



Comprehensive School Improvement Plan

Owen County High School
Owen County

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		2016 school equity diag OCHS

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Our equity data shows an increase in free and reduced lunch students of about 5% over last year. While the percentage of ELL students receiving services is less than 1%, we do have nearly 3% of our students who report living in a home where a language other than English is the primary language.

The faculty of OCHS is relatively stable and has an average tenure that is mid-career. Additionally, over 3/4 of the faculty hold a Master's Degree or better.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

The primary barrier identified in our equity data is the growth in our free and reduced lunch population. We see this growth as both an outworking of our largely rural population, and we acknowledge that this percentage may only grow if we lose the only manufacturing employer in our district.

Teacher turnover hovers around 12-15% a year. A fair number of the faculty losses in the last 4 years have been due to retirements. In the coming year, we will see one more retirement, though at that point the faculty should remain more stable moving forward.

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.		2016 school equity goals OCHS

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Create a professional development system that provides all staff with meaningful professional development (TELL improvement)

Measurable Objective 1:

collaborate to do a needs assessment of all staff regarding professional development needs by 12/16/2016 as measured by the results of a staff wide survey to assess professional development needs.

Strategy1:

Professional development survey - A principal-designed survey will be given to ALL OCHS staff (certified and non-certified) to determine priority professional learning needs. Providing individualized, meaningful professional development needs was identified as an area of need on our most recent TELL survey.

Category: Professional Learning & Support

Research Cited: TELL survey results (2016)

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Activity - Survey of staff regarding PD needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A survey to determine priority professional development needs will be developed and administered to the OCHS staff. Results will be used to guide professional learning opportunities in the second semester of the 2016-17 school year moving into the next school year as well.	Professional Learning	11/30/2016	12/16/2016	\$0 - No Funding Required	Duane Kline. OCHS Leadership Team. Charles Hagg.

Measurable Objective 2:

collaborate to Identify professional development programs and resources that are applicable to faculty and school needs by 02/17/2017 as measured by the formation of a faculty professional development team to catalog and promote professional development opportunities and resources.

Strategy1:

Create faculty PD team - Each PLC will have one member designated as a working member of the PD team. The team will work to produce a listing of conferences, seminars and resources for each PLC, as well as to take the results of the faculty PD annual survey and create a general list of professional development opportunities that could be tied to our school improvement planning.

Category: Professional Learning & Support

Research Cited:

Activity - Research PD opportunities for PLC use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PD team will review the school PD budget, prioritize data from the annual faculty PD survey, research PD programs and opportunities and will produce a PD catalog for the faculty, focusing on PD opportunities for each PLC. Examples of these opportunities include local OVEC offerings, national and state conferences, book studies and PD 360 opportunities.	Professional Learning	11/01/2016	05/26/2017	\$300 - School Council Funds	Duane Kline. PLC chairs. PD team members. Reggie Taylor.

Activity - Formation of the PD team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mr. Kline and PLC chairs will meet to select PD team members, with one member coming from each PLC. This team will then meet to research and produce the PD catalog for faculty use.	Professional Learning	01/05/2015	02/27/2015	\$0 - No Funding Required	Duane Kline. PLC chairs. Reggie Taylor.

Goal 2:

Develop a system for recognizing excellent student and teacher performances (TELL)

Measurable Objective 1:

collaborate to develop a system of rewards for excellent student academic and non-academic performances by 02/17/2017 as measured by creating and holding celebrations for outstanding student performances.

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Strategy1:

Create a calendar of celebrations for student performances - We will develop a list of student performances that we will assign rewards to as well as levels of performance that will be rewarded. This plan will be rolled out to students and events will be held as the performances yield results.

Category: Human Capital Management

Research Cited:

Activity - Honor roll breakfasts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and honor roll students will be invited to attend a recognition breakfast at the school each nine weeks.	Community Engagement	02/01/2017	09/01/2017	\$1500 - Other	Duane Kline. Doug Wainscott. Cafeteria staff. Office staff. Faculty and student GRIT teams.

Activity - Reward field trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reward trips for juniors who make all CCR benchmarks on the March ACT and all seniors who make College or Career Ready status. All rewards will occur at intervals that correlate to high-stakes assessments.	Field Trip	08/10/2016	05/26/2017	\$4000 - Other	Duane Kline. Jennifer Power. Faculty GRIT team.

Goal 3:

Create a fully functional PLC system that analyzes data, empowers teachers to make effective instructional decisions and informs resource management for the school.

Measurable Objective 1:

collaborate to design a consistent PLC structure for each OCHS PLC by 08/12/2015 as measured by regular meetings held by each PLC and the development of a PLC deliverable that shows evaluation of student data, teacher instructional decisions and resource development, evaluation and provision.

Strategy1:

Pre-planning PLC learning - Teachers will return to OCHS on Wednesday, August 5, 2016. On August 5, teachers will be provided an overview of systems design and thinking for the school setting (ala Shipley training). On August 6, they will apply this systems work to our PLC model, designing appropriate PLC meeting models, expectations and deliverables for each PLC.

Category: Professional Learning & Support

Research Cited:

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Activity - Shipley and Assoc. training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Shipley and Associates (or a comparable KDE group) will lead the OCHS faculty through School Improvement Planning and Continuous School Improvement training, Phase II (2 days) as a continuation of the systems work that will inform full and effective implementation of systems of PLC's, Rtl and Special Education management.	Policy and Process Professional Learning	08/09/2017	08/11/2017	\$4500 - School Council Funds	Reggie Taylor. Duane Kline. Shipley trainers. SBDM council members.

Strategy2:

Monthly faculty meeting PLC check-ins - Each month, on a rotating basis, PLC's will deliver updates to the whole faculty, presenting a piece of their data analysis, instructional insights and resources use and development. This will serve as a PLC accountability measure.

Category: Professional Learning & Support

Research Cited:

Activity - Leadership team PLC management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leadership Team will meet monthly to help Mr. Kline monitor PLC meetings, data management and development of deliverables. During these meetings PLC's will be assigned their presentations to the faculty at each month's faculty meeting.	Policy and Process Professional Learning	01/03/2017	05/26/2017	\$0 - No Funding Required	PLC chairs, Duane Kline, Doug Wainscott, Charles Hagg.

Goal 4:

A teacher recognition system will be designed and implemented during the 2016-17 school year (TELL)

Measurable Objective 1:

collaborate to develop a teacher recognition system by 12/16/2016 as measured by the development of a written teacher recognition system including Teacher of the Month and Teacher of the Year awards.

Strategy1:

Teacher of the Month - Teachers will be recognized monthly for their excellent work in encouraging progress and exceptional work in our students.

Category: Human Capital Management

Research Cited:

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Activity - GRIT Teams work sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Members of the faculty GRIT team and the student GRIT team will meet to discuss, plan and create the guiding procedures and policies for our Faculty Recognition program, including Teacher of the Month and of the Year.	Other - school culture improvement Policy and Process Recruitment and Retention Community Engagement	10/12/2016	05/26/2017	\$0 - No Funding Required	Faculty GRIT team. Student GRIT team. Duane Kline

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Amy Fecke, teacher

Laura Dorton, teacher

Sean Cockrell, teacher

Lisa Stedam, parent

Tracy McMillian, parent

Kevin Webster, teacher

Lauren Traylor, teacher

Relationship Building

Overall Rating: 2.29

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	Administrators and school staff are available to parents by appointment only to discuss their student's progress.	Apprentice

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 2.0

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff relies on one-way communication in English to inform parents about academic goals, class work, grades and homework. (For example, newsletters, marquees, and agendas.)	Apprentice

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	Optional parent-teacher conferences are offered at school and parents are notified if a teacher wants to conference.	Novice

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

Decision Making

Overall Rating: 1.29

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council are invited to attend basic district training. No effort to include other parents on SBDM committees.	Novice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council has parent members as required by law, parents are not asked to serve on committees, meeting time and place is determined by principal. Low voter turnout for SBDM parent election.	Novice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair sends council minutes to largest parent organization with no follow-up.	Novice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council does not encourage parent participation on SBDM committees or school planning.	Novice

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

Advocacy

Overall Rating: 2.0

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 1.33

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	School provides one open house a year and offers some written materials about: • Kentucky standards and expectations for all students. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees.	Novice

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff provides parents with information about their child's academic progress and the progress of the school.	Apprentice

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers some information to parents to learn how to support their child's learning.	Novice

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	There is little or no development of parent leaders.	Novice

Community Partnerships

Overall Rating: 2.33

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

Reflect upon your responses to each of the Missing Piece objectives.

Relationship building:

Generally, OCHS staff and administration do a good job of communicating academic and behavioral information to parents. We have had difficulty building beyond this, as the majority of parents do not seek out much more than this from the school staff.

Communications:

We use a variety of communication tools to reach our parents and community, including websites, email, our One Call phone service, texting services (Remind), etc.. The majority of our communication with parents is one way. We do offer two open houses and parent-teacher conferences as needed to provide a two-way discussion, but not as often as we'd like.

Decision-making:

Bluntly put, we do not "grow" parent leaders. There is little effort on our part or on the part of parents to partner around this objective. It is a weakness and will be, through the creation of SBDM policies, addressed.

Advocacy:

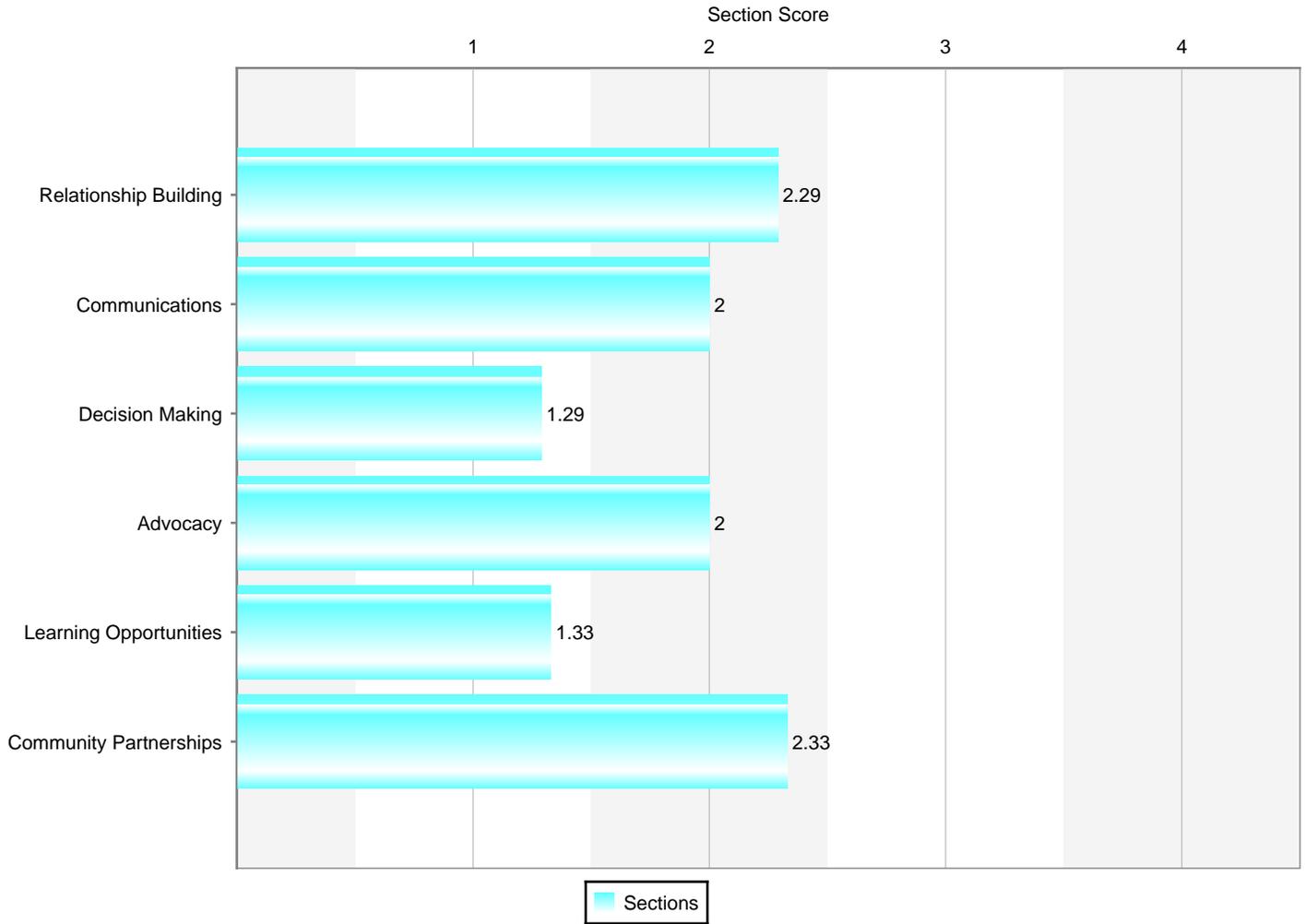
Parents typically do take the opportunity to advocate for their students both academically and in cases of school discipline. We do not provide training on advocacy, nor do we make connections between outside advocates and parents.

Learning opportunities:

SBDM members and staff are trained about various learning opportunities. We do not provide parent learning opportunities in a sufficient number.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

We have distributed surveys to parents, students and staff to collect input regarding improvement priorities for the current school year. The school council, comprised of faculty and parent representatives, has reviewed, discussed and will approve the final school improvement document. The school leadership team and a group of parents have met and discussed the "Missing Piece" diagnostic and the school improvement goals for the coming year.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Students are represented through completion of the ASSIST student school improvement survey. Parents complete the parent survey, and take part in our school council (review, discuss and approve the CSIP) and discussions with our school leadership team. Our faculty reviews the school goals, discusses the CSIP in PLC's, leadership team and faculty meetings and has input through our school council.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

We have used the school website and our OneCall system to notify parents and students of surveys available for their input. The faculty has met in a full faculty meeting, in weekly PLC's and in our Leadership Team setting to provide input and guidance as we have developed our CSIP goals and strategies.

Phase I - Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

A core question that continues to arise in our discussions as a faculty is what to do with students who are significantly disengaged from the educational process. This does not necessarily mean that they are physically absent, but rather have given up on achieving any kind of academic goals.

We see this as a function of culture and poverty; the poverty we face is not only of resources, but rather of experience. While we live in a scenic and rustic rural environment, we are basically an hour away from any of three major cities and a large percentage of our students-easily a majority-do not frequent any of the urban cultural centers nearby.

Interestingly, on our two most recent annual accountability measures, we have made significant progress in reducing the level of novice performance between the sophomore year and the junior and senior years. This doesn't necessarily equate into benchmarking or proficient performance; we have a large number of students that perform at the "apprentice" level and never quite make the proficient level of academic performance. There is a significant culture of "just getting by" that infects our school.

The data we see does not give an answer. We experiment, largely through trial and error, with programs and additional opportunities to help our students become engaged with their futures.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Novice reduction appears to be a strength; two years in a row we have seen well above state average work in this area. We have become a proficient school for the past two years, narrowly missing the "Distinguished" label this year.

We are seeing progress in math performance (Alg 2 EOC) and on the Biology EOC, though the evidence of that progress is with our higher performing students. We will see the evidence of our curricular restructuring in math and science this year with those students who have had less success.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

There is a disconnect between the staff's perception of having good relationships with students, and what the students report as their perceptions. We continue to work to engage parents in a meaningful way to positively influence their children's experience with us.

We are focused on improving math and reading performance; we see these areas as foundational to overall improvement in student performance in all areas.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

We have begun addressing this work through our PLC's and our Leadership Team structure. We are engaging in professional development to provide a framework for a Plan-Do-Study-Act framework embedded in our PLC structure for each content area. We engage in a more student-focused way in our grade level PLC's, looking at specific students and student groups as we consider intervention options.

2016-17 Comprehensive School Improvement Plan

Overview

Plan Name

2016-17 Comprehensive School Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Improve communication about student progress to all parents at Owen County High School (Parent Involve)	Objectives: 3 Strategies: 4 Activities: 4	Organizational	\$600
2	90% of OCHS students will be involved in at least one verifiable co-curricular activity (student engagement)	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$1000
3	Develop a system for recognizing excellent student and teacher performances (TELL)	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$5500
4	Create a professional development system that provides all staff with meaningful professional development (TELL improvement)	Objectives: 2 Strategies: 2 Activities: 3	Organizational	\$300
5	Create a fully functional PLC system that analyzes data, empowers teachers to make effective instructional decisions and informs resource management for the school.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$4500
6	A teacher recognition system will be designed and implemented during the 2016-17 school year (TELL)	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	The percentage of novice students on the Spring 2017 English 10 EOC will be reduced to 30% from 36.8% in 2015 (Novice Reduction)	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
8	The percentage of novice students on the Spring 2017 ALG II EOC will be reduced to 33% (in 2017) from 43% in 2015 (Novice Reduction)	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
9	OCHS students will meet academic delivery targets in math, reading, science, social studies and writing (Acad. Achievement)	Objectives: 6 Strategies: 2 Activities: 2	Organizational	\$0
10	All graduates of OCHS will be College and/or Career Ready (CCR)	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$55000
11	The 5-year AFGR for the class of 2017 will be 94.6% (Grad Rate)	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
12	Owen County High School will design and implement an effective high school level Response to Intervention system	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0

Goal 1: Improve communication about student progress to all parents at Owen County High School (Parent Involve)

Measurable Objective 1:

collaborate to have a meaningful contact focused on each individual student's progress by 05/26/2017 as measured by attendance taken at scheduled parent conference events and by collected telephone logs documenting faculty conversations with parents.

Strategy 1:

Parent conference nights - There will be three evenings during which parents can schedule 15 minute conferences with at teacher. Each teacher will be available for two hours each evening, equating to a possible 8 conferences per evening, or 24 conferences per teacher per year.

Category: Stakeholder Engagement

Activity - Parent conference nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Four evenings during the school year that parents can call ahead and schedule a 15 minute conference with their child's teachers. The nights will be schedule as couplets, a Tuesday/Thursday in the fall semester, and a Tuesday/Thursday in the spring semester.	Parent Involvement	10/11/2016	05/26/2017	\$0	No Funding Required	Administration , counselor and faculty of Owen County High School

Strategy 2:

Scheduled advisor phone calls to parents - Each teacher responsible for an advisement group of students will make calls twice a semester to review student progress with parents and to facilitate two way communication with the school. Advisors will invite parent interaction with the school including setting up parent conferences when needed.

Category: Stakeholder Engagement

Activity - Advisor phone calls	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning three weeks prior to the end of each 9 week grading period, advisor teachers will call the parents of each of the students in their advisement group. They will discuss the student's progress, any challenges that the students seems to be facing, and will solicit the parent's help for the student. The advisor will also invite the parent to set up parent conferences when desired and will direct the parent toward information resources that are available to them (school website, parent portal, etc.).	Parent Involvement	01/03/2017	05/26/2017	\$0	No Funding Required	Faculty and administration of OCHS

Measurable Objective 2:

collaborate to increase the opportunities for parents and teachers to meet socially and to have general discussions about families and school life by 05/26/2017 as measured by increasing the number of parent-teacher social events to a minimum of 2 for the 2017-18 school year.

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Strategy 1:

Basketball Game Night Socials - Teachers will volunteer to staff an OCHS Parent hospitality room that will be open during half-times and between games on specific game nights. The environment will be one that offers a low intensity opportunity for parents and teachers to talk about the school, about children and about the opportunities we have as a school community to improve our work together.

Category: Stakeholder Engagement

Activity - Basketball Parent Hospitality Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On January 22, 2016, OCHS teachers and administration will provide a parent hospitality room during our Gallatin County home boys' basketball games. We will offer an assortment of snacks and we will ask parents to provide a nominal amount of feedback about parent/school communication. This is an effort to create a gateway through which additional communication and parent service opportunities could occur. We will advertise this event on our website, through a OneCall to the school community and through signage around the school and community.	Parent Involvement, Community Engagement, Extra Curricular	12/05/2016	03/17/2017	\$100	Other	Faculty Fun Team. Duane Kline. Doug Wainscott. SBDM Council

Measurable Objective 3:

collaborate to increase parent awareness of student work and performances by 04/21/2017 as measured by parent attendance at the OCHS Spring Showcase, a replacement for our normal open house after the 3rd 9 weeks.

Strategy 1:

Spring Showcase - We will designate the normal spring/end of 3rd 9 weeks openhouse as the OCHS Spring Showcase. The purpose for the showcase will be to provide a showcase for excellent student work and performances. We will emphasize student work that meets and exceeds performance standards in all areas. Clubs, teams and performing groups will have the opportunity to share with the school community evidence of how they add to the quality of our school culture. Also, teachers will work with students to share and show student academic work that exceeds expectations. The goal is that every student would have at least one piece of evidence of excellent work to share with a parent or guardian during the evening.

We will also have a drawing(s) to entice parents who otherwise might not come out to do so.

Category: Stakeholder Engagement

Activity - OCHS Spring Showcase	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Parents will be invited to an evening where we will highlight student work and performances that exceed expectations. This will include academic teachers and students, clubs, teams and performing groups. The goal will be to have every student represented in at least one way, either individually or as part of a group, with a piece of work or a performance that exceeds expectations.	Parent Involvement, Community Engagement	03/15/2017	04/28/2017	\$500	FRYSC	Duane Kline. Doug Wainscott. FRYSC staff. SBDM council. Clubs. GRIT team. Principal's Advisory Council.
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Goal 2: 90% of OCHS students will be involved in at least one verifiable co-curricular activity (student engagement)

Measurable Objective 1:

collaborate to increase participation in school-affiliated clubs by 12/16/2016 as measured by taking a count of students from club rosters who are members of school-affiliated clubs during the month of March.

Strategy 1:

Exposure to clubs - Students will be exposed to all club options on multiple occasions throughout the year.

Category: Other - Student Engagement

Research Cited: Feldman, A. F., & Matjasko, J. L. (2005). The role of school-based activities in adolescent development: A comprehensive review and future direction. Review of Educational Research, 75(2).

Klesse, E. J. (1994). The third curriculum II: Student activities. Reston, VA: National Association of Secondary School Principals.

Activity - Club Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once each semester, clubs will present themselves for students to consider joining. This will occur at the beginning of September and during the month of January each year. Students will walk through the club fair, talking to officers and club members, and signing up for potential membership with those clubs that they are interested in.	Extra Curricular	08/25/2014	01/30/2015	\$0	No Funding Required	Duane Kline; Doug Wainscott; Club sponsors

Measurable Objective 2:

collaborate to create more student leadership opportunities at OCHS during the 2016-17 school year by 05/26/2017 as measured by documenting the student leadership groups and opportunities for students to lead at OCHS.

Strategy 1:

Create a student GRIT team - Students from the "2nd rung" of the leadership ladder-those who other students see as leaders but who may not hold leadership titles in

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school organizations-will be identified by student leaders on the principal's advisory council. The list generated by the PAC will then be given to the faculty who will select 15-20 students to participate on our school GRIT (Goal-driven, Resilient, Influential Teens) team. This student group will combine with a faculty GRIT team who will mentor and assist them as the students take on more leadership roles in the building, including daily announcement, pep rallies, a school leadership/TED day, and other opportunities throughout the year.

Category: Human Capital Management

Activity - OCHS Leadership/TED day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student leaders from the student GRIT team and the principal's advisory council will combine to plan a community leadership day where they will plan and make a variety of presentations to students, faculty, parents and community members regarding leadership topics of their choosing.	Community Engagement	01/05/2015	04/30/2015	\$1000	School Council Funds	Adult GRIT team. Duane Kline. Student GRIT team. Principal's Advisory Council. Doug Wainscott.

Goal 3: Develop a system for recognizing excellent student and teacher performances (TELL)

Measurable Objective 1:

collaborate to develop a system of rewards for excellent student academic and non-academic performances by 02/17/2017 as measured by creating and holding celebrations for outstanding student performances.

Strategy 1:

Create a calendar of celebrations for student performances - We will develop a list of student performances that we will assign rewards to as well as levels of performance that will be rewarded. This plan will be rolled out to students and events will be held as the performances yield results.

Category: Human Capital Management

Activity - Honor roll breakfasts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and honor roll students will be invited to attend a recognition breakfast at the school each nine weeks.	Community Engagement	02/01/2017	09/01/2017	\$1500	Other	Duane Kline. Doug Wainscott. Cafeteria staff. Office staff. Faculty and student GRIT teams.

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Activity - Reward field trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reward trips for juniors who make all CCR benchmarks on the March ACT and all seniors who make College or Career Ready status. All rewards will occur at intervals that correlate to high-stakes assessments.	Field Trip	08/10/2016	05/26/2017	\$4000	Other	Duane Kline. Jennifer Power. Faculty GRIT team.

Goal 4: Create a professional development system that provides all staff with meaningful professional development (TELL improvement)

Measurable Objective 1:

collaborate to do a needs assessment of all staff regarding professional development needs by 12/16/2016 as measured by the results of a staff wide survey to assess professional development needs.

Strategy 1:

Professional development survey - A principal-designed survey will be given to ALL OCHS staff (certified and non-certified) to determine priority professional learning needs. Providing individualized, meaningful professional development needs was identified as an area of need on our most recent TELL survey.

Category: Professional Learning & Support

Research Cited: TELL survey results (2016)

Activity - Survey of staff regarding PD needs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A survey to determine priority professional development needs will be developed and administered to the OCHS staff. Results will be used to guide professional learning opportunities in the second semester of the 2016-17 school year moving into the next school year as well.	Professional Learning	11/30/2016	12/16/2016	\$0	No Funding Required	Duane Kline. OCHS Leadership Team. Charles Hagg.

Measurable Objective 2:

collaborate to identify professional development programs and resources that are applicable to faculty and school needs by 02/17/2017 as measured by the formation of a faculty professional development team to catalog and promote professional development opportunities and resources.

Strategy 1:

Create faculty PD team - Each PLC will have one member designated as a working member of the PD team. The team will work to produce a listing of conferences, seminars and resources for each PLC, as well as to take the results of the faculty PD annual survey and create a general list of professional development opportunities that could be tied to our school improvement planning.

Category: Professional Learning & Support

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Activity - Formation of the PD team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mr. Kline and PLC chairs will meet to select PD team members, with one member coming from each PLC. This team will then meet to research and produce the PD catalog for faculty use.	Professional Learning	01/03/2017	01/31/2017	\$0	No Funding Required	Duane Kline. PLC chairs. Reggie Taylor.
Activity - Research PD opportunities for PLC use	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PD team will review the school PD budget, prioritize data from the annual faculty PD survey, research PD programs and opportunities and will produce a PD catalog for the faculty, focusing on PD opportunities for each PLC. Examples of these opportunities include local OVEC offerings, national and state conferences, book studies and PD 360 opportunities.	Professional Learning	11/01/2016	05/26/2017	\$300	School Council Funds	Duane Kline. PLC chairs. PD team members. Reggie Taylor.

Goal 5: Create a fully functional PLC system that analyzes data, empowers teachers to make effective instructional decisions and informs resource management for the school.

Measurable Objective 1:

collaborate to design a consistent PLC structure for each OCHS PLC by 08/12/2015 as measured by regular meetings held by each PLC and the development of a PLC deliverable that shows evaluation of student data, teacher instructional decisions and resource development, evaluation and provision.

Strategy 1:

Pre-planning PLC learning - Teachers will return to OCHS on Wednesday, August 5, 2016. On August 5, teachers will be provided an overview of systems design and thinking for the school setting (ala Shipley training). On August 6, they will apply this systems work to our PLC model, designing appropriate PLC meeting models, expectations and deliverables for each PLC.

Category: Professional Learning & Support

Activity - Shipley and Assoc. training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Shipley and Associates (or a comparable KDE group) will lead the OCHS faculty through School Improvement Planning and Continuous School Improvement training, Phase II (2 days) as a continuation of the systems work that will inform full and effective implementation of systems of PLC's, RtI and Special Education management.	Policy and Process, Professional Learning	08/09/2017	08/11/2017	\$4500	School Council Funds	Reggie Taylor. Duane Kline. Shipley trainers. SBDM council members.

Strategy 2:

Monthly faculty meeting PLC check-ins - Each month, on a rotating basis, PLC's will deliver updates to the whole faculty, presenting a piece of their data analysis,

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instructional insights and resources use and development. This will serve as a PLC accountability measure.

Category: Professional Learning & Support

Activity - Leadership team PLC management	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leadership Team will meet monthly to help Mr. Kline monitor PLC meetings, data management and development of deliverables. During these meetings PLC's will be assigned their presentations to the faculty at each month's faculty meeting.	Policy and Process, Professional Learning	01/03/2017	05/26/2017	\$0	No Funding Required	PLC chairs, Duane Kline, Doug Wainscott, Charles Hagg.

Strategy 3:

Common Planning Time - PLC's will be provided with common planning time in an effort to limit the necessity of after school meetings.

Category: Human Capital Management

Activity - Common planning in the master schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common planning time will be provided to the extent possible so that PLC's can meet during the regularly scheduled school day.	Policy and Process, Professional Learning, Recruitment and Retention	08/10/2016	05/26/2017	\$0	No Funding Required	Doug Wainscott, counselor. Duane Kline, principal.

Goal 6: A teacher recognition system will be designed and implemented during the 2016-17 school year (TELL)

Measurable Objective 1:

collaborate to develop a teacher recognition system by 12/16/2016 as measured by the development of a written teacher recognition system including Teacher of the Month and Teacher of the Year awards.

Strategy 1:

Teacher of the Month - Teachers will be recognized monthly for their excellent work in encouraging progress and exceptional work in our students.

Category: Human Capital Management

Activity - GRIT Teams work sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Members of the faculty GRIT team and the student GRIT team will meet to discuss, plan and create the guiding procedures and policies for our Faculty Recognition program, including Teacher of the Month and of the Year.	Policy and Process, Other - school culture improvement, Community Engagement, Recruitment and Retention	10/12/2016	05/26/2017	\$0	No Funding Required	Faculty GRIT team. Student GRIT team. Duane Kline
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Goal 7: The percentage of novice students on the Spring 2017 English 10 EOC will be reduced to 30% from 36.8% in 2015 (Novice Reduction)

Measurable Objective 1:

A 7% decrease of Tenth grade students will demonstrate student proficiency (pass rate) by reducing the novice performance rate from 37% to 30% in Reading by 05/26/2017 as measured by student performance on the Spring 2017 English 10 EOC test.

Strategy 1:

Extended small group scheduling - Students identified as at apprentice level through CERT testing are scheduled into specific intervention periods for English during the school day.

Category: Management Systems

Activity - 4th period block intervention scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified as in the upper apprentice range on prior year CERT testing are placed in a grade level appropriate English classes during our 4th period block sections where they can receive extended core instruction and focused intervention in reading and writing.	Academic Support Program, Class Size Reduction, Direct Instruction	08/12/2015	05/26/2017	\$0	District Funding	OCHS English teachers. Doug Wainscott. Duane Kline

Strategy 2:

30/60/90 Day planning - Every PLC will meet to design and implement a 30/60/90 day plan to reduce the number of novice students, particularly focusing on math and reading groups at each grade level.

Category: Professional Learning & Support

Activity - 30/60/90 day planning meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Every PLC will meet during the first two full weeks of January 2017 in order to create 30/60/90 day plans to reduce the number of novice students as a percentage on the spring 2017 EOC's. Special focus will be placed on math and reading.	Academic Support Program, Policy and Process, Professional Learning, Behavioral Support Program	01/03/2017	05/26/2017	\$0	No Funding Required	Duane Kline. Reggie Taylor. PLC Chairs of all PLC's.
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Goal 8: The percentage of novice students on the Spring 2017 ALG II EOC will be reduced to 33% (in 2017) from 43% in 2015 (Novice Reduction)

Measurable Objective 1:

A 10% decrease of Eleventh grade students will demonstrate student proficiency (pass rate) by reducing the percentage of novice students on the Alg II EOC in Mathematics by 05/26/2017 as measured by measuring a reduction in the percentage of novice students on the Spring 2017 Alg II EOC.

Strategy 1:

Extended Small Group Scheduling - Students identified with prior year CERT testing as being in the high apprentice level will be scheduled into an extended, small group setting for academic interventions in math.

Category: Management Systems

Activity - Fourth period extended intervention flexible scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified by prior year CERT testing as being in the high apprentice level will be scheduled into a year long, grade level appropriate math class that will provide low class size math intervention instruction. Students can move out of the intervention class once they make benchmark, and new students can be moved in as long as lower class size is maintained and monitored.	Academic Support Program, Class Size Reduction	08/12/2015	05/26/2017	\$0	District Funding	Math faculty. Doug Wainscott. Duane Kline.

Strategy 2:

30/60/90 Planning - Every PLC will be responsible for developing a 30/60/90 day plan for identifying interventions intended to reduce the number of novice students in reading and in math during the 2nd semester.

Category: Continuous Improvement

Activity - PLC 30/60/90 day planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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PLC's will meet during the first two full weeks of January 2017 to develop 30/60/90 day plans for reducing the number of novice students in each department and grade level. Focus will be on reading and math performance.	Academic Support Program, Policy and Process, Behavioral Support Program	01/03/2017	05/26/2017	\$0	No Funding Required	Duane Kline. Reggie Taylor. PLC Chairs for all PLC's.
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Goal 9: OCHS students will meet academic delivery targets in math, reading, science, social studies and writing (Acad. Achievement)

Measurable Objective 1:

demonstrate student proficiency (pass rate) by having a combined Reading and Math proficiency rate of 52% by 05/26/2017 as measured by student performance on the Spring 2017 Alg II and English 10 EOC's.

(shared) Strategy 1:

Utilize PLC structures to analyze performance data - Core academic professional learning communities meet formally once a week. During these meetings, the PLC's analyze student performance data on classroom level formative assessments as well as standardized assessments given by the state. This analysis then informs lesson planning, assessment creation and student guidance efforts.

Category: Management Systems

Research Cited: Hattie, John. Visible Learning.

Professional Development: effect size=.62

Teaching Strategies: effect size=.60

Quality of Teaching: effect size=.44

Activity - Weekly PLC meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers within each content area meet together weekly to analyze student performance data (formative and standardized), plan lessons, articulate curricula and discuss effective teaching strategies.	Professional Learning	08/24/2016	05/26/2017	\$0	District Funding	Duane Kline. Doug Wainscott. PLC chairs.

(shared) Strategy 2:

Targeted Group Interventions - Students will be identified from school formative data as "high novice" and "high apprentice". Students in these "bubble" groups will be targeted in small groups for intervention during our seminar time to improve performance, raising them into the next performance level. Students will be targeted by grade level in reading and math and will receive skill-based assistance/intervention to help them reach the next performance level.

Category: Integrated Methods for Learning

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Activity - Seminar Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students will be pulled out of their seminar classes to receive additional skill-based instruction in reading and math.	Academic Support Program	01/09/2017	05/19/2017	\$0	No Funding Required	OCHS math and English teachers. Doug Wainscott, counselor. Duane Kline, principal.

Measurable Objective 2:

demonstrate student proficiency (pass rate) of 58.3% proficient and distinguished performance by 05/26/2017 as measured by performance on the Spring 2017 English 10 EOC.

(shared) Strategy 1:

Utilize PLC structures to analyze performance data - Core academic professional learning communities meet formally once a week. During these meetings, the PLC's analyze student performance data on classroom level formative assessments as well as standardized assessments given by the state. This analysis then informs lesson planning, assessment creation and student guidance efforts.

Category: Management Systems

Research Cited: Hattie, John. Visible Learning.

Professional Development: effect size=.62

Teaching Strategies: effect size=.60

Quality of Teaching: effect size=.44

Activity - Weekly PLC meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers within each content area meet together weekly to analyze student performance data (formative and standardized), plan lessons, articulate curricula and discuss effective teaching strategies.	Professional Learning	08/24/2016	05/26/2017	\$0	District Funding	Duane Kline. Doug Wainscott. PLC chairs.

(shared) Strategy 2:

Targeted Group Interventions - Students will be identified from school formative data as "high novice" and "high apprentice". Students in these "bubble" groups will be targeted in small groups for intervention during our seminar time to improve performance, raising them into the next performance level. Students will be targeted by grade level in reading and math and will receive skill-based assistance/intervention to help them reach the next performance level.

Category: Integrated Methods for Learning

Activity - Seminar Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Targeted students will be pulled out of their seminar classes to receive additional skill-based instruction in reading and math.	Academic Support Program	01/09/2017	05/19/2017	\$0	No Funding Required	OCHS math and English teachers. Doug Wainscott, counselor. Duane Kline, principal.
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Measurable Objective 3:

demonstrate student proficiency (pass rate) of 45.6% proficient and distinguished in math by 05/26/2017 as measured by performance on the Spring 2017 Algebra II EOC.

(shared) Strategy 1:

Utilize PLC structures to analyze performance data - Core academic professional learning communities meet formally once a week. During these meetings, the PLC's analyze student performance data on classroom level formative assessments as well as standardized assessments given by the state. This analysis then informs lesson planning, assessment creation and student guidance efforts.

Category: Management Systems

Research Cited: Hattie, John. Visible Learning.

Professional Development: effect size=.62

Teaching Strategies: effect size=.60

Quality of Teaching: effect size=.44

Activity - Weekly PLC meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers within each content area meet together weekly to analyze student performance data (formative and standardized), plan lessons, articulate curricula and discuss effective teaching strategies.	Professional Learning	08/24/2016	05/26/2017	\$0	District Funding	Duane Kline. Doug Wainscott. PLC chairs.

(shared) Strategy 2:

Targeted Group Interventions - Students will be identified from school formative data as "high novice" and "high apprentice". Students in these "bubble" groups will be targeted in small groups for intervention during our seminar time to improve performance, raising them into the next performance level. Students will be targeted by grade level in reading and math and will receive skill-based assistance/intervention to help them reach the next performance level.

Category: Integrated Methods for Learning

Activity - Seminar Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Targeted students will be pulled out of their seminar classes to receive additional skill-based instruction in reading and math.	Academic Support Program	01/09/2017	05/19/2017	\$0	No Funding Required	OCHS math and English teachers. Doug Wainscott, counselor. Duane Kline, principal.
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Measurable Objective 4:

demonstrate student proficiency (pass rate) of 53.7% proficient and distinguished performance in science by 05/26/2017 as measured by performance on the Spring 2017 Biology EOC.

(shared) Strategy 1:

Utilize PLC structures to analyze performance data - Core academic professional learning communities meet formally once a week. During these meetings, the PLC's analyze student performance data on classroom level formative assessments as well as standardized assessments given by the state. This analysis then informs lesson planning, assessment creation and student guidance efforts.

Category: Management Systems

Research Cited: Hattie, John. Visible Learning.

Professional Development: effect size=.62

Teaching Strategies: effect size=.60

Quality of Teaching: effect size=.44

Activity - Weekly PLC meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers within each content area meet together weekly to analyze student performance data (formative and standardized), plan lessons, articulate curricula and discuss effective teaching strategies.	Professional Learning	08/24/2016	05/26/2017	\$0	District Funding	Duane Kline. Doug Wainscott. PLC chairs.

(shared) Strategy 2:

Targeted Group Interventions - Students will be identified from school formative data as "high novice" and "high apprentice". Students in these "bubble" groups will be targeted in small groups for intervention during our seminar time to improve performance, raising them into the next performance level. Students will be targeted by grade level in reading and math and will receive skill-based assistance/intervention to help them reach the next performance level.

Category: Integrated Methods for Learning

Activity - Seminar Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Owen County High School

Targeted students will be pulled out of their seminar classes to receive additional skill-based instruction in reading and math.	Academic Support Program	01/09/2017	05/19/2017	\$0	No Funding Required	OCHS math and English teachers. Doug Wainscott, counselor. Duane Kline, principal.
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Measurable Objective 5:

demonstrate student proficiency (pass rate) of 66.4% proficient and distinguished performance in social studies by 05/26/2017 as measured by performance on the Spring 2017 US History EOC.

(shared) Strategy 1:

Utilize PLC structures to analyze performance data - Core academic professional learning communities meet formally once a week. During these meetings, the PLC's analyze student performance data on classroom level formative assessments as well as standardized assessments given by the state. This analysis then informs lesson planning, assessment creation and student guidance efforts.

Category: Management Systems

Research Cited: Hattie, John. Visible Learning.

Professional Development: effect size=.62

Teaching Strategies: effect size=.60

Quality of Teaching: effect size=.44

Activity - Weekly PLC meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers within each content area meet together weekly to analyze student performance data (formative and standardized), plan lessons, articulate curricula and discuss effective teaching strategies.	Professional Learning	08/24/2016	05/26/2017	\$0	District Funding	Duane Kline. Doug Wainscott. PLC chairs.

(shared) Strategy 2:

Targeted Group Interventions - Students will be identified from school formative data as "high novice" and "high apprentice". Students in these "bubble" groups will be targeted in small groups for intervention during our seminar time to improve performance, raising them into the next performance level. Students will be targeted by grade level in reading and math and will receive skill-based assistance/intervention to help them reach the next performance level.

Category: Integrated Methods for Learning

Activity - Seminar Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Owen County High School

Targeted students will be pulled out of their seminar classes to receive additional skill-based instruction in reading and math.	Academic Support Program	01/09/2017	05/19/2017	\$0	No Funding Required	OCHS math and English teachers. Doug Wainscott, counselor. Duane Kline, principal.
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Measurable Objective 6:

demonstrate student proficiency (pass rate) of 56.7% proficient and distinguished performance in writing by 05/26/2017 as measured by performance on the 10th and 11th grade On-Demand writing assessments.

(shared) Strategy 1:

Utilize PLC structures to analyze performance data - Core academic professional learning communities meet formally once a week. During these meetings, the PLC's analyze student performance data on classroom level formative assessments as well as standardized assessments given by the state. This analysis then informs lesson planning, assessment creation and student guidance efforts.

Category: Management Systems

Research Cited: Hattie, John. Visible Learning.

Professional Development: effect size=.62

Teaching Strategies: effect size=.60

Quality of Teaching: effect size=.44

Activity - Weekly PLC meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers within each content area meet together weekly to analyze student performance data (formative and standardized), plan lessons, articulate curricula and discuss effective teaching strategies.	Professional Learning	08/24/2016	05/26/2017	\$0	District Funding	Duane Kline. Doug Wainscott. PLC chairs.

(shared) Strategy 2:

Targeted Group Interventions - Students will be identified from school formative data as "high novice" and "high apprentice". Students in these "bubble" groups will be targeted in small groups for intervention during our seminar time to improve performance, raising them into the next performance level. Students will be targeted by grade level in reading and math and will receive skill-based assistance/intervention to help them reach the next performance level.

Category: Integrated Methods for Learning

Activity - Seminar Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Owen County High School

Targeted students will be pulled out of their seminar classes to receive additional skill-based instruction in reading and math.	Academic Support Program	01/09/2017	05/19/2017	\$0	No Funding Required	OCHS math and English teachers. Doug Wainscott, counselor. Duane Kline, principal.
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Goal 10: All graduates of OCHS will be College and/or Career Ready (CCR)

Measurable Objective 1:

achieve college and career readiness by increasing the percentage of career ready students by 05/26/2017 as measured by having 50% of OCHS graduates meet requirements for career readiness by earning an industry certification or passing the KOSSA assessment.

Strategy 1:

Junior and Senior parent CCR conversations - The College and Career counselor will meet with every junior and senior parent and student to ensure that each student has a post-secondary plan. These meetings can also include financial aid guidance, career counseling and guidance, military recruiting information and college entrance preparation.

Category: Stakeholder Engagement

Activity - College and Career Parent conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The OCHS college and career counselor will meet with every junior and senior parent and student. A variety of college and career guidance topics and activities are discussed and followed up upon.	Parent Involvement, Career Preparation/Orientation	08/10/2016	05/26/2017	\$55000	GRECC Race to the Top	Anne Kline. Duane Kline.

Measurable Objective 2:

achieve college and career readiness by increasing the percentage of students meeting academic benchmarks on the ACT, KYOTE, Compass and WorkKeys assessments by 05/26/2017 as measured by measuring the percentage of students reaching academic benchmarks on the ACT, KYOTE, Compass and WorkKeys assessments.

Strategy 1:

Targeted Group Interventions - Junior and senior students will be identified by their performance on the CERT formative assessment and the ACT regarding the reaching of academic benchmarks in Reading, Math and English. Students will be grouped by the number of benchmarks they have already met, and by their proximity to reaching additional benchmarks. They will then receive targeted instruction to help them attain the benchmark performances they need to reach.

Category: Learning Systems

Activity - Targeted Group Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Owen County High School

Identified students will receive targeted instruction, tutoring and online instruction to help them reach performance benchmarks in reading, math and English on the ACT, KYOTE, Compass and WorkKeys assessments in order to help them reach College and Career Readiness.	Academic Support Program, Technology, Tutoring, Direct Instruction	09/06/2016	05/26/2017	\$0	District Funding	Duane Kline, Principal. Anne Kline, CCR coach. OCHS English faculty. OCHS Math Faculty.
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Goal 11: The 5-year AFGR for the class of 2017 will be 94.6% (Grad Rate)

Measurable Objective 1:

improve graduation rate to 94.6% for the class of 2017 (5-yr AFGR) by 06/29/2018 as measured by the percentage of graduates completing graduation requirements in 5 years.

Strategy 1:

Advisor/Advisee structure - Students are assigned to faculty advisors who periodically discuss post-secondary plans, grades, attendance and behavior with students. These faculty are also touchstones for parents in the school system. These advisors stay with students in grades 10-12.

Category: Management Systems

Activity - Advisor/Advisee conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty advisors meet with students in their seminar classes to discuss grades, behavior, attendance and post-secondary plans.	Academic Support Program, Career Preparation/Orientation, Behavioral Support Program	11/01/2016	03/01/2017	\$0	No Funding Required	OCHS administration . OCHS counseling office. OCHS faculty advisors.

Goal 12: Owen County High School will design and implement an effective high school level Response to Intervention system

Measurable Objective 1:

collaborate to design and implement effective Response to Intervention practices by 01/13/2017 as measured by increasing the number of students formally identified and served through RtI interventions.

Comprehensive School Improvement Plan

Owen County High School

Strategy 1:

Rtl Identification Process - Teachers will collaborate to identify specific thresholds at which students should be included in the Rtl framework. These thresholds might include failing multiple classes, performing on CERT formative assessments below a certain level, reaching a specific number of behavioral referrals in a given time frame, etc..

Teachers will then submit a referral to our Rtl manager, who will then organize planning meetings with that student's teachers and parents to discuss an intervention plan forward.

Category: Continuous Improvement

Activity - Rtl manager	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A faculty member has been named to take the roll of Rtl manager and oversee the development and implementation of the Rtl framework.	Academic Support Program, Behavioral Support Program	01/03/2017	05/26/2017	\$0	District Funding	Duane Kline, principal. Doug Wainscott, counselor. Anne Kline, CCR coach. Kevin Webster, Rtl manager.

Strategy 2:

Development of Rtl Triggers - Specific student performance triggers will be developed by the OCHS Leadership team and/or PLC's under the guidance of the Rtl Manager.

Category: Learning Systems

Activity - Leadership/PLC meeting developing Rtl performance triggers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The OCHS Leadership team, with PLC inputs, will develop a core set of student performance triggers that will indicate that a student should be referred to our Rtl framework.	Academic Support Program, Policy and Process, Behavioral Support Program	12/14/2016	01/13/2017	\$0	No Funding Required	Duane Kline, Principal. OCHS Leadership team. Kevin Webster, Rtl manager.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
OCHS Spring Showcase	Parents will be invited to an evening where we will highlight student work and performances that exceed expectations. This will include academic teachers and students, clubs, teams and performing groups. The goal will be to have every student represented in at least one way, either individually or as part of a group, with a piece of work or a performance that exceeds expectations.	Parent Involvement, Community Engagement	03/15/2017	04/28/2017	\$500	Duane Kline. Doug Wainscott. FRYSC staff. SBDM council. Clubs. GRIT team. Principal's Advisory Council.
Total					\$500	

GRECC Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
College and Career Parent conferences	The OCHS college and career counselor will meet with every junior and senior parent and student. A variety of college and career guidance topics and activities are discussed and followed up upon.	Parent Involvement, Career Preparation/Orientation	08/10/2016	05/26/2017	\$55000	Anne Kline. Duane Kline.
Total					\$55000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reward field trips	Reward trips for juniors who make all CCR benchmarks on the March ACT and all seniors who make College or Career Ready status. All rewards will occur at intervals that correlate to high-stakes assessments.	Field Trip	08/10/2016	05/26/2017	\$4000	Duane Kline. Jennifer Power. Faculty GRIT team.

Comprehensive School Improvement Plan

Owen County High School

Honor roll breakfasts	Parents and honor roll students will be invited to attend a recognition breakfast at the school each nine weeks.	Community Engagement	02/01/2017	09/01/2017	\$1500	Duane Kline. Doug Wainscott. Cafeteria staff. Office staff. Faculty and student GRIT teams.
Basketball Parent Hospitality Night	On January 22, 2016, OCHS teachers and administration will provide a parent hospitality room during our Gallatin County home boys' basketball games. We will offer an assortment of snacks and we will ask parents to provide a nominal amount of feedback about parent/school communication. This is an effort to create a gateway through which additional communication and parent service opportunities could occur. We will advertise this event on our website, through a OneCall to the school community and through signage around the school and community.	Parent Involvement, Community Engagement, Extra Curricular	12/05/2016	03/17/2017	\$100	Faculty Fun Team. Duane Kline. Doug Wainscott. SBDM Council
Total					\$5600	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Common planning in the master schedule	Common planning time will be provided to the extent possible so that PLC's can meet during the regularly scheduled school day.	Policy and Process, Professional Learning, Recruitment and Retention	08/10/2016	05/26/2017	\$0	Doug Wainscott, counselor. Duane Kline, principal.
Leadership/PLC meeting developing Rtl performance triggers	The OCHS Leadership team, with PLC inputs, will develop a core set of student performance triggers that will indicate that a student should be referred to our Rtl framework.	Academic Support Program, Policy and Process, Behavioral Support Program	12/14/2016	01/13/2017	\$0	Duane Kline, Principal. OCHS Leadership team. Kevin Webster, Rtl manager.
Advisor/Advisee conferences	Faculty advisors meet with students in their seminar classes to discuss grades, behavior, attendance and post-secondary plans.	Academic Support Program, Career Preparation/Orientation, Behavioral Support Program	11/01/2016	03/01/2017	\$0	OCHS administration . OCHS counseling office. OCHS faculty advisors.

Comprehensive School Improvement Plan

Owen County High School

Leadership team PLC management	The Leadership Team will meet monthly to help Mr. Kline monitor PLC meetings, data management and development of deliverables. During these meetings PLC's will be assigned their presentations to the faculty at each month's faculty meeting.	Policy and Process, Professional Learning	01/03/2017	05/26/2017	\$0	PLC chairs, Duane Kline, Doug Wainscott, Charles Hagg.
30/60/90 day planning meetings	Every PLC will meet during the first two full weeks of January 2017 in order to create 30/60/90 day plans to reduce the number of novice students as a percentage on the spring 2017 EOC's. Special focus will be placed on math and reading.	Academic Support Program, Policy and Process, Professional Learning, Behavioral Support Program	01/03/2017	05/26/2017	\$0	Duane Kline. Reggie Taylor. PLC Chairs of all PLC's.
Survey of staff regarding PD needs	A survey to determine priority professional development needs will be developed and administered to the OCHS staff. Results will be used to guide professional learning opportunities in the second semester of the 2016-17 school year moving into the next school year as well.	Professional Learning	11/30/2016	12/16/2016	\$0	Duane Kline. OCHS Leadership Team. Charles Hagg.
Parent conference nights	Four evenings during the school year that parents can call ahead and schedule a 15 minute conference with their child's teachers. The nights will be schedule as couplets, a Tuesday/Thursday in the fall semester, and a Tuesday/Thursday in the spring semester.	Parent Involvement	10/11/2016	05/26/2017	\$0	Administration , counselor and faculty of Owen County High School
Formation of the PD team	Mr. Kline and PLC chairs will meet to select PD team members, with one member coming from each PLC. This team will then meet to research and produce the PD catalog for faculty use.	Professional Learning	01/03/2017	01/31/2017	\$0	Duane Kline. PLC chairs. Reggie Taylor.
Seminar Intervention	Targeted students will be pulled out of their seminar classes to receive additional skill-based instruction in reading and math.	Academic Support Program	01/09/2017	05/19/2017	\$0	OCHS math and English teachers. Doug Wainscott, counselor. Duane Kline, principal.
GRIT Teams work sessions	Members of the faculty GRIT team and the student GRIT team will meet to discuss, plan and create the guiding procedures and policies for our Faculty Recognition program, including Teacher of the Month and of the Year.	Policy and Process, Other - school culture improvement, Community Engagement, Recruitment and Retention	10/12/2016	05/26/2017	\$0	Faculty GRIT team. Student GRIT team. Duane Kline

Comprehensive School Improvement Plan

Owen County High School

PLC 30/60/90 day planning	PLC's will meet during the first two full weeks of January 2017 to develop 30/60/90 day plans for reducing the number of novice students in each department and grade level. Focus will be on reading and math performance.	Academic Support Program, Policy and Process, Behavioral Support Program	01/03/2017	05/26/2017	\$0	Duane Kline. Reggie Taylor. PLC Chairs for all PLC's.
Advisor phone calls	Beginning three weeks prior to the end of each 9 week grading period, advisor teachers will call the parents of each of the students in their advisement group. They will discuss the student's progress, any challenges that the students seems to be facing, and will solicit the parent's help for the student. The advisor will also invite the parent to set up parent conferences when desired and will direct the parent toward information resources that are available to them (school website, parent portal, etc.).	Parent Involvement	01/03/2017	05/26/2017	\$0	Faculty and administration of OCHS
Club Fair	Once each semester, clubs will present themselves for students to consider joining. This will occur at the beginning of September and during the month of January each year. Students will walk through the club fair, talking to officers and club members, and signing up for potential membership with those clubs that they are interested in.	Extra Curricular	08/25/2014	01/30/2015	\$0	Duane Kline; Doug Wainscott; Club sponsors
Total					\$0	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
OCHS Leadership/TED day	Student leaders from the student GRIT team and the principal's advisory council will combine to plan a community leadership day where they will plan and make a variety of presentations to students, faculty, parents and community members regarding leadership topics of their choosing.	Community Engagement	01/05/2015	04/30/2015	\$1000	Adult GRIT team. Duane Kline. Student GRIT team. Principal's Advisory Council. Doug Wainscott.
Research PD opportunities for PLC use	The PD team will review the school PD budget, prioritize data from the annual faculty PD survey, research PD programs and opportunities and will produce a PD catalog for the faculty, focusing on PD opportunities for each PLC. Examples of these opportunities include local OVEC offerings, national and state conferences, book studies and PD 360 opportunities.	Professional Learning	11/01/2016	05/26/2017	\$300	Duane Kline. PLC chairs. PD team members. Reggie Taylor.

Comprehensive School Improvement Plan

Owen County High School

Shipley and Assoc. training	Shipley and Associates (or a comparable KDE group) will lead the OCHS faculty through School Improvement Planning and Continuous School Improvement training, Phase II (2 days) as a continuation of the systems work that will inform full and effective implementation of systems of PLC's, Rtl and Special Education management.	Policy and Process, Professional Learning	08/09/2017	08/11/2017	\$4500	Reggie Taylor. Duane Kline. Shipley trainers. SBDM council members.
Total					\$5800	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Targeted Group Interventions	Identified students will receive targeted instruction, tutoring and online instruction to help them reach performance benchmarks in reading, math and English on the ACT, KYOTE, Compass and WorkKeys assessments in order to help them reach College and Career Readiness.	Academic Support Program, Technology, Tutoring, Direct Instruction	09/06/2016	05/26/2017	\$0	Duane Kline, Principal. Anne Kline, CCR coach. OCHS English faculty. OCHS Math Faculty.
Fourth period extended intervention flexible scheduling	Students who are identified by prior year CERT testing as being in the high apprentice level will be scheduled into a year long, grade level appropriate math class that will provide low class size math intervention instruction. Students can move out of the intervention class once they make benchmark, and new students can be moved in as long as lower class size is maintained and monitored.	Academic Support Program, Class Size Reduction	08/12/2015	05/26/2017	\$0	Math faculty. Doug Wainscott. Duane Kline.
Rtl manager	A faculty member has been named to take the roll of Rtl manager and oversee the development and implementation of the Rtl framework.	Academic Support Program, Behavioral Support Program	01/03/2017	05/26/2017	\$0	Duane Kline, principal. Doug Wainscott, counselor. Anne Kline, CCR coach. Kevin Webster, Rtl manager.
4th period block intervention scheduling	Students who are identified as in the upper apprentice range on prior year CERT testing are placed in a grade level appropriate English classes during our 4th period block sections where they can receive extended core instruction and focused intervention in reading and writing.	Academic Support Program, Class Size Reduction, Direct Instruction	08/12/2015	05/26/2017	\$0	OCHS English teachers. Doug Wainscott. Duane Kline

Comprehensive School Improvement Plan

Owen County High School

Weekly PLC meetings	Teachers within each content area meet together weekly to analyze student performance data (formative and standardized), plan lessons, articulate curricula and discuss effective teaching strategies.	Professional Learning	08/24/2016	05/26/2017	\$0	Duane Kline. Doug Wainscott. PLC chairs.
Total					\$0	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	We are using the Continuous Classroom Improvement model with PD provided by Jim Shipley and Associates.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

Comprehensive School Improvement Plan

Owen County High School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

Comprehensive School Improvement Plan

Owen County High School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

Comprehensive School Improvement Plan

Owen County High School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	www.owen.kyschools.us/1/home	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	N/A	We have not had that situation during this past year.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	N/A		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Comprehensive School Improvement Plan

Owen County High School

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

Phase II - KDE Compliance and Accountability - Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

Every parent of an OCHS student will be invited to participate in an organized, meaningful volunteer activity at Owen County High School

Measurable Objective 1:

collaborate to create an organized, effective parent and community volunteer organization that supports the students at Owen County High School by 03/17/2017 as measured by the development of a volunteer plan to be put into action by the first semester of the 2017-18 school year.

Strategy1:

Volunteer taskforce - During the spring semester of the 2012-13 school year, the principal and SBDM council at OCHS will work with parents, teachers and community members to begin designing an efficient and effective volunteer plan to be put in place during the second semester of the 2013-14 school year.

Category:

Research Cited:

Activity - Invitation to participate in the OCHS volunteer taskforce	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The OCHS SBDM council will invite teachers and parents to participate in a parent/community volunteer task force charged with creating a parent and community volunteerism plan that will be put into place during the second semester of the 2013-14 school year.	Parent Involvement	03/11/2013	03/29/2013	\$200 - Title I Schoolwide	Principal and members of the SBDM council

Goal 2:

Create a professional development system that provides all staff with meaningful professional development (TELL improvement)

Measurable Objective 1:

collaborate to do a needs assessment of all staff regarding professional development needs by 12/16/2016 as measured by the results of a staff wide survey to assess professional development needs.

Strategy1:

Professional development survey - A principal-designed survey will be given to ALL OCHS staff (certified and non-certified) to determine priority professional learning needs. Providing individualized, meaningful professional development needs was identified as an area of need on our most recent TELL survey.

Comprehensive School Improvement Plan

Owen County High School

Category: Professional Learning & Support

Research Cited: TELL survey results (2016)

Activity - Survey of staff regarding PD needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A survey to determine priority professional development needs will be developed and administered to the OCHS staff. Results will be used to guide professional learning opportunities in the second semester of the 2016-17 school year moving into the next school year as well.	Professional Learning	11/30/2016	12/16/2016	\$0 - No Funding Required	Duane Kline. OCHS Leadership Team. Charles Hagg.

Measurable Objective 2:

collaborate to identify professional development programs and resources that are applicable to faculty and school needs by 02/17/2017 as measured by the formation of a faculty professional development team to catalog and promote professional development opportunities and resources.

Strategy1:

Create faculty PD team - Each PLC will have one member designated as a working member of the PD team. The team will work to produce a listing of conferences, seminars and resources for each PLC, as well as to take the results of the faculty PD annual survey and create a general list of professional development opportunities that could be tied to our school improvement planning.

Category: Professional Learning & Support

Research Cited:

Activity - Research PD opportunities for PLC use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PD team will review the school PD budget, prioritize data from the annual faculty PD survey, research PD programs and opportunities and will produce a PD catalog for the faculty, focusing on PD opportunities for each PLC. Examples of these opportunities include local OVEC offerings, national and state conferences, book studies and PD 360 opportunities.	Professional Learning	11/01/2016	05/26/2017	\$300 - School Council Funds	Duane Kline. PLC chairs. PD team members. Reggie Taylor.

Activity - Formation of the PD team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mr. Kline and PLC chairs will meet to select PD team members, with one member coming from each PLC. This team will then meet to research and produce the PD catalog for faculty use.	Professional Learning	01/03/2017	01/31/2017	\$0 - No Funding Required	Duane Kline. PLC chairs. Reggie Taylor.

Goal 3:

Develop a system for recognizing excellent student and teacher performances (TELL)

Measurable Objective 1:

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collaborate to develop a system of rewards for excellent student academic and non-academic performances by 02/17/2017 as measured by creating and holding celebrations for outstanding student performances.

Strategy1:

Create a calendar of celebrations for student performances - We will develop a list of student performances that we will assign rewards to as well as levels of performance that will be rewarded. This plan will be rolled out to students and events will be held as the performances yield results.

Category: Human Capital Management

Research Cited:

Activity - Reward field trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reward trips for juniors who make all CCR benchmarks on the March ACT and all seniors who make College or Career Ready status. All rewards will occur at intervals that correlate to high-stakes assessments.	Field Trip	08/10/2016	05/26/2017	\$4000 - Other	Duane Kline. Jennifer Power. Faculty GRIT team.

Activity - Honor roll breakfasts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and honor roll students will be invited to attend a recognition breakfast at the school each nine weeks.	Community Engagement	02/01/2017	09/01/2017	\$1500 - Other	Duane Kline. Doug Wainscott. Cafeteria staff. Office staff. Faculty and student GRIT teams.

Goal 4:

A teacher recognition system will be designed and implemented during the 2016-17 school year (TELL)

Measurable Objective 1:

collaborate to develop a teacher recognition system by 12/16/2016 as measured by the development of a written teacher recognition system including Teacher of the Month and Teacher of the Year awards.

Strategy1:

Teacher of the Month - Teachers will be recognized monthly for their excellent work in encouraging progress and exceptional work in our students.

Category: Human Capital Management

Research Cited:

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Activity - GRIT Teams work sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Members of the faculty GRIT team and the student GRIT team will meet to discuss, plan and create the guiding procedures and policies for our Faculty Recognition program, including Teacher of the Month and of the Year.	Other - school culture improvement Policy and Process Community Engagement Recruitment and Retention	10/12/2016	05/26/2017	\$0 - No Funding Required	Faculty GRIT team. Student GRIT team. Duane Kline

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

Increase the combined average reading and math proficiency ratings for all students in the non-duplicated gap group to 45.1% during 2016-17 (GAP Improvement)

Measurable Objective 1:

demonstrate student proficiency (pass rate) with the non-duplicated gap group on the 2017 Alg II EOC and the 2017 English 10 EOC test by 05/26/2017 as measured by achieving an average of 45.1% using the proficiency rates on these two tests for the non-duplicated gap group.

Strategy1:

30-60-90 Plan - The leadership team and the Math and English PLC's will work with a 30-60-90 day improvement plan that focuses on preparation for the ACT (11th grade), 10th grade English EOC (10th grade) and the Algebra II EOC (11th grade)

Category: Continuous Improvement

Research Cited:

Activity - PLC 30/60/90 plan design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each content PLC will develop a 30/60/90 plan for the second semester.	Professional Learning Direct Instruction Policy and Process	01/03/2017	05/26/2017	\$0 - No Funding Required	PLC Chairs. Reggie Taylor. Duane Kline

Strategy2:

English 10 Boot Camp - During the second semester, review for the English 10 EOC and the On Demand Writing test will be spiraled in an increasingly quick rate until the week before the test. During that week we will host a grade level bootcamp for all students who are taking the English10 EOC, focusing on the core standards and allowing students to ask questions and discuss the content ahead of the exam.

Category: Learning Systems

Research Cited:

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Activity - English 10 Boot Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students taking the 10th grade English EOC will meet with the English faculty who will cover the specific standards that are the focus of the exam.	Direct Instruction	05/08/2017	05/12/2017	\$0 - No Funding Required	Duane Kline. Doug Wainscott. Joleen Vinlove. Stefany Wilson. Regan Wann. Lauren Doyle. Doris Beverly.

Strategy3:

EOC Boot Camp - Prior to End of Course tests, students in each EOC area are brought together for 1/2 day to focus on test-taking skills and strategies as well as a final opportunity to review key portions of tested content with the faculty of the area being tested.

Category: Integrated Methods for Learning

Research Cited:

Activity - Alg II EOC Boot Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Algebra II students will be brought together in the week preceding the Alg II EOC to review test-taking skills and strategies, and to work with the math departmental faculty to review core content that is tested on the EOC.	Academic Support Program Direct Instruction	05/08/2017	05/12/2017	\$250 - District Funding	OCHS Math Faculty. Duane Kline. Anne Kline.

Measurable Objective 2:

collaborate to Engage students who are at the novice level in reading and math in our Rtl process by 05/26/2017 as measured by Tracking the number of students engaged in Rtl who raise at least one level of performance (out of novice).

Strategy1:

Rtl process management - Our Rtl manager will evaluate student performance data and will target students who are currently performing at the novice level in reading and math. We will begin interventions with students who are closest to improving their level of performance to the apprentice level. The manager will contact the parents and teachers of these students, and will help to identify specific strategies to assist each student to improve at least one level.

Category: Management Systems

Research Cited:

Activity - Rtl management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Rtl manager will identify students using testing data. He will then take the list of targeted students (approximately 20) to each grade level PLC to identify specific students who have a high probability of being successful in moving up from the novice level. The manager and the PLC's will discuss and implement specific interventions to impact student success.	Academic Support Program Behavioral Support Program	01/03/2017	05/26/2017	\$0 - No Funding Required	Kevin Webster. Duane Kline. Grade level/ PLC chairs: Amy Fecke, Jenny Urie, Nathan Gambrell, Lauren Doyle.

Goal 2:

The percentage of novice students on the Spring 2017 English 10 EOC will be reduced to 30% from 36.8% in 2015 (Novice Reduction)

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Measurable Objective 1:

A 7% decrease of Tenth grade students will demonstrate student proficiency (pass rate) by reducing the novice performance rate from 37% to 30% in Reading by 05/26/2017 as measured by student performance on the Spring 2017 English 10 EOC test.

Strategy1:

30/60/90 Day planning - Every PLC will meet to design and implement a 30/60/90 day plan to reduce the number of novice students, particularly focusing on math and reading groups at each grade level.

Category: Professional Learning & Support

Research Cited:

Activity - 30/60/90 day planning meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every PLC will meet during the first two full weeks of January 2017 in order to create 30/60/90 day plans to reduce the number of novice students as a percentage on the spring 2017 EOC's. Special focus will be placed on math and reading.	Professional Learning Policy and Process Academic Support Program Behavioral Support Program	01/03/2017	05/26/2017	\$0 - No Funding Required	Duane Kline. Reggie Taylor. PLC Chairs of all PLC's.

Strategy2:

Extended small group scheduling - Students identified as at apprentice level through CERT testing are scheduled into specific intervention periods for English during the school day.

Category: Management Systems

Research Cited:

Activity - 4th period block intervention scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified as in the upper apprentice range on prior year CERT testing are placed in a grade level appropriate English classes during our 4th period block sections where they can receive extended core instruction and focused intervention in reading and writing.	Academic Support Program Class Size Reduction Direct Instruction	08/12/2015	05/26/2017	\$0 - District Funding	OCHS English teachers. Doug Wainscott. Duane Kline

Goal 3:

The percentage of novice students on the Spring 2017 ALG II EOC will be reduced to 33% (in 2017) from 43% in 2015 (Novice Reduction)

Measurable Objective 1:

A 10% decrease of Eleventh grade students will demonstrate student proficiency (pass rate) by reducing the percentage of novice students on the Alg II EOC in Mathematics by 05/26/2017 as measured by measuring a reduction in the percentage of novice students on the Spring 2017 Alg II EOC.

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Strategy1:

Extended Small Group Scheduling - Students identified with prior year CERT testing as being in the high apprentice level will be scheduled into an extended, small group setting for academic interventions in math.

Category: Management Systems

Research Cited:

Activity - Fourth period extended intervention flexible scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified by prior year CERT testing as being in the high apprentice level will be scheduled into a year long, grade level appropriate math class that will provide low class size math intervention instruction. Students can move out of the intervention class once they make benchmark, and new students can be moved in as long as lower class size is maintained and monitored.	Class Size Reduction Academic Support Program	08/12/2015	05/26/2017	\$0 - District Funding	Math faculty. Doug Wainscott. Duane Kline.

Strategy2:

30/60/90 Planning - Every PLC will be responsible for developing a 30/60/90 day plan for identifying interventions intended to reduce the number of novice students in reading and in math during the 2nd semester.

Category: Continuous Improvement

Research Cited:

Activity - PLC 30/60/90 day planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's will meet during the first two full weeks of January 2017 to develop 30/60/90 day plans for reducing the number of novice students in each department and grade level. Focus will be on reading and math performance.	Policy and Process Academic Support Program Behavioral Support Program	01/03/2017	05/26/2017	\$0 - No Funding Required	Duane Kline. Reggie Taylor. PLC Chairs for all PLC's.

All children-were screened for kindergarten readiness. If yes, name the assessment.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

N/A (this question does not apply)

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

N/A (this question does not apply)

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The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the combined average reading and math proficiency ratings for all students in the non-duplicated gap group to 45.1% during 2016-17 (GAP Improvement)

Measurable Objective 1:

demonstrate student proficiency (pass rate) with the non-duplicated gap group on the 2017 Alg II EOC and the 2017 English 10 EOC test by 05/26/2017 as measured by achieving an average of 45.1% using the proficiency rates on these two tests for the non-duplicated gap group.

Strategy1:

English 10 Boot Camp - During the second semester, review for the English 10 EOC and the On Demand Writing test will be spiraled in an increasingly quick rate until the week before the test. During that week we will host a grade level bootcamp for all students who are taking the English10 EOC, focusing on the core standards and allowing students to ask questions and discuss the content ahead of the exam.

Category: Learning Systems

Research Cited:

Activity - English 10 Boot Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students taking the 10th grade English EOC will meet with the English faculty who will cover the specific standards that are the focus of the exam.	Direct Instruction	05/08/2017	05/12/2017	\$0 - No Funding Required	Duane Kline. Doug Wainscott. Joleen Vinlove. Stefany Wilson. Regan Wann. Lauren Doyle. Doris Beverly.

Strategy2:

EOC Boot Camp - Prior to End of Course tests, students in each EOC area are brought together for 1/2 day to focus on test-taking skills and strategies as well as a final opportunity to review key portions of tested content with the faculty of the area being tested.

Category: Integrated Methods for Learning

Research Cited:

Activity - Alg II EOC Boot Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Algebra II students will be brought together in the week preceding the Alg II EOC to review test-taking skills and strategies, and to work with the math departmental faculty to review core content that is tested on the EOC.	Direct Instruction Academic Support Program	05/08/2017	05/12/2017	\$250 - District Funding	OCHS Math Faculty. Duane Kline. Anne Kline.

Strategy3:

30-60-90 Plan - The leadership team and the Math and English PLC's will work with a 30-60-90 day improvement plan that focuses on preparation for the ACT (11th grade), 10th grade English EOC (10th grade) and the Algebra II EOC (11th grade)

Category: Continuous Improvement

Research Cited:

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Activity - PLC 30/60/90 plan design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each content PLC will develop a 30/60/90 plan for the second semester.	Policy and Process Direct Instruction Professional Learning	01/03/2017	05/26/2017	\$0 - No Funding Required	PLC Chairs. Reggie Taylor. Duane Kline

Measurable Objective 2:

collaborate to Engage students who are at the novice level in reading and math in our Rtl process by 05/26/2017 as measured by Tracking the number of students engaged in Rtl who raise at least one level of performance (out of novice).

Strategy1:

Rtl process management - Our Rtl manager will evaluate student performance data and will target students who are currently performing at the novice level in reading and math. We will begin interventions with students who are closest to improving their level of performance to the apprentice level. The manager will contact the parents and teachers of these students, and will help to identify specific strategies to assist each student to improve at least one level.

Category: Management Systems

Research Cited:

Activity - Rtl management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Rtl manager will identify students using testing data. He will then take the list of targeted students (approximately 20) to each grade level PLC to identify specific students who have a high probability of being successful in moving up from the novice level. The manager and the PLC's will discuss and implement specific interventions to impact student success.	Behavioral Support Program Academic Support Program	01/03/2017	05/26/2017	\$0 - No Funding Required	Kevin Webster. Duane Kline. Grade level/ PLC chairs: Amy Fecke, Jenny Urie, Nathan Gambrell, Lauren Doyle.

Goal 2:

The percentage of novice students on the Spring 2017 English 10 EOC will be reduced to 30% from 36.8% in 2015 (Novice Reduction)

Measurable Objective 1:

A 7% decrease of Tenth grade students will demonstrate student proficiency (pass rate) by reducing the novice performance rate from 37% to 30% in Reading by 05/26/2017 as measured by student performance on the Spring 2017 English 10 EOC test.

Strategy1:

Extended small group scheduling - Students identified as at apprentice level through CERT testing are scheduled into specific intervention periods for English during the school day.

Category: Management Systems

Research Cited:

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Activity - 4th period block intervention scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified as in the upper apprentice range on prior year CERT testing are placed in a grade level appropriate English classes during our 4th period block sections where they can receive extended core instruction and focused intervention in reading and writing.	Class Size Reduction Direct Instruction Academic Support Program	08/12/2015	05/26/2017	\$0 - District Funding	OCHS English teachers. Doug Wainscott. Duane Kline

Strategy2:

30/60/90 Day planning - Every PLC will meet to design and implement a 30/60/90 day plan to reduce the number of novice students, particularly focusing on math and reading groups at each grade level.

Category: Professional Learning & Support

Research Cited:

Activity - 30/60/90 day planning meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every PLC will meet during the first two full weeks of January 2017 in order to create 30/60/90 day plans to reduce the number of novice students as a percentage on the spring 2017 EOC's. Special focus will be placed on math and reading.	Policy and Process Behavioral Support Program Academic Support Program Professional Learning	01/03/2017	05/26/2017	\$0 - No Funding Required	Duane Kline. Reggie Taylor. PLC Chairs of all PLC's.

Goal 3:

The percentage of novice students on the Spring 2017 ALG II EOC will be reduced to 33% (in 2017) from 43% in 2015 (Novice Reduction)

Measurable Objective 1:

A 10% decrease of Eleventh grade students will demonstrate student proficiency (pass rate) by reducing the percentage of novice students on the Alg II EOC in Mathematics by 05/26/2017 as measured by measuring a reduction in the percentage of novice students on the Spring 2017 Alg II EOC.

Strategy1:

30/60/90 Planning - Every PLC will be responsible for developing a 30/60/90 day plan for identifying interventions intended to reduce the number of novice students in reading and in math during the 2nd semester.

Category: Continuous Improvement

Research Cited:

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Activity - PLC 30/60/90 day planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's will meet during the first two full weeks of January 2017 to develop 30/60/90 day plans for reducing the number of novice students in each department and grade level. Focus will be on reading and math performance.	Behavioral Support Program Policy and Process Academic Support Program	01/03/2017	05/26/2017	\$0 - No Funding Required	Duane Kline. Reggie Taylor. PLC Chairs for all PLC's.

Strategy2:

Extended Small Group Scheduling - Students identified with prior year CERT testing as being in the high apprentice level will be scheduled into an extended, small group setting for academic interventions in math.

Category: Management Systems

Research Cited:

Activity - Fourth period extended intervention flexible scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified by prior year CERT testing as being in the high apprentice level will be scheduled into a year long, grade level appropriate math class that will provide low class size math intervention instruction. Students can move out of the intervention class once they make benchmark, and new students can be moved in as long as lower class size is maintained and monitored.	Class Size Reduction Academic Support Program	08/12/2015	05/26/2017	\$0 - District Funding	Math faculty. Doug Wainscott. Duane Kline.

The school identified specific strategies to increase the average freshman graduation rate.

Goal 1:

The 5-year AFGR for the class of 2017 will be 94.6% (Grad Rate)

Measurable Objective 1:

improve graduation rate to 94.6% for the class of 2017 (5-yr AFGR) by 06/29/2018 as measured by the percentage of graduates completing graduation requirements in 5 years.

Strategy1:

Advisor/Advisee structure - Students are assigned to faculty advisors who periodically discuss post-secondary plans, grades, attendance and behavior with students. These faculty are also touchstones for parents in the school system. These advisors stay with students in grades 10-12.

Category: Management Systems

Research Cited:

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Activity - Advisor/Advisee conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty advisors meet with students in their seminar classes to discuss grades, behavior, attendance and post-secondary plans.	Academic Support Program Career Preparation/ Orientation Behavioral Support Program	11/01/2016	03/01/2017	\$0 - No Funding Required	OCHS administration. OCHS counseling office. OCHS faculty advisors.

The school identified specific strategies to increase the percentage of students who are college and career ready.

Goal 1:

All graduates of OCHS will be College and/or Career Ready (CCR)

Measurable Objective 1:

achieve college and career readiness by increasing the percentage of career ready students by 05/26/2017 as measured by having 50% of OCHS graduates meet requirements for career readiness by earning an industry certification or passing the KOSSA assessment.

Strategy1:

Junior and Senior parent CCR conversations - The College and Career counselor will meet with every junior and senior parent and student to ensure that each student has a post-secondary plan. These meetings can also include financial aid guidance, career counseling and guidance, military recruiting information and college entrance preparation.

Category: Stakeholder Engagement

Research Cited:

Activity - College and Career Parent conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The OCHS college and career counselor will meet with every junior and senior parent and student. A variety of college and career guidance topics and activities are discussed and followed up upon.	Career Preparation/ Orientation Parent Involvement	08/10/2016	05/26/2017	\$55000 - GRECC Race to the Top	Anne Kline. Duane Kline.

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

Program Review subscores will average 8.3/12 points, including Global Competencies, Arts and Humanities, Writing and Practical Living (Program Review)

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Measurable Objective 1:

complete a portfolio or performance on each of the four program reviews during the 2016-17 school year by 05/26/2017 as measured by achieving an average minimum total subscore of at least 8.3 on each program review.

Strategy1:

Year-long evidence collection - Teachers will be invited to provide evidence for specific areas of each program review throughout the year, rather than only during a short window in the spring.

Category: Continuous Improvement

Research Cited:

Activity - OneNote evidence collection process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be sent emails beginning in November, through March, on specific days that will target specific domains and indicators in program reviews. Teachers have been given links to specific OneNote notebooks where evidence is being collected for each program review.	Technology Policy and Process Professional Learning	11/01/2016	05/26/2017	\$0 - No Funding Required	Administrators and teaching staff at OCHS.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Owen County High School serves the predominantly rural community of Owen County, Kentucky. There are several small communities sprinkled throughout our county, including Owenton, the largest, New Liberty, Sparta and Monterey. OCHS houses 582 students who are 95% white, 4% hispanic and 1% other ethnicities. The faculty has 32 teachers, a counselor, a media specialist and 2 administrators. 77% of the faculty has a master's degree or better, while 74% have 4 or more years experience. The faculty at OCHS is stable, with a turnover rate of 15% or less for the last three years, with turnover largely due to retirements.

We have seen significant growth in our dual enrollment program over the last three years; we presently have over 200 dual credit enrollments, nearly double the amount of enrollments from our first year of dual credit offerings in 2014-15. We have also seen a significant reduction in novice scores on high stakes testing, posting a novice reduction score of 83, doubling the state average of 41 points.

A significant challenge that our community is facing is the closing of the only manufacturing plant in our county. This will result in the loss of 450 jobs in our county; unless another manufacturer moves into the plant, these losses will only exacerbate our growing percentage of free and reduced lunch eligible students.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

At Owen County High School, our purpose is to make a positive difference in the lives of students by developing their potential for leadership, personal growth and career success. We take great pride in the opportunities we provide our students to develop leadership and service. Each year we host a community political forum, a Veteran's Day event attended by over 2000 people and many other service opportunities that our students lead and take part in.

We have a growing and successful arts program that focuses on the visual arts, drama, chorus and instrumental music. We offer a winterguard program for students interested in dance. We perform and exhibit art and talent throughout our community, partnering often with our public library and other community partners to give our students opportunities in the arts.

Our academic programs include a variety of advanced placement courses, students who attend the iLead STEM academy, and dual credit courses offered through partnerships with JCTC, NKU and, in the near future, Kentucky State University.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

We are continuing to grow our partnerships in the dual credit arena. We hope to expand our partnerships beyond JCTC and NKU to include more programs at Kentucky State University and Gateway Community and Technical College. We have seen tremendous growth in the number of students taking advantage of these college credit opportunities, and these students are enjoying great success in the dual credit environment.

We are continuing to seek out effective strategies to engage all students, especially those who are lethargic and disenfranchised in our school. While the majority of students are successfully completing high school (we have a graduation rate of around 92%), we want to ensure that all of our students have the opportunity to be fully engaged, and we are working to achieve that by creating a greater variety of opportunities for students to become involved in.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

One of the key issues facing OCHS is a lack of meaningful connection with homes and parents as we work with students. We very much want to see greater partnerships with parents as we mentor and guide their students into productive futures.