OHES Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

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

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.	Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

Goal 1 (State your proficiency goal.): *By 2022, Olive Hill Elementary will increase the combined Proficiency Indicator Score by 5% (reading and math) at all grade levels.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2021, 60% of OHES students will score at or above proficiency in reading. Objective 2 By May 2021, 60% of OHES students will score at or above proficiency in math.	Strategy – KCWP1: Design and Deliver Instruction All teachers will maintain a focus on the District's Common Language through collaborative professional teaching and learning opportunities.	***Activity – Professional Learning Academies*** All teachers will participate in district-facilitated academies once a month that are based on teacher identified areas. Academies will focus on components of the PGES and high impact strategies to ensure proficiency. (Collaborative vs. Individualistic, Teacher Credibility, Teacher Clarity)	School Administration District Leadership Team through QR Code Scans and Agendas	This strategy will be included in the monthly 30 Day Plan. January 2021-December 2021	Striving Readers 50,000.00 Title I Title IV
		Activity – Professional Learning Visits Teachers and administrators will have the opportunity to visit other schools on a monthly basis to calibrate instructional practices and research high impact strategies. (Collaborative vs. Individualistic, Teacher Credibility, Teacher Clarity)	School Administration District Leadership Team through QR Code Scans and Agendas	This strategy will be included in the monthly 30 Day Plan. January 2021-December 2021	Striving Readers 50,000.00 Title I Title IV
		Activity – Professional Learning Clubs Teachers will have the opportunity to participate in Professional Learning Clubs throughout the year based on current needs of the staff (i.e., Writing Club, New Teacher Club, Curriculum Club, Math Club, etc.) (Collaborative vs. Individualistic, Teacher Credibility, Teacher	School Administration District Leadership Team through QR Code Scans and Agendas	This strategy will be included in the monthly 30 Day Plan as implemented. January 2021-December 2021	Striving Readers $300.00

Goal 1 (State your proficiency goal.): **_By 2022, Olive Hill Elementary will increase the combined Proficiency Indicator Score by 5% (reading and math) at all grade levels._**					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Clarity)			
		Activity – Professional Learning Communities Teachers will participate in weekly PLC meetings at each grade level to discuss the needs pertinent to that group of students – academic, social, emotional.	School Leadership Team through Sign-In Sheets and Agendas	This strategy will be included in the monthly 30 Day Plan as implemented. January 2021-December 2021	No funding required
		Activity – Faculty Meetings Teachers will participate in bi-weekly faculty meetings to discuss the needs pertinent to the entire school community – academic, social, emotional.	School Leadership Team through QR Code Scans and Agenda.	This strategy will be included in the monthly 30 Day Plan as implemented. January 2021-December 2021	No funding required
Objective 2					

Goal 2 (State your separate academic indicator goal.): ***By 2022, Olive Hill Elementary will increase the Specific Academic Indicator Score by 10% (reading and math) at all grade levels.***					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: By May 2021, 70% of OHES students will score at or above proficiency in Social Studies. Objective 2: By May 2021, 50% of OHES students will score at or above proficiency in Science. Objective 3: By May 2021, 80% of OHES students will score at or above proficiency in Writing	***Strategy –KCWP2: Design and Deliver Instruction*** **All teachers will maintain a focus on the District's Common Language through collaborative professional teaching and learning opportunities.**	***Activity – Explicit Instruction*** All teachers will provide instruction through Explicit Instruction, the District's Instructional Delivery Model.	School Administration will conduct weekly Walk-thrus and lesson plan reviews	This strategy will be included in the monthly 30 Day Plan. January 2021-December 2021	NA
		Activity – Teacher Credibility Support School Administration along with the District Leadership Team will provide targeted and specific support to teachers as identified and needed.	School Administration will conduct weekly Walk-thrus and lesson plan reviews	This strategy will be included in the monthly 30 Day Plan. January 2021-December 2021	NA
		Activity – PACE All teachers will incorporate PACE throughout their lesson to provide clarity and direction for all students. **Teacher Clarity**	School Administration will conduct weekly Walk-thrus and lesson plan reviews	This strategy will be included in the monthly 30 Day Plan. January 2021-December 2021	NA
		Activity – Teacher Guide The School Administration will support teachers in implementing the strategies and expectations included within the Teacher Guide. (Teacher Credibility)	School Administration will conduct weekly Walk-thrus and lesson plan reviews	This strategy will be included in the monthly 30 Day Plan. January 2021-December 2021	NA

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Goal 3 (State your achievement gap goal.): By May 2022, Olive Hill Elementary will increase the percentage of demographically identified student scoring at or above proficiency on the KPREP assessment by 15%.					
Objective 1 **Free and Reduced Lunch** By May 2021, 59% of Olive Hill Elementary students in the free/reduced lunch gap will score at or above proficiency in **reading**. By May 2021, 50% of Olive Hill Elementary students in the free/ reduced lunch gap will score at or above proficiency in **math.**	***Strategy – KCWP5: Design, Align, and Deliver Support Processes*** **All teachers will be equipped to provide appropriate interventions and support services to students.**	***Activity – Targeted Inventions*** The school administration will collaborate with internal and external support systems to ensure at risk groups receive targeted interventions.	School Administration through walk-thrus, monitoring visits, QR Code Scans and agendas	This strategy will be included in the monthly 30 Day Plan as needed. January 2021-December 2021	NA
	Strategy – KCWP1: Design and Deploy Standards **The district's curriculum maps will be reviewed and refined to create a detailed curriculum.**	***Activity – Assessment Development*** The school administration will support teachers in the review and refinement of Common Assessments through the PLC Process.	School Leadership through QR Code Scans and Agendas	This strategy will be included in the monthly 30 Day Plan. January 2021-December 2021	NA
Objective 2 **Special Education Reading and Math** By May 2021, 60% of Olive Hill Elementary students receiving special education services will score at or above proficiency in **reading.** By May 2021, 45% of Olive Hill Elementary students receiving special education services will score at or above proficiency in **math.**	***Strategy – KCWP5: Design, Align, and Deliver Support Processes*** **All teachers will be equipped to provide appropriate interventions and support services to students.**	***Activity – Formative Assessments*** The school administration will support teachers in the implementation of formative assessments to ensure congruency to the standard and student accountability.	School Leadership through walk-thrus, monitoring visits, QR Code Scans and agendas	This strategy will be included in the monthly 30 Day Plan as needed. January 2021-December 2021	NA
	Strategy – KCWP3: Design and Deliver Assessment Literacy **Teachers will be engaged in increasing the rigor in assessment design and delivery.**	***Activity – Common Assessments*** The school administration will support teachers in the administration of common assessments according to the district assessment map.	School Leadership through QR Code Scans and Agendas	This strategy will be included in the monthly 30 Day Plan as needed. January 2021-December 2021	NA
		Activity – Parent and Community Relations Olive Hill Elementary will seek to	School Leadership Team through QR Code Scans and Agendas	This strategy will be included in the monthly 30 Day Plan. January 2021-December 2021	NA

Goal 3 (State your achievement gap goal.): By May 2022, Olive Hill Elementary will increase the percentage of demographically identified student scoring at or above proficiency on the KPREP assessment by 15%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		develop increased relations with parent and community members by enlisting support and providing information on school and assessment related topics.			
		Activity – Behavior Management Olive Hill Elementary will implement a behavior management program such as PBIS, CHAMPS, etc.	School Administration through walk-thrus, monitoring visits, QR Code Scans and agendas	This strategy will be included in the monthly 30 Day Plan as needed. January 2021-December 2021	NA
		Activity - Counseling Interventions The school administration will support the school counselor by permitting the attendance of monthly academies that will focus on collaboration and resource sharing among the group. The school counselor will also be permitted to attend other workshops, trainings, etc offered outside the district to ensure the school counselor is equipped to assist the students of OHES.	District Leadership Team through QR Code Scans and agendas	This strategy will be included in the monthly 30 Day Plan as needed. January 2021-December 2021	District PD $400.00 School PD $600.00

4: Growth

Goal 4 (State your growth goal.): **By May 2022, Olive Hill Elementary will increase the percent of students making gains on the KPREP assessment by 10%.**					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By May 2021, the overall academic index in growth will increase by 5%.	***Strategy – KCWP1: Design and Deliver Instruction*** **The DLT will support teachers with the implementation of high impact strategies.**	**Activity - Lesson Study** *All core teachers will participate in at least one Lesson Study.*	Lesson Study Plans and QR Scans	This strategy will be included in the monthly 30 Day Plan as needed. January 2021-December 2021	NA
		Activity – Kagan The school administration will support teachers in implementing KAGAN Structures with fidelity to ensure 100% student engagement.	Walk Thrus and PLC Sign In Sheets	This strategy will be included in the monthly 30 Day Plan as needed. January 2021-December 2021	NA
	Strategy – KCPW4:Review, Analyze, Apply Data Results **All schools will be engaged in data based decision making.**	***Activity – Goal Setting and Predictions*** All teachers will analyze assessment data on a regular basis to initiate goal setting structures with all students and identify students who are at risk of scoring novice.	Goal Setting Planners	This strategy will be included in the monthly 30 Day Plan as needed. January 2021-December 2021	NA
		Activity – Plan, Do, Study, Act The school administration will support teachers in Study section of PDSA during school PLCs.	PLC Sign In Sheets	This strategy will be included in the monthly 30 Day Plan as needed. January 2021-December 2021	NA
		Activity - Quarterly Reports The school administration will monitor the administration of results of assessment and environmental data on a quarterly basis.	Assessment Portal and PLC Agendas	This strategy will be included in the monthly 30 Day Plan as needed. January 2021-December 2021	NA
		Activity - Walk-Throughs The school administration will conduct a review of walk-through data to identify professional	Walk Thru data	This strategy will be included in the monthly 30 Day Plan as needed. January 2021-December 2021	NA

Goal 4 (State your growth goal.): **By May 2022, Olive Hill Elementary will increase the percent of students making gains on the KPREP assessment by 10%.**					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		learning needs.			
Objective 2					

5: Transition Readiness

Goal 5 (State your transition readiness goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

6: Graduation Rate

Goal 6 (State your graduation rate goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

7: Other (Optional)

Goal 7 (State your separate goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

Special Considerations for Targeted Support and Improvement (TSI) Schools

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

Components Of Turnaround Leadership Development And Support:
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? **Response:**

Identification Of Critical Resources Inequities:
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. **Response:**

Targeted Subgroups and Evidence-Based Interventions:

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

Response:

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train 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.	☒
		☐
		☐
		☐
		☐

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:

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
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