

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
 - English Learner Progress
 - Quality of School Climate and Safety

- o Postsecondary Readiness
- o Graduation Rate

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

1: State Assessment Results in reading and mathematics

Goal 1: We will increase the combined reading and math indicator score from 72.8 to 80.0 by the 2026-27 school year.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 We will increase the number of students scoring proficient in reading from 59% proficient to 65% proficient by the end of the 2022-23 school year.</p>	<p>KCWP 1: Design and Deploy Standards (What should students know and be able to do?)</p> <p>KCWP 5: Design, Align, and Apply Data</p>	<p>*Intervention and enrichment opportunities in flexible class period (LEAD). During the intervention sessions, Mastery Prep curriculum will be used in the dedicated LEAD classes to remediate skill deficits based on MAP testing.</p> <p>*PLC PD and support to focus on providing grade level instruction in a Tier I setting.</p> <p>*Implement training on instructional strategies based on results from eleot walkthrough data</p> <p>*Reading Plus will be used to support student learning and decrease the number of students scoring novice on the KSA.</p>	<p>KPREP, MAP, Formative Assessment Data,</p>	<p>KPREP, MAP, Formative Assessment Data, Walk Through Data, eleot walkthrough data</p> <p>Formative assessment data from intervention activities</p>	<p>\$8,000 (Mastery Prep)</p>
<p>Objective 2 We will increase the number of students scoring proficient in math from 50% proficient to 56% proficient by the end of the 2022-23 school year.</p>	<p>KCWP 1: Design and Deploy Standards (What should students know and be able to do?)</p> <p>KCWP 5: Design, Align, and Apply Data</p>	<p>*Intervention and enrichment opportunities in flexible class period (LEAD). Use of Mastery Prep curriculum for LEAD classes to remediate skill deficits based on MAP testing</p> <p>*PLC PD and support to focus on providing grade level instruction in a Tier I setting.</p>	<p>KSA, MAP, Formative Assessment Data</p>	<p>KSA, MAP, Formative Assessment Data, Walk Through Data</p>	

Goal 1: We will increase the combined reading and math indicator score from 72.8 to 80.0 by the 2026-27 school year.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		*Implement training on instructional strategies based on results from eleot walkthrough data *Use of Mastery Prep curriculum for LEAD classes to remediate skill deficits based on MAP testing. *Math 180 will be used to support student learning and decrease the number of students scoring novice on the KSA.			

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

Goal 2 (State your science, social studies, and writing goal.): We will increase the indicator score for the science, social studies, and combined writing on the KSA from 56.8 to 70.0 by the end of the 2026-27 school year.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 We will increase the number of students scoring proficient in science from 19% proficient to 30% proficient by the end of the 2022-23 school year.</p>	<p>KCWP 1: Design and Deploy Standards (What should students know and be able to do?)</p> <p>KCWP 5: Design, Align, and Apply Data</p>	<p>*Intervention and enrichment opportunities in flexible class period (LEAD).</p> <p>*PLC PD and support to focus on providing grade level instruction in a Tier I setting.</p> <p>*Implement training on instructional strategies based on results from eleot walkthrough data</p> <p>*Use of Mastery Prep curriculum for LEAD classes to remediate skill deficits based on MAP testing.</p>	<p>KPREP, MAP, Formative Assessment Data</p>	<p>Walk Through Data, eleot walkthroughs</p>	<p>(Included in goal 1)</p>
<p>Objective 2 We will increase the number of students scoring proficient in social studies from 41% proficient to 60% proficient by the end of the 2022-23 school year.</p>	<p>KCWP 1: Design and Deploy Standards (What should students know and be able to do?)</p> <p>KCWP 5: Design, Align, and Apply Data</p>	<p>*Intervention and enrichment opportunities in flexible class period (LEAD).</p> <p>*PLC PD and support to focus on providing grade level instruction and inquiry learning in a Tier I setting.</p> <p>*Implement training on instructional strategies based on results from eleot walkthrough data.</p>	<p>KPREP, MAP, Formative Assessment Data</p>	<p>Walk Through Data, Teacher Evaluation, eleot walkthroughs</p>	
<p>Objective 3 We will increase the number of students scoring proficient on the KSA combined writing</p>	<p>KCWP 1: Design and Deploy Standards (What should students know and be able to do?)</p>	<p>*Intervention and enrichment opportunities in flexible class period (LEAD).</p>	<p>KPREP, MAP, Formative Assessment Data</p>	<p>Walk Through Data, Teacher Evaluation, eleot walkthroughs</p>	

Goal 2 (State your science, social studies, and writing goal.): We will increase the indicator score for the science, social studies, and combined writing on the KSA from 56.8 to 70.0 by the end of the 2026-27 school year.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>assessment from 46% proficient to 65% proficient by the end of the 2022-23 school year.</p> <p>We will reduce the number of students with disabilities scoring novice on the combined writing assessment from 56% to 40% by the end of the 2022-23 school year.</p>	<p>KCWP 5: Design, Align, and Apply Data</p>	<p>*PLC PD and support to focus on providing grade level instruction in a Tier I setting.</p> <p>*Implement training on instructional strategies based on results from eleot walkthrough data.</p> <p>*Creation of a writing plan to ensure students have access to different writing experiences and opportunities.</p>	<p>KPREP, MAP, Formative Assessment Data</p>	<p>Walk Through Data, Teacher Evaluation, eleot walkthroughs,</p>	

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 We will reduce the number of students with disabilities scoring novice on the reading assessment from 51% to 40% by the end of the 2022-23 school year.</p>	<p>KCWP 1: Design and Deploy Standards (What should students know and be able to do?)</p>	<p>Direct instruction in skill deficits for target groups during the dedicated LEAD classes.</p>	<p>*Student performance on assessments</p>	<p>*Review of periodic MAP data throughout school year (4X min)</p>	<p>\$0</p>
		<p>Intentional scheduling for flex period</p>	<p>*Reduced number of students failing courses, missing school, or having behavior incidents</p>	<p>*Teacher feedback to students based on the results of the BAG audits</p>	
	<p>KCWP 5: Design, Align, and Apply Data</p>	<p>Caseload BAG (Behavior, Attendance, Grade) audits every two weeks</p>	<p>*Successful completion of LDC lessons leading to mastery of standards by students</p>	<p>*Walkthrough data</p>	
		<p>Job-embedded PD during extended advisory.</p>	<p>*Successful completion of LDC lessons leading to mastery of standards by students</p>	<p>*eleot walkthroughs over the course of the year to monitor implementation of activities</p>	
		<p>Dedicated PLC time during LEAD for ECS and regular education teachers to collaborate for the Dedicated LEAD groups.</p>	<p>*Successful completion of LDC lessons leading to mastery of standards by students</p>	<p>*PLC meeting notes and agendas</p>	
		<p>Flexible grouping in Tier 1 classes (in collab classes as well as resource classes)</p>	<p>*Successful completion of LDC lessons leading to mastery of standards by students</p>	<p>*PLC meeting notes and agendas</p>	
		<p>*Literacy Design Collaborative (LDC)</p>	<p>*Successful completion of LDC lessons leading to mastery of standards by students</p>	<p>*PLC meeting notes and agendas</p>	
<p>Objective 2 We will reduce the number of students with disabilities scoring novice on the math assessment from 54% to 44% by the end of the 2022-23 school year.</p>	<p>KCWP 1: Design and Deploy Standards (What should students know and be able to do?) KCWP 5: Design, Align, and Apply Data</p>	<p>Pre-planning with reg and ECS teachers to plan the assessment and lessons. This allows ECS teachers to modify and adjust without losing content standards.</p>			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Use of planning tools for students (graphic organizers, chunked assignments, guided notes)			
		Student conferencing and goal-setting for achievement progress for students who do not meet the benchmarks on the Practice ACT test.		eleot walkthroughs over the course of the year to monitor implementation of activities	
		Provide PD for Dedicated Lead Team to visit a KDE hub school who has successfully implemented a flex period to support struggling learners.		PLC meeting notes and agendas	
		Dedicated use of Apps for student content paired with data collection (Actively Learn, NoRedInk, ReadingPlus, IXL)		Formative assessments	
		Provide transparent lesson objectives (Lesson Objective Transparency LOT) so students know what it is they are learning for the day/class/lesson		PLC minutes and agendas	
		*Math Design Collaborative (MDC)		Formative assessments	

4: English Learner Progress

Goal 4 (State your English Learner goal.): Each EL student will progress at least 2 levels on the ACCESS assessment by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Each EL student will progress at least 0.5 level, or attain proficiency, on the ACCESS for ELLs assessment by June 2023.</p>	<p>KCWP 4: Review, Analyze, and Apply Data by reviewing year-over-year growth on ACCESS for ELLs down to the student level</p>	<p>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.</p> <p>Training and implementation of effective strategies to support the learning of ELs in content classrooms</p>	<p>2023 ACCESS testing results</p>	<p>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.</p>	<p>\$0</p>

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By the end of school year 2026, the climate index score will increase from 62.3 to 80.0 and the safety index score will increase from 57.5 to 70.0.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By the end of the 2022-23 school year, the climate index score for students who are “Two or More Races” will increase from 56.5 to 60.0.</p> <p>By the end of the 2022-23 school year, the safety index score for students who are “Two or More Races” will increase from 49.7 to 55.0.</p>	<p>KCWP 1: Design and Deploy Standards (What should students know and be able to do?)</p> <p>KCWP 5: Design, Align, and Apply Data</p>	<p>We will continue to implement Character Strong, a social emotional learning program, in our extended advisory classes.</p> <p>Our mental health counselor, along with our counseling team, will identify small groups for targeted SEL conversation and support.</p> <p>Continue to promote diversity through heightened recognition of multicultural activities such as "Hispanic Heritage Month" and "African American Heritage Month". Encouraging the growth of the relatively new "Junior Society of Hispanic Professional Engineers" by including them in things such as the homecoming parade and special recognition at the commencement ceremony.</p> <p>We will continue to implement advisories, where students develop at least one trusted relationship with their adult advisor and work to develop relationships with diverse set of peers in their advisory groups, where they meet daily.</p>	<p>Increased survey results.</p>	<p>Agendas and updates during leadership meetings</p> <p>Advisory Master Slides</p> <p>Progress notes from targeted SEL groups</p> <p>Advisory lesson plans</p>	

Goal 5 (State your climate and safety goal.): By the end of school year 2026, the climate index score will increase from 62.3 to 80.0 and the safety index score will increase from 57.5 to 70.0.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>We will continue to promote awareness about how to report any concerns related to safety of students or the school environment, through ongoing communication about ways to do this, -in person with trusted adult, online reporting system and relationship building amongst students, counselors, administrators, and teachers.</p> <p>Continue to advocate for relative elective opportunities for students with disabilities in the development of the master schedule.</p> <p>We also use the online relay system monitored by our mental health consultants to flag any issues related to self-harm a student may search or type while online.</p>			
<p>Objective 2 By the end of the 2022-23 school year, the climate index score for students with disabilities will increase from 61.0 to 70.0.</p> <p>By the end of the 2022-23 school year, the safety index score for students with</p>	<p>KCWP 1: Design and Deploy Standards (What should students know and be able to do?)</p> <p>KCWP 5: Design, Align, and Apply Data</p>	<p>We will continue to implement Character Strong, a social emotional learning program, in our extended advisory classes.</p> <p>Our mental health counselor, along with our counseling team, will identify small groups for targeted SEL conversation and support.</p>	<p>Increased survey results.</p>	<p>Agendas and updates during leadership meetings</p> <p>Advisory Master Slides</p> <p>Progress notes from targeted SEL groups</p> <p>Advisory lesson plans</p>	

Goal 5 (State your climate and safety goal.): By the end of school year 2026, the climate index score will increase from 62.3 to 80.0 and the safety index score will increase from 57.5 to 70.0.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
disabilities will increase from 55.6 to 65.0.					

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.): By the end of the 2025-26 school year, the OCHS post secondary readiness rate will increase from 83.3 to 98.0.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By the end of the 2022-23 school year, the post secondary readiness rate for OCHS will increase from 83.3 to 90.0.</p>	<p>KCWP 1: Design and Deploy Standards (What should students know and be able to do?)</p> <p>KCWP 5: Design, Align, and Apply Data</p>	<p>Our CCR team will identify students closest to benchmarks and provide intervention to support meeting the benchmarks.</p> <p>Work to broaden our students' understanding of career pathway opportunities at OCHS. Find creative ways to increase career pathways in faculty staffing. Students who complete CCR intervention will take the KYOTE test to earn benchmarks.</p> <p>We will increase the number of students taking EOP assessments in order to earn career readiness.</p> <p>CTE teachers will receive PD on Industry Certifications and EOP opportunities for our students.</p>	<p>Increased number of students taking KYOTE</p> <p>Increased number of students taking EOP assessments and Industry Certifications.</p>	<p>*CCR meeting agendas and minutes</p> <p>*CCR Tracking Document to monitor students as they meet benchmarks and complete pathway courses</p>	\$0
<p>Objective 2</p> <p>By the end of the 2022-23 school year, the post secondary readiness rate of our African American students will increase from 60.0 to 70.0.</p>	<p>KCWP 1: Design and Deploy Standards (What should students know and be able to do?)</p> <p>KCWP 5: Design, Align, and Apply Data</p>	<p>Our CCR team will identify students closest to benchmarks and provide intervention to support meeting the benchmarks.</p> <p>Students who complete CCR intervention will take the KYOTE test to earn benchmarks.</p>	<p>Increased number of students taking KYOTE</p> <p>Increased number of students taking EOP assessments and Industry Certifications.</p>	<p>*CCR meeting agendas and minutes</p> <p>*CCR Tracking Document to monitor students as they meet benchmarks and complete pathway courses</p>	\$0

Goal 6 (State your postsecondary goal.): By the end of the 2025-26 school year, the OCHS post secondary readiness rate will increase from 83.3 to 98.0.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>We will increase the number of students taking EOP assessments in order to earn career readiness.</p> <p>CTE teachers will receive PD on Industry Certifications and EOP opportunities for our students.</p>			

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.): We will have 100% of OCHS students graduate by the 2025-26 school year.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 For the 2022-23 school year, we will increase the 4-year graduation rate from 96.7% to 98%.</p> <p>For the 2022-23 school year, we will increase the percentage of African American students graduating from 81.8 to 95% in the 4-year cohort.</p>	<p>KCWP 1: Design and Deploy Standards (What should students know and be able to do?)</p> <p>KCWP 5: Design, Align, and Apply Data</p>	<p>*Counselors will run academic failure reports and meet with students to determine supports needed</p> <p>*Counselors will conduct individual meetings with every senior to ensure an understanding and preparedness for graduation requirements in addition to discussing and providing resources for postsecondary plans</p> <p>*Counselors, Assistant Principals, Mental Health Consultant, and School Psychologist will conduct biweekly "Kid Talks" to identify students academically, behaviorally, or emotionally at risk. Action plans will be developed to intervene with said students.</p>	<p>Successful student conferences</p> <p>Increased scheduling in coursework that helps students meet individual graduation needs</p> <p>Successfully executed action plans</p>	<p>*Share-outs during Leadership meetings</p> <p>*Regularly scheduled CCR meetings with CCR team</p>	\$0
<p>Objective 2 For the 2022-23 school year, we will increase the 5-year graduation rate from 97.7% to 100%.</p> <p>For the 2022-23 school year, we will increase the 5-year</p>	<p>KCWP 1: Design and Deploy Standards (What should students know and be able to do?)</p> <p>KCWP 5: Design, Align, and Apply Data</p>	<p>*Counselors will run academic failure reports and meet with students to determine supports needed</p> <p>*Counselors will conduct individual meetings with every senior to ensure an understanding and</p>	<p>Successful student conferences</p> <p>Increased scheduling in coursework that helps students meet individual graduation needs</p>	<p>*Share-outs during Leadership meetings</p> <p>*Regularly scheduled CCR meetings with CCR team</p>	

Goal 7 (State your graduation goal.): We will have 100% of OCHS students graduate by the 2025-26 school year.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>graduation rate for economically disadvantaged students from 96.6% to 99%.</p>		<p>preparedness for graduation requirements in addition to discussing and providing resources for postsecondary plans</p> <p>*Counselors, Assistant Principals, Mental Health Consultant, and School Psychologist will conduct biweekly "Kid Talks" to identify students academically, behaviorally, or emotionally at risk. Action plans will be developed to intervene with said students.</p>	<p>Successfully executed action plans</p>		

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>Components of Turnaround Leadership Development and Support:</p>
<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: The OCHS Turnaround Team has been identified and have started our regular meetings. The team is working on making the school more effective for all stakeholders. We also will seek out methods of continuous improvement to promote the mission, vision, and core values. To that end, the OCHS Turnaround Team will attend the TSI School Improvement Planning for Performance Excellence on January 9, 2023. This training will include systems work based on the work of Jim Shipley and will give our team tools to achieve meaningful and sustainable increases in student achievement. The Turnaround Team has begun meeting on a regular basis and has given input on the school plan to address our TSI needs. This work is part of our 30-60-90 day plan and is updated as we progress toward our goals. A focus will be on developing technically appropriate systems of data collection, management, analysis and use.</p> <p>The Turnaround Team, along with the Lead Teachers, will address areas the needs of students with disabilities during a school-wide flex period. We will prioritize the reading and math needs of our students with the most critical learning deficits. This will require managing uncertainty and risk. We will use MAP data to identify students who need additional support during our flex period. We will have a content and an ECS teacher co-teaching to provide skill support to the students. Additionally, our teachers will have job-embedded PD to learn more about effective co-teaching models. This will help us build capacity in our staff as we learn and model effective co-teaching.</p>
<p>Identification of Critical Resources Inequities:</p>
<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: The first step was to identify the Turnaround Team. This team will lead the work and help develop systems of support to ensure our students with disabilities are receiving the access and instruction to help them be successful. The Turnaround Team includes: Principal, Instructional Coach, ARC Chair, MTSS Coordinator, ECS teacher, and regular education teacher. The team reviewed the allocation and use of resources and decided that the allocation of money was equitable for all students. However, we did determine that there has been a tendency to place the most experienced content teachers in classes that do not have many of our ECS students. The team targeted some of our more veteran math and English teachers to help provide additional support to our ECS students. Each of the experienced teachers will be placed with an ECS teacher to co-teach in our flex period, our Dedicated Lead time. To determine which students would be invited to join our Dedicated Lead, the team analyzed our KSA and MAP data to identify students who need additional support. We prioritized 9th and 10th grade students who scored low in both reading and math first. The students selected for Dedicated Lead will attend sessions twice weekly for each content. The Turnaround Team will create a reward system for students who make progress in reading and or math. The team plans to create exemplar co-teaching models during the Dedicated Lead periods to showcase to the other teachers in the</p>

building. The plan to sustain the effective teaching practices in Dedicated Lead will be to share the instructional practices with the other staff in future PD sessions. A benefit of developing teachers' capacity to co-teach effectively will be to improve instructional practices and allow for the Dedicated Lead teachers to train other staff members.

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:

The Turnaround Team is reviewing our practices that shape and sustain our learning culture. Questions we are finding answers to include:

1. Are we setting high expectations for all of our students?
2. Are we implementing instructional best practices in all of our classrooms?
3. Do we have a decision making process that embodies the values of respect, fairness, equity, and inclusion and are free from bias?
4. Do the results of our work help students have access to grade level curriculum and reduce learning gaps?

As we work through this process, we will triangulate data points to ensure accurate reporting. This work is part of our 30-60-90 day plan and is reviewed by Admin Team and Turnaround Team at each meeting. The updated 30-60-90 day plan is shared with faculty each month for transparency and learning. We believe supporting our students is the most critical part of our job and closing the achievement gap of our students with disabilities is a school-wide effort and should not be the work of just a few leaders. It should be a focus for everyone at OCHS.

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:

The primary areas of need for our students with disabilities is reducing the learning gaps in basic literacy and numeracy skills. To help address this deficit, we are using Reading Plus. Reading Plus® is a web-based reading intervention that uses technology to provide individualized scaffolded silent reading practice for students in grades 3 and higher. Reading Plus® aims to develop and improve students' silent reading fluency, comprehension, and vocabulary. Reading Plus® is designed to adjust the difficulty of the content and duration of reading activities so that students proceed at a pace that corresponds to their reading skill level. The intervention includes differentiated reading activities, computer-based reading assessments, tools to monitor student progress, ongoing implementation support, and supplemental offline activities. To ensure the evidence-based practice is implemented with fidelity, we will conduct classroom walkthroughs on a regular basis. We will also monitor the results of formative data from the Reading Plus work.

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 “[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"/>
Reading Plus	Reading Plus. (2008). Huntington Station, NY: Taylor Associates/Communications, Inc.	X
		<input type="checkbox"/>
		<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:

Turnaround Team:
<p>Consider: 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>Response:</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:</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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