</b>  <b>Focus:</b> What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students? <b>and</b> How does school leadership (teachers and leaders) measure the effectiveness of current programs and initiatives implemented in classrooms and school specifically as it relates to ensuring the learning of those</p>		<p>Decline in the percentage of students scoring NOVICE in writing on the KPREP.</p> <p>Teachers can produce plans that show adjustments and modifications to curriculum, where necessary to ensure low performing writers have ACCESS to the learning, despite gaps.</p>	<p>PLCs and leaders will organize an ongoing review of ODW embedded within the curriculum across multiple disciplines to ensure the percentage of students scoring Novice is declining.</p>	

Goal 2 (State your science, social studies, and writing goal.): Increase proficiency in writing, as measured by the KSA, according to the following table:

Writing	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024
KSA ODW	28.5%	COVID	67.5% *Altered test due to Covid	48%	Goal 55%	Goal 60%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	performing at the lowest levels				

### 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
<p>Objective 1 Reduce the reading and math gap by improving the percentage of students scoring Proficient or distinguished on the 2023 KSA according to the following:</p> <p><b>ECS –</b> Reading – from 11% to 20% Math – from 17% to 25%</p>	<p><b>KCWP 4: Review, Analyze, Apply Data Results (How will we know they have learned it?)</b> <b>Focus:</b> What system is in place, school wide, for teachers to monitor students’ progress on standards in order to know when they have achieved mastery?</p>	<p><b>Teachers will/with support...</b></p> <ul style="list-style-type: none"> <li>Identify curricular modification needs using pre-assessment strategies, and use data results to “frontload” concepts where high levels of below proficient prerequisite skills are identified.</li> <li>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 specifically as it relates to EL and ECS students.</li> </ul>	<p>Increased proficiency on the MAP and KSA assessments for these groups of students.</p>	<p>Ongoing in SY 2023/2024</p> <p>Complete data review after KSA and MAP assessments</p>	<p>Fund 22</p>
		<p><b>Leaders will...</b> Create and monitor a “Watch List” for students performing below proficiency within the gap groups.</p>	<p>List is monitored and maintained and shared/owned by the leadership team.</p>		
	<p><b>KCWP 6: Establish Learning Environment</b></p>	<p>Continue assisting teachers in the understanding and</p>	<p>Teachers demonstrate the use</p>	<p>Use and monitor walkthroughs of co-taught classrooms to ensure</p>	<p>Fund 22</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p><b>(What will we do if they know it Culture and already, don't know it, or need other support?)</b>  <b>Focus:</b> In what ways does the school ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful?</p>	<p>implementation of co-teaching processes, including expectations for effective implementation to include professional development and planning support</p> <ul style="list-style-type: none"> <li>- Gradual Release of Responsibility</li> <li>- Workshop Model</li> <li>- Opportunities to Respond</li> <li>- Explicit Instruction</li> </ul>	<p>of high yield instructional support as a result of professional learning.</p>	<p>teachers understand and incorporate strong co-teaching partnerships for effective co teaching instruction</p>	
		<p>Students with disabilities will receive CORE + MORE in all three grades with strong co-teaching in tier I instruction and high impact support during intensives.</p>	<p>Master schedule reflects appropriate time in CORE and additional support.</p>		
		<p>Refine and monitor the use of student-created progress monitoring system to monitor standards mastery for each student to allow for student ownership of success at assessments, interventions and learning</p>	<p>Creation and use of monitoring tools.</p>		



**4: English Learner Progress**

Goal 4 (State your English Learner goal.): Each EL student will progress at least 2 levels, or attain proficiency, on the ACCESS for ELLs assessment by May 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Each EL student will progress at least 0.5 level, or attain proficiency, on the ACCESS for ELLs assessment by June 2023.	KCWP 4: Review, Analyze, and Apply Data by reviewing year-over-year growth on ACCESS for ELLs down to the student level	KCWP 4: Develop a system of review for year-over-year growth on ACCESS for ELLs. Use the results to determine common needs (language domains) for student growth, and align classroom supports and EL instruction to common needs.	2023 ACCESS results	2023 ACCESS results will be reviewed in May 2023 by EL teacher, EL Director, and Principal to determine if students have made progress and assess the rate of progress.	N/A
	KCWP 2: Design and Deliver Instruction	KCWP 2: Training and implementation of effective strategies to support the learning of ELs in content classrooms	2023 ACCESS results	Monitor implementation of effective strategies, based on Unlocking ELs Potential, using a look-for document in EL cluster classrooms	Title 3
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): OCMS will increase the percentage of students who believe that our school is a safe place for ALL students as measured by the Quality and Climate survey on the KSA assessment given in the Spring of each school year.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Increase the number of students who felt safe and a sense of belonging at Oldham County Middle School</p> <p>2022: 57% of students stated that bullying is a problem at OCMS. OCMS will decrease the number of students who feel that bullying is a problem to 50%</p> <p>2022: 51% of OCMS students respect each other's differences (gender, culture, race, etc.). OCMS will increase the number of students who believe they belong at OCMS to 60%</p> <p>2022: 85% of OCMS students agreed that they feel like they are a part of OCMS. OCMS will increase that percentage to 87%.</p>	<p><b>KCWP 6: Establishing Learning Culture and Environment (How does the school community promote core ethical and performance values as the foundations of good character among students, teachers, and other academic shareholders?)</b></p>	<p><b>OCMS will...</b></p> <ul style="list-style-type: none"> <li>- Create a school-wide system (Colonel Code) so that students and adults understand basic expectations of behavior (Be safe, be respectful, be responsible).</li> <li>- All stakeholders will be recognized on a bulletin board at a prominent spot in the school.</li> <li>- create opportunities like Culture Club and focus on student discourse among others to help students learn and gain skills to better communicate with each other.</li> </ul>	<p>Increased % of students who feel bullying is not a problem at OCMS on the KSA Quality and Climate Survey</p>	<p>Frequently updated board in the main lobby at OCMS</p>	<p>Fund 22</p>
		<p><b>OCMS will...</b></p> <ul style="list-style-type: none"> <li>- Continue to promote the House system at OCMS which champions ethical values, school culture, a sense of belonging and healthy competition among all students.</li> </ul>	<p>Increased % of students who feel bullying is not a problem at OCMS on the KSA Quality and Climate Survey</p>	<p>3 House Cups per school year.  Weekly House activities</p>	<p>Fund 22</p>

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p><b>KCWP 6: Establishing Learning Culture and Environment (How does the school help students develop their understanding of rules, their awareness of how their behavior affects others, and the character strengths (e.g., self-control, perspective taking, conflict resolution) to help them act responsibly in the academic setting?)</b></p>	<p><b>OCMS will...</b></p> <ul style="list-style-type: none"> <li>- Utilize our SEL curriculum, through our flexible period. One day per week, students, through grade level classes, will be taught various character traits. Including: kindness, responsibility, conflict resolution, etc.).</li> <li>- Participate in bully awareness month. OCMS Counselors will spend time providing direct instruction to students about: The definition of bullying, conflict resolution, bully awareness, bully prevention, etc.</li> </ul>	<p>Increased % of students who feel bullying is not a problem at OCMS on the KSA Quality and Climate Survey</p>	<p>Feedback survey on SEL curriculum from teachers and students</p> <p>Counselor/Admin walkthroughs during Character Strong lesson days</p>	<p>Fund 22</p>
	<p><b>KCWP 6: Establishing Learning Culture and Environment (What steps does leadership take to promote shared leadership opportunities among all shareholders in order to elevate a positive and supportive culture for learning?)</b></p>	<p><b>OCMS will...</b></p> <ul style="list-style-type: none"> <li>- Re-implement (Pre-Covid) House Architects: A student leadership group that meets with school leadership to help promote a healthy school culture.</li> <li>- Foster its collaborative environment that allows many stakeholders to have a voice in our house system, flexible period, core</li> </ul>	<p>Increased % of students who feel bullying is not a problem at OCMS on the KSA Quality and Climate Survey</p>	<p>House Architects meetings</p> <p>MTSS meeting agenda for stakeholder input</p>	<p>Fund 22</p>

Goal 5 (State your climate and safety goal.): OCMS will increase the percentage of students who believe that our school is a safe place for ALL students as measured by the Quality and Climate survey on the KSA assessment given in the Spring of each school year.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		instruction and intervention program.			
Objective 2					

**Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools**

TSI schools (including ATSI 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:

<p><b>Components of Turnaround Leadership Development and Support:</b></p>
<p><b>Consider:</b> 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?  <b>Response:</b>  <b>Two of the new administrators at OCMS are certified ECS teachers. The instructional knowledge that administrators hold from their years in the classroom will be useful in supporting our new special education teachers.</b>  <b>OCMS administrators are also taking part in reading, studying and learning from the book, “Great Instruction, Great Achievement” by John O’Connor. The text is specifically geared towards administrators looking to move achievement forward for students with disabilities. The book focuses on effective tier 1 reading, math and behavioral instruction. OCMS administrators, with collaboration from OCS will study this book to identify and implement research based strategies to help improve students with disabilities achievement.</b></p>
<p><b>Identification of Critical Resources Inequities:</b></p>
<p><b>Consider:</b> 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.  <b>Response:</b>  <b>The OCMS master schedule is created with ECS students in mind. The first task when designing our master schedule is to create our co-teaching and resource sections. This ensures that our ECS students have access to the specific instruction they need while not forfeiting the opportunity to experience all that our school has to offer. OCMS provides common planning for ECS teachers and their regular education co-teachers. We will review our co-teaching partnerships at the middle and end of the school year through evaluative observations to determine if our co-teachers are effective teams in supporting students utilizing best co-teaching practices. OCMS will also review which regular education teachers provide core instruction to our underperforming subgroup, ECS students. It will be important to ensure that we provide experienced teachers who know how to differentiate and implement best practices to support student growth in the classroom.</b></p>
<p><b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b></p>

**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:**

**OCMS has a very young and inexperienced ECS staff, collectively. It will be very important that OCMS and OCS work to support these teachers through professional development and support in the classroom. Teaching our teachers effective co-teaching and instructional strategies will be important so they can provide great instruction to students in the resource and co-teaching classroom.**

**A second process that needs to be reviewed is the use of resource class time for students. This time should be used to teach, specifically, IEP goals and implement Specially-Designed Instruction. Students have resource time during one of their related arts classes for 45 minutes. Reviewing teachers process for determining how many days students have resource weekly and the type of instruction in this setting will be important.**

**OCMS will continue to provide professional development to all teachers who teach ECS students to ensure that our tier one instruction utilizes research based strategies.**

**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?

**Response:**

**Evidenced-based practices that specifically target ECS population:**

- **Evidence based instructional strategies: Gradual Release of Responsibility, Workshop Model, Opportunities to Respond**
- **New math curriculum - Illustrative Math**
- **Evidence-based co-teaching strategies: Parallel and Station Teaching**
- **Orton-Gillingham literacy training for all ECS teachers**
- **Kansas writing strategies professional development for ECS teachers**

**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.**

**TSI/ATSI 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) including Additional Targeted Support and Improvement (ATSI) 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, ATSI 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
Research Based Instructional Strategies (Workshop Model/Gradual Release of Responsibility/Opportunities to Respond)	Archer & Hughes (2011) “Delivering instruction: Eliciting responses” from <a href="#">Explicit instruction: Effective and efficient teaching</a> Bennett (2007) <a href="#">That workshop book: New structures for classrooms that read, write, and think</a> Fisher & Frey (2014) <a href="#">Better learning through structured teaching</a>	<input checked="" type="checkbox"/>
Math Curriculum	<a href="#">Edreports</a> for Kendall Hunt's Illustrative Mathematics 6-8 Math	<input type="checkbox"/>
Kansas Writing Strategies	<a href="#">Sheldon, J., &amp; Schumaker, J. B. (1999). Proficiency in the Sentence Writing Strategy: Instructor’s Manual. Lawrence, KS: The University of Kansas Center for Research on Learning.</a> <a href="#">Schumaker, J. B., &amp; Sheldon, J. (1998). Fundamentals in the Sentence Writing Strategy. Lawrence, KS: The University of Kansas Center for Research on Learning.</a>	<input type="checkbox"/>
Structured Literacy	Spear-Swerling (2018) <a href="#">Structured literacy and typical literacy practices understanding differences to create instructional opportunities</a>	<input type="checkbox"/>
		<input type="checkbox"/>

**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.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

<b>Turnaround Team:</b>
<p><b>Consider:</b> Provide 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</p> <p><b>Response:</b></p>
<b>Identification of Critical Resources Inequities:</b>
<p><b>Consider:</b> 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><b>Response:</b></p>



**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) including Additional Targeted Support and Improvement (ATSI) 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, ATSI 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 “[Compliance Requirements](#)” 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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