



KDE Comprehensive School Improvement Plan

Owen County High School
Owen County

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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.

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 is the single high school that serves Owen County, Kentucky, located in north central Kentucky. The school serves a student population of approximately 590 students, of whom 97% are white, with the remaining percentage split between Hispanic and black students.

The school is in its fourth year under the current administration. This past year brought change to 20% of the faculty because of a variety of circumstances (retirements and additions to the faculty accounting for half of the change), and with the change in faces has come a renewed positive sense of our purpose and the future.

The community is an agricultural community centered around the small town of Owenton, Kentucky. The town has one significant manufacturing business, several medium-sized farming operations and a sizable health career presence represented by a hospital, a clinic and the Owenton Manor, a home for elderly citizens.

Challenges include a low college-going rate among the adult/parent population, the fact that our student body is spread out over a sizable geographic area (which limits the ability of students and families to take advantage of academic and extracurricular services at the school unless they are transported by school bus) and very limited instructional resources because of the relatively small and limited tax base. The community is presently going through the potential loss of the health clinic and possible loss of the hospital due to bankruptcy, and this has had an immediate, negative impact on the families involved.

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. This purpose guides our work both collectively and individually, with groups of students and with single students needing our guidance.

This purpose grows out of and works with the belief statements listed below to guide our actions and decisions:

- Students' learning needs should be the most important focus of all decisions reflecting the work of the school.
- Students learn in different ways and should be taught with appropriate, personalized approaches.
- Teachers should incorporate the various styles of learning to assist the students in achieving success.
- Each and every student is an important member of our community, with unique physical, social, emotional and intellectual needs.
- Various testing techniques should be used to show student learning.
- Exceptional students (special needs, limited English proficient, gifted and talented) need special services and resources.
- A student's experience at school is heightened and improved by positive relationships and mutual respect between the student and staff members.
- Students need to increase their understanding of different peoples and cultures.
- Administrators, teachers, parents, students and the community share the responsibility for advancing the school's mission.

We are working to expand student leadership opportunities. We believe that every student has something valuable to add to our community of learning, and we are endeavoring to define that value as broadly as possible in order to meaningfully include as many students as possible in our work. We offer programs and course offerings that range from a growing and robust agriculture program centered in the identity of our community to 11 Advanced Placement courses, including AP Studio Art. We also seek to expand our students' experience by offering an early college/dual credit opportunity to seniors who can leave high school with up to 21 college credits through work at the Jefferson Community and Technical College campus in Carrollton, Kentucky. This year has seen us add a program called the iLead Academy that is a shared endeavor with four other districts located in Carrollton as well, where 10 of our students apply to attend and work through a program involving self-paced academic work as well as the Project Lead the Way curriculum.

We also partner with the Carroll County Area Technology Center to offer a broad set of vocational and career offerings to our students, including health sciences, industrial maintenance, construction sciences, and automotive technology. We have successfully integrated a health occupations teacher from the Carrollton campus into our faculty at OCHS; we offer a full slate of health science courses, and we have enjoyed a 100% pass rate as students become certified nurse's assistants.

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 proud that as of the 2015 accountability cycle, Owen County High School achieved the proficient school status and was a high growth school as well.

Our technology education program has excelled in the area of robotics, regularly sending multiple teams to the state championships, and recently sending a team to the VEX robotics World Championships. Our agriculture program has begun developing our school farm, with 80 acres ready for development by our student farmers. Our band program has grown sufficiently in size and quality to begin a marching band after a 6 year absence. Our visual arts program has developed to the point where we offer an Advanced Placement Studio Art class, and fill it with 20+ students.

Our biggest challenge area is to raise our academic achievement in math and reading to similar heights. This is, plainly put, the center of our work for the next several years.

Additional Information

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

Owen County High School is a proud, tradition-rich school that serves a similarly rich community. Our students achieve, regularly, in areas that they hold important; we are working to expand those important areas into academics. The top students at Owen County High School can compare favorably to top students across our commonwealth, and we believe that we, as a school, add a great deal of quality to the life of our community.

2015-16 OCHS CSIP

Overview

Plan Name

2015-16 OCHS CSIP

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	Objectives: 3 Strategies: 4 Activities: 4	Organizational	\$600
2	Create a professional development system that provides all staff with meaningful professional development (TELL improvement)	Objectives: 2 Strategies: 2 Activities: 3	Organizational	\$300
3	77.6% of the Class of 2016 will be College and Career Ready (CCR)	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Program Review subscores will average 8.3/12 points, including Global Competencies, Arts and Humanities, Writing and Practical Living	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	The percentage of novice students on the Spring 2016 English 10 EOC will be reduced to 30% from 38.2% in 2015	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
6	The percentage of novice students on the Spring 2016 ALG II EOC will be reduced to 37% from 43% in 2015	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
7	EOC tested students at OCHS will meet or exceed the state average on the 2016 EOC's (KPREP)	Objectives: 5 Strategies: 3 Activities: 3	Academic	\$1800
8	The 4-yr AFGR for the Class of 2016 will be 92.8% (Grad Rate)	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
9	Increase the combined average reading and math proficiency ratings for all students in the non-duplicated gap group to 45.1% during 2015-16 (GAP Improvement)	Objectives: 2 Strategies: 4 Activities: 4	Organizational	\$250
10	A teacher recognition system will be designed and implemented during the 2015-16 school year (TELL)	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

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

Measurable Objective 1:

collaborate to have a meaningful contact focused on each individual student's progress by 05/16/2014 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 four evenings (two during the first semester of the 2013-14 school year, two in the second semester) 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 32 conferences per teacher per year.

Category:

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	03/12/2013	05/16/2014	\$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:

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	02/18/2013	05/16/2014	\$0	No Funding Required	Faculty and administration of OCHS

Measurable Objective 2:

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collaborate to increase the opportunities for parents and teachers to meet socially and to have general discussions about families and school life by 05/20/2016 as measured by increasing the number of parent-teacher social events to a minimum of 2 for the 2015-16 school year.

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.	Community Engagement, Parent Involvement, Extra Curricular	01/04/2016	01/22/2016	\$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 03/18/2016 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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<p>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.</p>	<p>Community Engagement, Parent Involvement</p>	<p>02/17/2016</p>	<p>03/18/2016</p>	<p>\$500</p>	<p>FRYSC</p>	<p>Duane Kline. Doug Wainscott. FRYSC staff. SBDM council. Clubs. GRIT team. Principal's Advisory Council.</p>
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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 12/19/2014 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 (2013)

Activity - Survey of staff regarding PD needs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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 2014-15 school year moving into the next school year as well.</p>	<p>Professional Learning</p>	<p>12/15/2014</p>	<p>12/19/2014</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Duane Kline. OCHS Data Team. Charles Hagg.</p>

Measurable Objective 2:

collaborate to identify professional development programs and resources that are applicable to faculty and school needs by 02/27/2015 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.

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Category: Professional Learning & Support

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	01/05/2015	02/27/2015	\$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	02/27/2015	04/30/2015	\$300	School Council Funds	Duane Kline. PLC chairs. PD team members. Reggie Taylor.

Goal 3: 77.6% of the Class of 2016 will be College and Career Ready (CCR)**Measurable Objective 1:**

achieve college and career readiness by having 77.6% of the Class of 2016 qualify as either college or career ready by 05/20/2016 as measured by completing benchmarking performances on the ACT, Compass or KYOTE for college readiness, or by showing proficiency on the KOSSA or Industry Certification standards combined with a silver status on the WorkKeys assessment for career readiness.

Strategy 1:

Increase number of CTE Preparatory students - Students will receive guidance to remain engaged with career pathways in order to reach the preparatory level and be eligible to receive career ready status.

Category: Management Systems

Activity - Student advisement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will meet with teachers, counselors and administrative advisors ahead of course registration for the next year in order to ensure that they are enrolled in courses helping them to complete career and college readiness goals.	Academic Support Program, Other - student counseling, Career Preparation/Orientation	01/11/2016	02/26/2016	\$0	No Funding Required	Duane Kline. Charles Hagg. Doug Wainscott. Grade level seminar teachers.

Goal 4: Program Review subscores will average 8.3/12 points, including Global Competencies, Arts and Humanities, Writing and Practical Living

Measurable Objective 1:

complete a portfolio or performance on each of the four program reviews during the 2015-16 school year by 06/01/2016 as measured by achieving an average minimum total subscore of at least 8.3 on each program review.

Strategy 1:

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

Activity - OneNote evidence collection process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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, Professional Learning, Policy and Process	11/16/2015	04/01/2016	\$0	No Funding Required	Administrators and teaching staff at OCHS.

Goal 5: The percentage of novice students on the Spring 2016 English 10 EOC will be reduced to 30% from 38.2% in 2015

Measurable Objective 1:

A 8% decrease of Tenth grade students will demonstrate student proficiency (pass rate) by reducing the novice performance rate from 38% to 30% in English 10 by 05/20/2016 as measured by student performance on the Spring 2016 English 10 EOC test.

Strategy 1:

Extended small group scheduling - Students identified as at apprentice level through MAP 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
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Students who are identified as in the upper apprentice range on prior year MAP 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, Academic Support Program, Direct Instruction	08/12/2015	05/20/2016	\$0	District Funding	OCHS English teachers. Doug Wainscott. Duane Kline
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Goal 6: The percentage of novice students on the Spring 2016 ALG II EOC will be reduced to 37% from 43% in 2015

Measurable Objective 1:

A 6% 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 05/20/2016 as measured by measuring a reduction in the percentage of novice students on the Spring 2016 Alg II EOC.

Strategy 1:

Extended Small Group Scheduling - Students identified with prior year MAP 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 MAP 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	05/20/2016	\$0	District Funding	Math faculty. Doug Wainscott. Duane Kline.

Goal 7: EOC tested students at OCHS will meet or exceed the state average on the 2016 EOC's (KPREP)

Measurable Objective 1:

50% of Tenth grade students will demonstrate a proficiency on the 10th grade On Demand Writing test in Writing by 08/31/2016 as measured by scoring a proficient score on the 10th grade On Demand Writing test.

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(shared) Strategy 1:

Online Test Review and Preparation - Teachers and students will use technology resources as remedial and enhancement resources. They will be used during snow days to reinforce student core curriculum for those students with internet access (phone, home, public library) so that days out of school will not be entirely lost instructionally. This intervention includes practice ACT exams and content/EOC specific instruction and review.

Category: Learning Systems

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every student is given log-in access to the Study Island online academic resource. This is used during classes and also as a resource for students when they are not at school, either as a result of illness or in case of inclement weather.	Technology, Tutoring	09/01/2015	05/21/2016	\$1500	Title VI	Reggie Taylor. Duane Kline.

(shared) Strategy 2:

Professional Development - Teachers who are primarily responsible for 10th and 11th grade English students are sent to an annual On Demand Writing workshop taught by Atherton and Associates.

Category: Professional Learning & Support

Activity - Atherton and Associates Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
10th and 11th grade English teachers are sent to the Atherton and Associates annual On Demand Writing workshop.	Professional Learning	09/16/2015	09/16/2015	\$300	School Council Funds	Duane Kline, Joleen Vinlove, Stefany Wilson, Doris Beverly

(shared) Strategy 3:

PLC development - Content area Professional Learning Communities (PLC's) meet regularly (2x monthly) to discuss performance data, walkthrough feedback, assessment and instructional practice.

Category: Continuous Improvement

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area PLC's work together to review performance data, create assessments and instructional plans and to consider walkthrough feedback.	Professional Learning, Policy and Process	11/02/2015	05/06/2016	\$0	State Funds	All content area teachers. OCHS administration

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Measurable Objective 2:

50% of Eleventh grade students will demonstrate student proficiency (pass rate) on the 11th grade On Demand Writing test in English Language Arts by 08/31/2016 as measured by scoring a proficient score on the 11th grade On Demand Writing test.

(shared) Strategy 1:

Online Test Review and Preparation - Teachers and students will use technology resources as remedial and enhancement resources. They will be used during snow days to reinforce student core curriculum for those students with internet access (phone, home, public library) so that days out of school will not be entirely lost instructionally. This intervention includes practice ACT exams and content/EOC specific instruction and review.

Category: Learning Systems

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every student is given log-in access to the Study Island online academic resource. This is used during classes and also as a resource for students when they are not at school, either as a result of illness or in case of inclement weather.	Technology, Tutoring	09/01/2015	05/21/2016	\$1500	Title VI	Reggie Taylor. Duane Kline.

(shared) Strategy 2:

Professional Development - Teachers who are primarily responsible for 10th and 11th grade English students are sent to an annual On Demand Writing workshop taught by Atherton and Associates.

Category: Professional Learning & Support

Activity - Atherton and Associates Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
10th and 11th grade English teachers are sent to the Atherton and Associates annual On Demand Writing workshop.	Professional Learning	09/16/2015	09/16/2015	\$300	School Council Funds	Duane Kline, Joleen Vinlove, Stefany Wilson, Doris Beverly

(shared) Strategy 3:

PLC development - Content area Professional Learning Communities (PLC's) meet regularly (2x monthly) to discuss performance data, walkthrough feedback, assessment and instructional practice.

Category: Continuous Improvement

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Content area PLC's work together to review performance data, create assessments and instructional plans and to consider walkthrough feedback.	Professional Learning, Policy and Process	11/02/2015	05/06/2016	\$0	State Funds	All content area teachers. OCHS administration .
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Measurable Objective 3:

30% of Eleventh grade students will demonstrate student proficiency (pass rate) by earning a proficient score on the Alg II EOC in Mathematics by 05/20/2016 as measured by earning a proficient or distinguished score on the 2016 Alg II EOC test.

(shared) Strategy 1:

Online Test Review and Preparation - Teachers and students will use technology resources as remedial and enhancement resources. They will be used during snow days to reinforce student core curriculum for those students with internet access (phone, home, public library) so that days out of school will not be entirely lost instructionally. This intervention includes practice ACT exams and content/EOC specific instruction and review.

Category: Learning Systems

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every student is given log-in access to the Study Island online academic resource. This is used during classes and also as a resource for students when they are not at school, either as a result of illness or in case of inclement weather.	Technology, Tutoring	09/01/2015	05/21/2016	\$1500	Title VI	Reggie Taylor. Duane Kline.

(shared) Strategy 2:

PLC development - Content area Professional Learning Communities (PLC's) meet regularly (2x monthly) to discuss performance data, walkthrough feedback, assessment and instructional practice.

Category: Continuous Improvement

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area PLC's work together to review performance data, create assessments and instructional plans and to consider walkthrough feedback.	Professional Learning, Policy and Process	11/02/2015	05/06/2016	\$0	State Funds	All content area teachers. OCHS administration .

Measurable Objective 4:

57% of Eleventh grade students will demonstrate student proficiency (pass rate) on the 2016 US History EOC test in Social Studies by 05/20/2016 as measured by earning a proficient score.

(shared) Strategy 1:

Online Test Review and Preparation - Teachers and students will use technology resources as remedial and enhancement resources. They will be used during snow

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days to reinforce student core curriculum for those students with internet access (phone, home, public library) so that days out of school will not be entirely lost instructionally. This intervention includes practice ACT exams and content/EOC specific instruction and review.

Category: Learning Systems

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every student is given log-in access to the Study Island online academic resource. This is used during classes and also as a resource for students when they are not at school, either as a result of illness or in case of inclement weather.	Technology, Tutoring	09/01/2015	05/21/2016	\$1500	Title VI	Reggie Taylor. Duane Kline.

(shared) Strategy 2:

PLC development - Content area Professional Learning Communities (PLC's) meet regularly (2x monthly) to discuss performance data, walkthrough feedback, assessment and instructional practice.

Category: Continuous Improvement

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area PLC's work together to review performance data, create assessments and instructional plans and to consider walkthrough feedback.	Professional Learning, Policy and Process	11/02/2015	05/06/2016	\$0	State Funds	All content area teachers. OCHS administration

Measurable Objective 5:

43% of Tenth grade students will demonstrate student proficiency (pass rate) on the 2016 Biology EOC test in Science by 05/20/2016 as measured by earning a proficient score.

(shared) Strategy 1:

Online Test Review and Preparation - Teachers and students will use technology resources as remedial and enhancement resources. They will be used during snow days to reinforce student core curriculum for those students with internet access (phone, home, public library) so that days out of school will not be entirely lost instructionally. This intervention includes practice ACT exams and content/EOC specific instruction and review.

Category: Learning Systems

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every student is given log-in access to the Study Island online academic resource. This is used during classes and also as a resource for students when they are not at school, either as a result of illness or in case of inclement weather.	Technology, Tutoring	09/01/2015	05/21/2016	\$1500	Title VI	Reggie Taylor. Duane Kline.

(shared) Strategy 2:

PLC development - Content area Professional Learning Communities (PLC's) meet regularly (2x monthly) to discuss performance data, walkthrough feedback, assessment and instructional practice.

Category: Continuous Improvement

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area PLC's work together to review performance data, create assessments and instructional plans and to consider walkthrough feedback.	Professional Learning, Policy and Process	11/02/2015	05/06/2016	\$0	State Funds	All content area teachers. OCHS administration

Goal 8: The 4-yr AFGR for the Class of 2016 will be 92.8% (Grad Rate)

Measurable Objective 1:

improve graduation rate to a rate of 92.8% for the class of 2016 by 08/15/2016 as measured by the 4-year AFGR of the Class of 2016.

Strategy 1:

Targeted Student data review - Grade level PLC's will work with data tailored to identify students who are at risk specifically of not persisting to graduation.

Category: Persistence to Graduation

Activity - Use of the persistence to graduation report in grade level PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level PLCs are given the Persistence to Graduation report derived from Infinite Campus. This report uses indicators that identify students as potentially at risk for non-completion of high school. The PLCs then identify the highest risk students in their grade level and discuss and create interventions for those students.	Academic Support Program, Technology, Behavioral Support Program	11/02/2015	05/20/2016	\$0	No Funding Required	All PLC teachers in each grade level. Doug Wainscott. Duane Kline

Goal 9: Increase the combined average reading and math proficiency ratings for all students in the non-duplicated gap group to 45.1% during 2015-16 (GAP Improvement)

Measurable Objective 1:

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demonstrate student proficiency (pass rate) with the non-duplicated gap group on the 2016 Alg II EOC and the 2016 English 10 EOC test by 05/20/2016 as measured by achieving an average of 45.1% using the proficiency rates on these two tests for the non-duplicated gap group.

Strategy 1:

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

Activity - Alg II EOC Boot Camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	05/02/2016	05/20/2016	\$250	District Funding	OCHS Math Faculty. Duane Kline. Anne Kline.

Strategy 2:

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

Activity - PLC 30/60/90 plan design	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each content PLC will develop a 30/60/90 plan for the second semester.	Direct Instruction, Professional Learning, Policy and Process	11/04/2015	05/20/2016	\$0	No Funding Required	PLC Chairs. Reggie Taylor. Duane Kline

Strategy 3:

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

Activity - English 10 Boot Camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	05/09/2016	05/13/2016	\$0	No Funding Required	Duane Kline. Doug Wainscott. Joleen Vinlove. Stefany Wilson. Kirk Brooks. Lauren Doyle. Doris Beverly.
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Measurable Objective 2:

collaborate to Engage students who are at the novice level in reading and math in our Rtl process by 05/13/2016 as measured by Tracking the number of students engaged in Rtl who raise at least one level of performance (out of novice).

Strategy 1:

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

Activity - Rtl management	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	01/04/2016	05/13/2016	\$0	No Funding Required	Kevin Webster. Duane Kline. Grade level/ PLC chairs: Amy Fecke, Jenny Urie, Nathan Gambrell, Lauren Doyle.

Goal 10: A teacher recognition system will be designed and implemented during the 2015-16 school year (TELL)

Measurable Objective 1:

collaborate to develop a teacher recognition system by 05/20/2016 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
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, Community Engagement, Recruitment and Retention, Policy and Process	11/16/2015	02/26/2016	\$0	No Funding Required	Faculty GRIT team. Student GRIT team. Duane Kline

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	02/27/2015	04/30/2015	\$300	Duane Kline. PLC chairs. PD team members. Reggie Taylor.
Atherton and Associates Workshop	10th and 11th grade English teachers are sent to the Atherton and Associates annual On Demand Writing workshop.	Professional Learning	09/16/2015	09/16/2015	\$300	Duane Kline, Joleen Vinlove, Stefany Wilson, Doris Beverly
Total					\$600	

Title VI

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island	Every student is given log-in access to the Study Island online academic resource. This is used during classes and also as a resource for students when they are not at school, either as a result of illness or in case of inclement weather.	Technology, Tutoring	09/01/2015	05/21/2016	\$1500	Reggie Taylor. Duane Kline.
Total					\$1500	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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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.	Community Engagement, Parent Involvement, Extra Curricular	01/04/2016	01/22/2016	\$100	Faculty Fun Team. Duane Kline. Doug Wainscott. SBDM Council
Total					\$100	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC Meetings	Content area PLC's work together to review performance data, create assessments and instructional plans and to consider walkthrough feedback.	Professional Learning, Policy and Process	11/02/2015	05/06/2016	\$0	All content area teachers. OCHS administration
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	02/18/2013	05/16/2014	\$0	Faculty and administration of OCHS
PLC 30/60/90 plan design	Each content PLC will develop a 30/60/90 plan for the second semester.	Direct Instruction, Professional Learning, Policy and Process	11/04/2015	05/20/2016	\$0	PLC Chairs. Reggie Taylor. Duane Kline

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Student advisement	Students will meet with teachers, counselors and administrative advisors ahead of course registration for the next year in order to ensure that they are enrolled in courses helping them to complete career and college readiness goals.	Academic Support Program, Other - student counseling, Career Preparation/Orientation	01/11/2016	02/26/2016	\$0	Duane Kline. Charles Hagg. Doug Wainscott. Grade level seminar teachers.
Rtl management	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	01/04/2016	05/13/2016	\$0	Kevin Webster. Duane Kline. Grade level/ PLC chairs: Amy Fecke, Jenny Urie, Nathan Gambrell, Lauren Doyle.
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 2014-15 school year moving into the next school year as well.	Professional Learning	12/15/2014	12/19/2014	\$0	Duane Kline. OCHS Data Team. Charles Hagg.
English 10 Boot Camp	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	05/09/2016	05/13/2016	\$0	Duane Kline. Doug Wainscott. Joleen Vinlove. Stefany Wilson. Kirk Brooks. Lauren Doyle. Doris Beverly.
OneNote evidence collection process	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, Professional Learning, Policy and Process	11/16/2015	04/01/2016	\$0	Administrators and teaching staff at OCHS.
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	03/12/2013	05/16/2014	\$0	Administration, counselor and faculty of Owen County High School

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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.	Other - school culture improvement, Community Engagement, Recruitment and Retention, Policy and Process	11/16/2015	02/26/2016	\$0	Faculty GRIT team. Student GRIT team. Duane Kline
Use of the persistence to graduation report in grade level PLC's	Grade level PLCs are given the Persistence to Graduation report derived from Infinite Campus. This report uses indicators that identify students as potentially at risk for non-completion of high school. The PLCs then identify the highest risk students in their grade level and discuss and create interventions for those students.	Academic Support Program, Technology, Behavioral Support Program	11/02/2015	05/20/2016	\$0	All PLC teachers in each grade level. Doug Wainscott. Duane Kline
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	01/05/2015	02/27/2015	\$0	Duane Kline. PLC chairs. Reggie Taylor.
Total					\$0	

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.	Community Engagement, Parent Involvement	02/17/2016	03/18/2016	\$500	Duane Kline. Doug Wainscott. FRYSC staff. SBDM council. Clubs. GRIT team. Principal's Advisory Council.
Total					\$500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Fourth period extended intervention flexible scheduling	Students who are identified by prior year MAP 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	05/20/2016	\$0	Math faculty. Doug Wainscott. Duane Kline.
4th period block intervention scheduling	Students who are identified as in the upper apprentice range on prior year MAP 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, Academic Support Program, Direct Instruction	08/12/2015	05/20/2016	\$0	OCHS English teachers. Doug Wainscott. Duane Kline
Alg II EOC Boot Camp	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	05/02/2016	05/20/2016	\$250	OCHS Math Faculty. Duane Kline. Anne Kline.
Total					\$250	

KDE 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?

Questions we are working to answer:

1. What, specifically in terms of instruction and learning, separates the performance of our GAP students (roughly 60% of our school) from the performance of our student body as a whole;
2. How can we notably improve performance of students in mathematics;
3. What can we do at the high school level to encourage readership and literacy?
4. How can we personalize the student experience at OCHS and give students more opportunities to exercise personal leadership?

Our data suggests a broad and low level of reading ability across the school. It also suggests that our students are unprepared, on the whole, for algebraic thinking. Considering EPAS results that show relatively higher English scores compared to reading, we are positing that many of our students are very concrete thinkers that have not been challenged to think critically or creatively. This has led us to make classroom rigor, focusing on critical thinking and creativity, a major focus this year.

We are also investing heavily in aligning our curricula with a myriad of new standards (C3 Framework in Social Studies, NGSS in Science, Common Core in Math and English) and understanding what effective instruction needs to look like in our classrooms. We are incorporating new online resources like Study Island, and we are working with faculty from Northern Kentucky University in math to help us align curriculum and give input to our math faculty regarding their instruction.

We have a broad collection of data: MAP scores (given 3 times each year) in grades 9-11, EPAS scores, EOC scores, as well as Compass, Work Keys and KOSSA score data. We are working to correlate these sets of data with one another both as predictors for future performance and as influencers of instruction.

We have also conducted student surveys and interviews which showed that students are interested in taking more ownership and leadership of their learning and the school environment. We have begun working to address this important non-cognitive area of work with our students.

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?

We are seeing robust growth in our arts program, our agriculture program and in student leadership opportunities. We are working to embrace Covey's 7 Habits as they are incorporated in the GRIT curriculum (Goal-driven, Resilient, Influential Teens) by allowing our students more-and more significant- opportunities to lead in our school community. We are also developing opportunities for every student to see and understand their own academic data, and to set goals using that data to move themselves toward college and career readiness.

Our visual arts program is exploding in its popularity and the quality of its product. Students are being encouraged to present their work around the building and the community; we will shortly have our first art sale of products from our AP Studio Art class, with proceeds flowing back into the visual art program. We are also seeing similar growth in our instrumental and vocal music programs, and we are considering the creation of an Arts Academy that would allow selected students to more fully experience a range of artistic experiences while diving deep into their own discipline.

Our agriculture program has begun developing our school farm which has 80+ usable acres on which to grow crops and raise livestock. Our FFA chapter is an integral group in student involvement and leadership efforts.

Our student GRIT team and the Principal's Student Advisory Council combined to create a school-wide performance reward program. This program focuses on rewarding students who are making academic benchmarks and progress toward college and career ready benchmarks. We are also seeing our professional learning communities (PLC's) finally engage in true data analysis that drills down to specific students. We see this as critical for our work with students who are below proficiency in reading and math.

Opportunities for Improvement

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

Rigor in virtually every core content area needs significant improvement. We are working to focus specifically on reading and math performance and achievement, specifically working with content-based vocabulary and assessment-based vocabulary, as well as strengthening core math skills in targeted student groups (those students who are achieving at the apprentice level and who are close to moving into proficiency). We are focusing on helping teachers to reflect on core instructional practice, and how they might improve it to produce more rigor and better student performance results.

We are working to provide a broader canvas for student leadership at OCHS. We are embracing the core content of the Covey 7 Habits in the form of the GRIT curriculum (Goal-Driven, Resilient, Influential Teens), and we are inviting students to become leaders in a variety of settings around the building as well. We also have a robust Principal's Advisory Council which is a panel of self-selected student leaders who work on a variety of leadership tasks including policy recommendations, changes in school culture and environment and working with other student leadership groups to improve our school.

Ultimately, we are seeking improvement in high-stakes assessments like the End of Course Tests in English 10, Algebra II, Biology and US History. We are focusing on reading skills and vocabulary in each of these areas, and we are seeking help outside of our school community to help us improve (we have recently hired a math coach/consultant to help us align math standards/curriculum and to help us gauge the effectiveness of our classroom instruction.).

We are also seeking to improve our process for intentional improvement of specific low-performing student groups. We have designated a faculty member and provided him additional time to organize and facilitate our RtI process and the implementation of our interventions with targeted students.

Conclusion

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

We are presently in mid-stream with many of our next steps. PLC's are actively (weekly) reviewing student and instructional data to impact student performance. We have declared instructional rigor to be a focus area, particularly as it impacts our GAP student population; we are conducting weekly walk throughs that focus on improving instructional practice, a practice that enhances our coaching of teachers and may lead to the practice of engaging teachers in focus walks around the building.

We are working extensively with our math department to align to more rigorous common core and quality core standards. We are working with Dr. Ted Hodgson of Northern Kentucky University in order to assist with curriculum alignment to the Engage New York common core math framework; he works closely with the math PLC to accomplish that work. We have begun systematizing our work in PLC's so that content PLC's will focus on a select group of tasks, and so that grade level PLC's will focus on specific student data to help high risk students succeed.

We are actively engaging students in a variety of student leadership endeavors. We are regularly evaluating in which areas students can take a more active leadership role and asking them to do so.

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:

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 12/19/2014 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 (2013)

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 2014-15 school year moving into the next school year as well.	Professional Learning	12/15/2014	12/19/2014	\$0 - No Funding Required	Duane Kline. OCHS Data Team. Charles Hagg.

Measurable Objective 2:

collaborate to Identify professional development programs and resources that are applicable to faculty and school needs by 02/27/2015 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:

KDE Comprehensive School Improvement Plan

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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	02/27/2015	04/30/2015	\$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:

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:

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.	Professional Learning Policy and Process	08/10/2015	06/03/2016	\$0 - No Funding Required	PLC chairs, Duane Kline, Doug Wainscott, Charles Hagg.

Strategy2:

Pre-planning PLC learning - Teachers will return to OCHS on Wednesday, August 5. 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

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Research Cited:

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 Classroom Improvement training (2 days) as a foundation for systems work that will inform full and effective implementation of systems of PLC's, RtI and Special Education management.	Professional Learning Policy and Process	08/05/2015	08/07/2015	\$4500 - School Council Funds	Reggie Taylor. Duane Kline. Shipley trainers. SBDM council members.

Goal 3:

A teacher recognition system will be designed and implemented during the 2015-16 school year (TELL)

Measurable Objective 1:

collaborate to develop a teacher recognition system by 05/20/2016 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:

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 Recruitment and Retention Policy and Process Community Engagement	11/16/2015	02/26/2016	\$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:

The percentage of novice students on the Spring 2016 English 10 EOC will be reduced to 30% from 38.2% in 2015

Measurable Objective 1:

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A 8% decrease of Tenth grade students will demonstrate student proficiency (pass rate) by reducing the novice performance rate from 38% to 30% in English 10 by 05/20/2016 as measured by student performance on the Spring 2016 English 10 EOC test.

Strategy1:

Extended small group scheduling - Students identified as at apprentice level through MAP 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 MAP 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.	Direct Instruction Class Size Reduction Academic Support Program	08/12/2015	05/20/2016	\$0 - District Funding	OCHS English teachers. Doug Wainscott. Duane Kline

Goal 2:

Increase the combined average reading and math proficiency ratings for all students in the non-duplicated gap group to 45.1% during 2015-16 (GAP Improvement)

Measurable Objective 1:

demonstrate student proficiency (pass rate) with the non-duplicated gap group on the 2016 Alg II EOC and the 2016 English 10 EOC test by 05/20/2016 as measured by achieving an average of 45.1% using the proficiency rates on these two tests for the non-duplicated gap group.

Strategy1:

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	05/02/2016	05/20/2016	\$250 - District Funding	OCHS Math Faculty. Duane Kline. Anne Kline.

Goal 3:

The percentage of novice students on the Spring 2016 ALG II EOC will be reduced to 37% from 43% in 2015

KDE Comprehensive School Improvement Plan

Owen County High School

Measurable Objective 1:

A 6% 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 05/20/2016 as measured by measuring a reduction in the percentage of novice students on the Spring 2016 Alg II EOC.

Strategy1:

Extended Small Group Scheduling - Students identified with prior year MAP 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 MAP 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	05/20/2016	\$0 - District Funding	Math faculty. Doug Wainscott. Duane Kline.

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)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

The percentage of novice students on the Spring 2016 English 10 EOC will be reduced to 30% from 38.2% in 2015

Measurable Objective 1:

KDE Comprehensive School Improvement Plan

Owen County High School

A 8% decrease of Tenth grade students will demonstrate student proficiency (pass rate) by reducing the novice performance rate from 38% to 30% in English 10 by 05/20/2016 as measured by student performance on the Spring 2016 English 10 EOC test.

Strategy1:

Extended small group scheduling - Students identified as at apprentice level through MAP 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 MAP 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 Direct Instruction Class Size Reduction	08/12/2015	05/20/2016	\$0 - District Funding	OCHS English teachers. Doug Wainscott. Duane Kline

Goal 2:

The percentage of novice students on the Spring 2016 ALG II EOC will be reduced to 37% from 43% in 2015

Measurable Objective 1:

A 6% 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 05/20/2016 as measured by measuring a reduction in the percentage of novice students on the Spring 2016 Alg II EOC.

Strategy1:

Extended Small Group Scheduling - Students identified with prior year MAP 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 MAP 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	05/20/2016	\$0 - District Funding	Math faculty. Doug Wainscott. Duane Kline.

Goal 3:

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Owen County High School

EOC tested students at OCHS will meet or exceed the state average on the 2016 EOC's (KPREP)

Measurable Objective 1:

50% of Eleventh grade students will demonstrate student proficiency (pass rate) on the 11th grade On Demand Writing test in English Language Arts by 08/31/2016 as measured by scoring a proficient score on the 11th grade On Demand Writing test.

Strategy1:

Professional Development - Teachers who are primarily responsible for 10th and 11th grade English students are sent to an annual On Demand Writing workshop taught by Atherton and Associates.

Category: Professional Learning & Support

Research Cited:

Activity - Atherton and Associates Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
10th and 11th grade English teachers are sent to the Atherton and Associates annual On Demand Writing workshop.	Professional Learning	09/16/2015	09/16/2015	\$300 - School Council Funds	Duane Kline, Joleen Vinlove, Stefany Wilson, Doris Beverly

Strategy2:

Online Test Review and Preparation - Teachers and students will use technology resources as remedial and enhancement resources. They will be used during snow days to reinforce student core curriculum for those students with internet access (phone, home, public library) so that days out of school will not be entirely lost instructionally. This intervention includes practice ACT exams and content/EOC specific instruction and review.

Category: Learning Systems

Research Cited:

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every student is given log-in access to the Study Island online academic resource. This is used during classes and also as a resource for students when they are not at school, either as a result of illness or in case of inclement weather.	Technology Tutoring	09/01/2015	05/21/2016	\$1500 - Title VI	Reggie Taylor. Duane Kline.

Strategy3:

PLC development - Content area Professional Learning Communities (PLC's) meet regularly (2x monthly) to discuss performance data, walkthrough feedback, assessment and instructional practice.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Owen County High School

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area PLC's work together to review performance data, create assessments and instructional plans and to consider walkthrough feedback.	Professional Learning Policy and Process	11/02/2015	05/06/2016	\$0 - State Funds	All content area teachers. OCHS administration.

Measurable Objective 2:

30% of Eleventh grade students will demonstrate student proficiency (pass rate) by earning a proficient score on the Alg II EOC in Mathematics by 05/20/2016 as measured by earning a proficient or distinguished score on the 2016 Alg II EOC test.

Strategy1:

PLC development - Content area Professional Learning Communities (PLC's) meet regularly (2x monthly) to discuss performance data, walkthrough feedback, assessment and instructional practice.

Category: Continuous Improvement

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area PLC's work together to review performance data, create assessments and instructional plans and to consider walkthrough feedback.	Policy and Process Professional Learning	11/02/2015	05/06/2016	\$0 - State Funds	All content area teachers. OCHS administration.

Strategy2:

Online Test Review and Preparation - Teachers and students will use technology resources as remedial and enhancement resources. They will be used during snow days to reinforce student core curriculum for those students with internet access (phone, home, public library) so that days out of school will not be entirely lost instructionally. This intervention includes practice ACT exams and content/EOC specific instruction and review.

Category: Learning Systems

Research Cited:

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every student is given log-in access to the Study Island online academic resource. This is used during classes and also as a resource for students when they are not at school, either as a result of illness or in case of inclement weather.	Technology Tutoring	09/01/2015	05/21/2016	\$1500 - Title VI	Reggie Taylor. Duane Kline.

Measurable Objective 3:

57% of Eleventh grade students will demonstrate student proficiency (pass rate) on the 2016 US History EOC test in Social Studies by 05/20/2016 as measured by earning a proficient score.

Strategy1:

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Online Test Review and Preparation - Teachers and students will use technology resources as remedial and enhancement resources. They will be used during snow days to reinforce student core curriculum for those students with internet access (phone, home, public library) so that days out of school will not be entirely lost instructionally. This intervention includes practice ACT exams and content/EOC specific instruction and review.

Category: Learning Systems

Research Cited:

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every student is given log-in access to the Study Island online academic resource. This is used during classes and also as a resource for students when they are not at school, either as a result of illness or in case of inclement weather.	Tutoring Technology	09/01/2015	05/21/2016	\$1500 - Title VI	Reggie Taylor. Duane Kline.

Strategy2:

PLC development - Content area Professional Learning Communities (PLC's) meet regularly (2x monthly) to discuss performance data, walkthrough feedback, assessment and instructional practice.

Category: Continuous Improvement

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area PLC's work together to review performance data, create assessments and instructional plans and to consider walkthrough feedback.	Policy and Process Professional Learning	11/02/2015	05/06/2016	\$0 - State Funds	All content area teachers. OCHS administration.

Measurable Objective 4:

50% of Tenth grade students will demonstrate a proficiency on the 10th grade On Demand Writing test in Writing by 08/31/2016 as measured by scoring a proficient score on the 10th grade On Demand Writing test.

Strategy1:

Online Test Review and Preparation - Teachers and students will use technology resources as remedial and enhancement resources. They will be used during snow days to reinforce student core curriculum for those students with internet access (phone, home, public library) so that days out of school will not be entirely lost instructionally. This intervention includes practice ACT exams and content/EOC specific instruction and review.

Category: Learning Systems

Research Cited:

KDE Comprehensive School Improvement Plan

Owen County High School

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every student is given log-in access to the Study Island online academic resource. This is used during classes and also as a resource for students when they are not at school, either as a result of illness or in case of inclement weather.	Tutoring Technology	09/01/2015	05/21/2016	\$1500 - Title VI	Reggie Taylor. Duane Kline.

Strategy2:

PLC development - Content area Professional Learning Communities (PLC's) meet regularly (2x monthly) to discuss performance data, walkthrough feedback, assessment and instructional practice.

Category: Continuous Improvement

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area PLC's work together to review performance data, create assessments and instructional plans and to consider walkthrough feedback.	Professional Learning Policy and Process	11/02/2015	05/06/2016	\$0 - State Funds	All content area teachers. OCHS administration.

Strategy3:

Professional Development - Teachers who are primarily responsible for 10th and 11th grade English students are sent to an annual On Demand Writing workshop taught by Atherton and Associates.

Category: Professional Learning & Support

Research Cited:

Activity - Atherton and Associates Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
10th and 11th grade English teachers are sent to the Atherton and Associates annual On Demand Writing workshop.	Professional Learning	09/16/2015	09/16/2015	\$300 - School Council Funds	Duane Kline, Joleen Vinlove, Stefany Wilson, Doris Beverly

Measurable Objective 5:

43% of Tenth grade students will demonstrate student proficiency (pass rate) on the 2016 Biology EOC test in Science by 05/20/2016 as measured by earning a proficient score.

Strategy1:

PLC development - Content area Professional Learning Communities (PLC's) meet regularly (2x monthly) to discuss performance data, walkthrough feedback, assessment and instructional practice.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Owen County High School

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area PLC's work together to review performance data, create assessments and instructional plans and to consider walkthrough feedback.	Professional Learning Policy and Process	11/02/2015	05/06/2016	\$0 - State Funds	All content area teachers. OCHS administration.

Strategy2:

Online Test Review and Preparation - Teachers and students will use technology resources as remedial and enhancement resources. They will be used during snow days to reinforce student core curriculum for those students with internet access (phone, home, public library) so that days out of school will not be entirely lost instructionally. This intervention includes practice ACT exams and content/EOC specific instruction and review.

Category: Learning Systems

Research Cited:

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every student is given log-in access to the Study Island online academic resource. This is used during classes and also as a resource for students when they are not at school, either as a result of illness or in case of inclement weather.	Tutoring Technology	09/01/2015	05/21/2016	\$1500 - Title VI	Reggie Taylor. Duane Kline.

Goal 4:

Increase the combined average reading and math proficiency ratings for all students in the non-duplicated gap group to 45.1% during 2015-16 (GAP Improvement)

Measurable Objective 1:

demonstrate student proficiency (pass rate) with the non-duplicated gap group on the 2016 Alg II EOC and the 2016 English 10 EOC test by 05/20/2016 as measured by achieving an average of 45.1% using the proficiency rates on these two tests for the non-duplicated gap group.

Strategy1:

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	05/02/2016	05/20/2016	\$250 - District Funding	OCHS Math Faculty. Duane Kline. Anne Kline.

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

Goal 1:

The 4-yr AFGR for the Class of 2016 will be 92.8% (Grad Rate)

Measurable Objective 1:

improve graduation rate to a rate of 92.8% for the class of 2016 by 08/15/2016 as measured by the 4-year AFGR of the Class of 2016.

Strategy1:

Targeted Student data review - Grade level PLC's will work with data tailored to identify students who are at risk specifically of not persisting to graduation.

Category: Persistence to Graduation

Research Cited:

Activity - Use of the persistence to graduation report in grade level PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs are given the Persistence to Graduation report derived from Infinite Campus. This report uses indicators that identify students as potentially at risk for non-completion of high school. The PLCs then identify the highest risk students in their grade level and discuss and create interventions for those students.	Behavioral Support Program Academic Support Program Technology	11/02/2015	05/20/2016	\$0 - No Funding Required	All PLC teachers in each grade level. Doug Wainscott. Duane Kline

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

Goal 1:

77.6% of the Class of 2016 will be College and Career Ready (CCR)

Measurable Objective 1:

achieve college and career readiness by having 77.6% of the Class of 2016 qualify as either college or career ready by 05/20/2016 as measured by completing benchmarking performances on the ACT, Compass or KYOTE for college readiness, or by showing proficiency on the KOSSA or Industry Certification standards combined with a silver status on the WorkKeys assessment for career readiness.

Strategy1:

Increase number of CTE Preparatory students - Students will receive guidance to remain engaged with career pathways in order to reach the preparatory level and be eligible to receive career ready status.

Category: Management Systems

Research Cited:

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Activity - Student advisement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will meet with teachers, counselors and administrative advisors ahead of course registration for the next year in order to ensure that they are enrolled in courses helping them to complete career and college readiness goals.	Academic Support Program Other - student counseling Career Preparation/Orientation	01/11/2016	02/26/2016	\$0 - No Funding Required	Duane Kline. Charles Hagg. Doug Wainscott. Grade level seminar teachers.

Goal 2:

EOC tested students at OCHS will meet or exceed the state average on the 2016 EOC's (KPREP)

Measurable Objective 1:

43% of Tenth grade students will demonstrate student proficiency (pass rate) on the 2016 Biology EOC test in Science by 05/20/2016 as measured by earning a proficient score.

Strategy1:

Online Test Review and Preparation - Teachers and students will use technology resources as remedial and enhancement resources. They will be used during snow days to reinforce student core curriculum for those students with internet access (phone, home, public library) so that days out of school will not be entirely lost instructionally. This intervention includes practice ACT exams and content/EOC specific instruction and review.

Category: Learning Systems

Research Cited:

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every student is given log-in access to the Study Island online academic resource. This is used during classes and also as a resource for students when they are not at school, either as a result of illness or in case of inclement weather.	Tutoring Technology	09/01/2015	05/21/2016	\$1500 - Title VI	Reggie Taylor. Duane Kline.

Strategy2:

PLC development - Content area Professional Learning Communities (PLC's) meet regularly (2x monthly) to discuss performance data, walkthrough feedback, assessment and instructional practice.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Owen County High School

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area PLC's work together to review performance data, create assessments and instructional plans and to consider walkthrough feedback.	Professional Learning Policy and Process	11/02/2015	05/06/2016	\$0 - State Funds	All content area teachers. OCHS administration.

Measurable Objective 2:

50% of Tenth grade students will demonstrate a proficiency on the 10th grade On Demand Writing test in Writing by 08/31/2016 as measured by scoring a proficient score on the 10th grade On Demand Writing test.

Strategy1:

PLC development - Content area Professional Learning Communities (PLC's) meet regularly (2x monthly) to discuss performance data, walkthrough feedback, assessment and instructional practice.

Category: Continuous Improvement

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area PLC's work together to review performance data, create assessments and instructional plans and to consider walkthrough feedback.	Professional Learning Policy and Process	11/02/2015	05/06/2016	\$0 - State Funds	All content area teachers. OCHS administration.

Strategy2:

Professional Development - Teachers who are primarily responsible for 10th and 11th grade English students are sent to an annual On Demand Writing workshop taught by Atherton and Associates.

Category: Professional Learning & Support

Research Cited:

Activity - Atherton and Associates Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
10th and 11th grade English teachers are sent to the Atherton and Associates annual On Demand Writing workshop.	Professional Learning	09/16/2015	09/16/2015	\$300 - School Council Funds	Duane Kline, Joleen Vinlove, Stefany Wilson, Doris Beverly

Strategy3:

Online Test Review and Preparation - Teachers and students will use technology resources as remedial and enhancement resources. They will be used during snow days to reinforce student core curriculum for those students with internet access (phone, home, public library) so that days out of school will not be entirely lost instructionally. This intervention includes practice ACT exams and content/EOC specific instruction and review.

Category: Learning Systems

Research Cited:

KDE Comprehensive School Improvement Plan

Owen County High School

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every student is given log-in access to the Study Island online academic resource. This is used during classes and also as a resource for students when they are not at school, either as a result of illness or in case of inclement weather.	Tutoring Technology	09/01/2015	05/21/2016	\$1500 - Title VI	Reggie Taylor. Duane Kline.

Measurable Objective 3:

57% of Eleventh grade students will demonstrate student proficiency (pass rate) on the 2016 US History EOC test in Social Studies by 05/20/2016 as measured by earning a proficient score.

Strategy1:

PLC development - Content area Professional Learning Communities (PLC's) meet regularly (2x monthly) to discuss performance data, walkthrough feedback, assessment and instructional practice.

Category: Continuous Improvement

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area PLC's work together to review performance data, create assessments and instructional plans and to consider walkthrough feedback.	Policy and Process Professional Learning	11/02/2015	05/06/2016	\$0 - State Funds	All content area teachers. OCHS administration.

Strategy2:

Online Test Review and Preparation - Teachers and students will use technology resources as remedial and enhancement resources. They will be used during snow days to reinforce student core curriculum for those students with internet access (phone, home, public library) so that days out of school will not be entirely lost instructionally. This intervention includes practice ACT exams and content/EOC specific instruction and review.

Category: Learning Systems

Research Cited:

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every student is given log-in access to the Study Island online academic resource. This is used during classes and also as a resource for students when they are not at school, either as a result of illness or in case of inclement weather.	Tutoring Technology	09/01/2015	05/21/2016	\$1500 - Title VI	Reggie Taylor. Duane Kline.

Measurable Objective 4:

30% of Eleventh grade students will demonstrate student proficiency (pass rate) by earning a proficient score on the Alg II EOC in Mathematics by 05/20/2016 as measured by earning a proficient or distinguished score on the 2016 Alg II EOC test.

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Strategy1:

PLC development - Content area Professional Learning Communities (PLC's) meet regularly (2x monthly) to discuss performance data, walkthrough feedback, assessment and instructional practice.

Category: Continuous Improvement

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area PLC's work together to review performance data, create assessments and instructional plans and to consider walkthrough feedback.	Professional Learning Policy and Process	11/02/2015	05/06/2016	\$0 - State Funds	All content area teachers. OCHS administration.

Strategy2:

Online Test Review and Preparation - Teachers and students will use technology resources as remedial and enhancement resources. They will be used during snow days to reinforce student core curriculum for those students with internet access (phone, home, public library) so that days out of school will not be entirely lost instructionally. This intervention includes practice ACT exams and content/EOC specific instruction and review.

Category: Learning Systems

Research Cited:

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every student is given log-in access to the Study Island online academic resource. This is used during classes and also as a resource for students when they are not at school, either as a result of illness or in case of inclement weather.	Technology Tutoring	09/01/2015	05/21/2016	\$1500 - Title VI	Reggie Taylor. Duane Kline.

Measurable Objective 5:

50% of Eleventh grade students will demonstrate student proficiency (pass rate) on the 11th grade On Demand Writing test in English Language Arts by 08/31/2016 as measured by scoring a proficient score on the 11th grade On Demand Writing test.

Strategy1:

Professional Development - Teachers who are primarily responsible for 10th and 11th grade English students are sent to an annual On Demand Writing workshop taught by Atherton and Associates.

Category: Professional Learning & Support

Research Cited:

Activity - Atherton and Associates Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
10th and 11th grade English teachers are sent to the Atherton and Associates annual On Demand Writing workshop.	Professional Learning	09/16/2015	09/16/2015	\$300 - School Council Funds	Duane Kline, Joleen Vinlove, Stefany Wilson, Doris Beverly

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Strategy2:

Online Test Review and Preparation - Teachers and students will use technology resources as remedial and enhancement resources. They will be used during snow days to reinforce student core curriculum for those students with internet access (phone, home, public library) so that days out of school will not be entirely lost instructionally. This intervention includes practice ACT exams and content/EOC specific instruction and review.

Category: Learning Systems

Research Cited:

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every student is given log-in access to the Study Island online academic resource. This is used during classes and also as a resource for students when they are not at school, either as a result of illness or in case of inclement weather.	Technology Tutoring	09/01/2015	05/21/2016	\$1500 - Title VI	Reggie Taylor. Duane Kline.

Strategy3:

PLC development - Content area Professional Learning Communities (PLC's) meet regularly (2x monthly) to discuss performance data, walkthrough feedback, assessment and instructional practice.

Category: Continuous Improvement

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area PLC's work together to review performance data, create assessments and instructional plans and to consider walkthrough feedback.	Professional Learning Policy and Process	11/02/2015	05/06/2016	\$0 - State Funds	All content area teachers. OCHS administration.

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

Goal 1:

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

Measurable Objective 1:

complete a portfolio or performance on each of the four program reviews during the 2015-16 school year by 06/01/2016 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.

SY 2015-2016

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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.	Policy and Process Technology Professional Learning	11/16/2015	04/01/2016	\$0 - No Funding Required	Administrators and teaching staff at OCHS.

KDE Assurances - School

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	The needs assessment process includes a SWOT analysis of academic and non-academic issues, as well as an on-going analysis of student performance data.	

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 have, over the last three years, instituted a PLC framework, a formative assessment/data analysis framework for reading and math and a walkthrough system to support instruction.	

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	We are creating and instituting a faculty recognition process to help us encourage excellent teachers to remain on our faculty. We have recruited teachers beyond our national borders, and we now have a Spanish national teaching at OCHS and living in our community with his family. This not only strengthens our Global Competency work at the school, but we also see a strengthening of our community through his willingness to take part in it.	

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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		

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		

KDE Comprehensive School Improvement Plan

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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		

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.	N/A		

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		

KDE Comprehensive School Improvement Plan

Owen County High School

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		

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	

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		

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.	Yes		

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		

KDE Comprehensive School Improvement Plan

Owen County High School

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		

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.	N/A		

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.	N/A		

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		

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?

Parents (AdvancEd parent survey), teachers and students (surveys); discussions with individuals and small groups as well.

Relationship Building

Overall Rating: 2.14

	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).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Some parents report they are welcome to visit school.	Apprentice

	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.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Overall Rating: 2.43

	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.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	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).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

	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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Owen County High School

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

Overall Rating: 2.0

	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.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	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 and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	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 reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	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 encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	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

KDE Comprehensive School Improvement Plan

Owen County High School

	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: 2.17

	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 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).	Proficient

	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: 2.0

	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.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	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 are made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources).	Apprentice

	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 maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

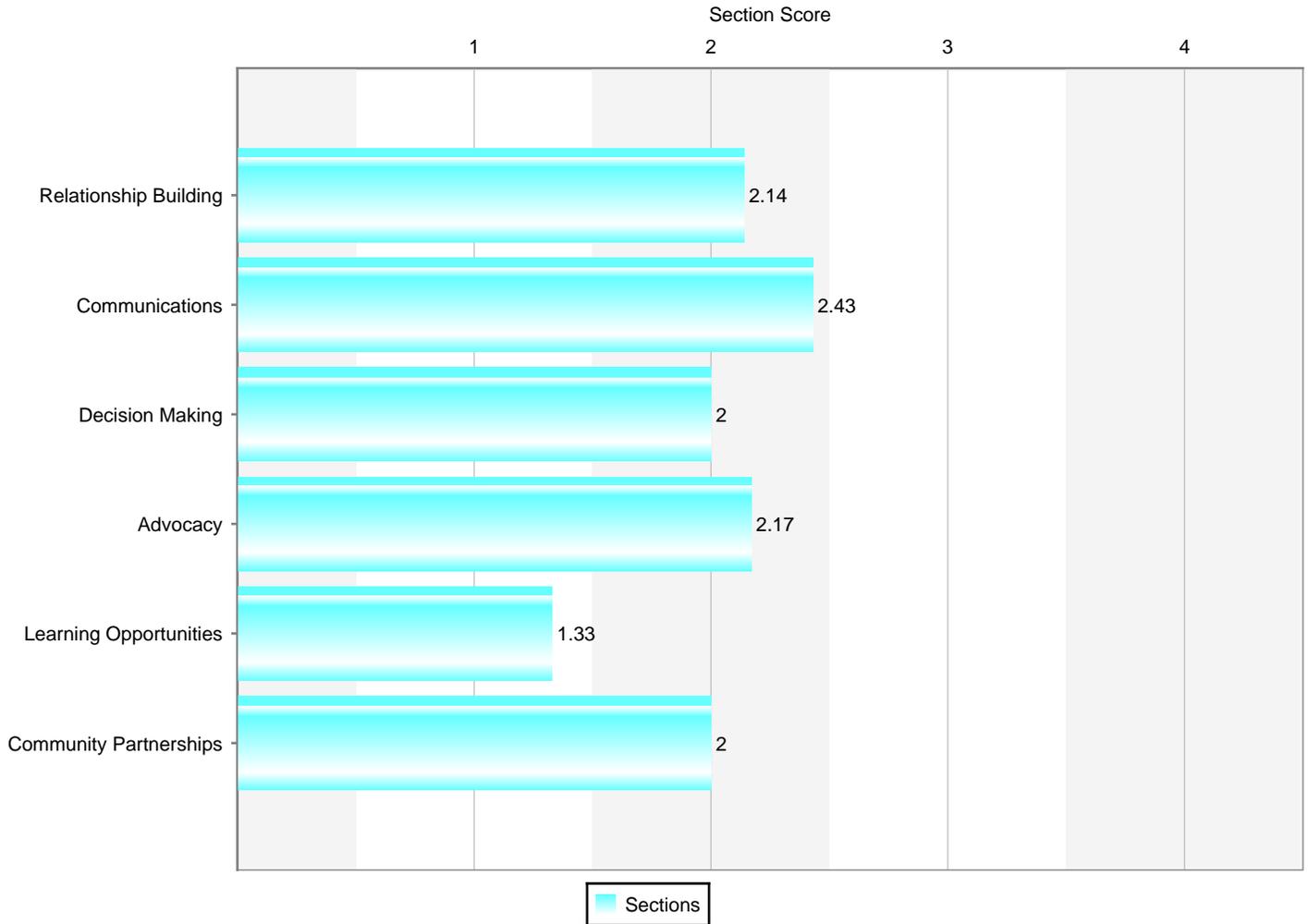
Reflection

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

We do not do an adequate job of engaging parents beyond legal necessities. We frequently find ourselves combating our own perceptions regarding a perceived lack of parent interest in their students' progress and activities. The SBDM could take a leadership role in this effort that it presently is not.

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 received input from student leaders via our meetings with Principal's Advisory Council and our student GRIT (Goal-Driven, Resilient, Influential Teens) team. These groups (a total of approximately 40 students) give input throughout the year regarding improvement initiatives undertaken at the school, and contribute not only input but work toward accomplishing these initiatives. We schedule our meetings with these groups during our seminar/advisor-advisee period and during our 4th period block/lunch period.

We have received input from parents via our annual parent survey and through parent members of our SBDM council. The parent survey was opened at the end of October and will remain open through the balance of the first semester. This survey is available to all parents on our school website, and all households are notified through a series of phone calls via our OneCall system.

Teacher input is gathered through our PLC's and faculty gatherings on a regular basis. (PLC's meet weekly, and we have occasional full faculty meetings).

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

Teachers (32-all) are asked to review the CSIP before final submission, and to identify those goals, strategies and activities in which they will personally be involved. PLC chairpersons (7) report on teacher input as a function of our leadership PLC. Student leaders (approx. 40) are given the opportunity to review and comment on our school improvement goals and strategies. Parents (approx. 20) give input via survey responses and through representation on the SBDM 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.

The final improvement plan is posted on our school website as soon as it is complete. The initial posting is through a news article designed to draw attention to the plan; the CSIP is later posted as a file on the website where it remains available throughout the year.

School Safety Report

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	August 2014	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	We review and approve the EMP annually. Most recently approved at the July 2016 SBDM meeting.	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	We meet twice annually to review our EMP with first responders. The SBDM reviews the plan at the beginning of every school year.	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	During pre-planning, Aug 10, 2015.	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

KDE Comprehensive School Improvement Plan

Owen County High School

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	The fire marshal has reviewed the safety zones (September 2015 most recently).	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	All completed during the first 30 school days (separate drills).	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	We annually review our master scheduling and registration processes as well as student data to determine specific students needs and paths of study. We place teachers into teaching assignments based on the best content fit for teachers and their certifications, and we work to make any class available to any student needing it.	

What are the barriers identified?

We offer open enrollment to programs and classes at OCHS. We have not identified any barriers to student participation or opportunity in our programs of study.

What sources of data were used to determine the barriers?

Master schedule. Registration process. Student registration requests. Student performance data.

What are the root causes of those identified barriers?

N/A

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

Our faculty of 31 produces ratings largely in the accomplished range, with roughly 10% in the developing range.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

Our school is approximately 56% free and reduced lunch. While we do not have a given policy that drives teacher assignment, the size of our faculty dictates that every teacher works with a range of students across socio-economic levels. All high school courses (we do offer students the opportunity to take early college courses from a local community college) are open enrollment, and have open access to teachers.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

Student performance data is used to inform placement into courses designed to offer intervention as preparation for End of Course tests. These courses are taught across the teaching staff so that no one teacher teaches all intervention classes or honors/advanced placement classes. We review the master schedule to assure an equity of assignment across any given department or content area.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

We analyze specific needs, particularly in the areas of math and English/Reading, and take those needs/concerns into consideration as we work to hire and maintain a stable teaching staff. Most recently, we have had the opportunity to hire an experienced math teacher who is working with our Algebra 1.5 and Alg 2 programs, as well as our AP Calculus course.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

We have not made recruitment of teachers with a skill set specific to minority or low income students a priority. We have an experience ELL teacher who works successfully with that population. We have not had the opportunity to hire a new special education teacher in the last several years.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

We do not offer any specific incentives for teacher retention.

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

We conduct regular KTIP meetings and first year teachers work with mentors through their first year. We have begun offering a one day induction program at the beginning of the school year to introduce teachers to the Owen County School System.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

Administrators meet with teachers to discuss and design appropriate professional growth and development opportunities. Teachers in the developing range are given the opportunity to begin with a self-guided plan; teachers in the ineffective range are given a one year directed plan.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

One of the goals in this CSIP is to design a professional development engagement plan that will give teachers additional input and choice regarding how their professional development is directed. This is a direct result of TELL results that indicated that receiving meaningful, effective PD was a priority for our staff.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

The following goals of the Owen County Comprehensive School Improvement Plan (2015-16) and their objectives, strategies and activities support the responses in this diagnostic:

Goals #2, 4, 5, 6, 7, 9 and 10