

# Owensboro High School

## Comprehensive School Improvement Plan 2008-2010

### Priority Need:

Owensboro High School needs to accelerate the achievement of its students to meet the demands of the 21<sup>st</sup> Century and to reduce achievement gaps. All Owensboro High School students need to make successful transition to work or post-secondary education without the need for post-secondary remediation. Students transitioning to colleges and universities must meet ACT pre-college benchmarks or be forced into non-credit remediation courses in math and reading.

### Cause(s)/Contributing Factors:

- Kentucky's systemic focus on meeting the demands of high stakes testing has offered students little consistent experience with applications of critical thinking to academic tasks and independent learning.
- Students feel uncomfortable about and seek to avoid tasks which require independent learning. Most tend to be teacher-directed learners.
- Many low SES students tend to have little interest in academic tasks unless they see a practical application.
- The feeder system is aligned to creating success on the KCCT, rather than to the curriculum skills of the PLAN and ACT now being used by Kentucky to evaluate high schools.
- The Kentucky Core Content for Assessment, in application at the classroom level, is not effectively aligned with the skills needed for the ACT and PLAN.

### Goals:

- Increase rigor in instruction.
- Prepare students with the critical thinking skills, problem solving skills, study skills, self-assessment skills and processing skills to be successful in rigorous instruction.
- Make instruction relevant to the real world of the 21<sup>st</sup> century.
- Improve student engagement in learning tasks.
- Improve students' critical thinking skills and their willingness to engage in tasks with high thinking demand.
- Increase the number of students earning college credit while in high school.

### Objective(s) with measures of Success:

- A. Increase the number of students meeting the ACT pre-college benchmarks in English by 15% over the next 3 years.
- B. Increase the number of students meeting the ACT pre-college benchmarks in Math by 15% over the next 3 years.
- C. Increase the number of students meeting the ACT pre-college benchmarks in Reading by 15% over the next 3 years.
- D. Increase the average ACT composite for juniors in the state administration to 20.
- E. Maintain the percentage of graduates making a successful transition to post-secondary education, technical training, or the workplace at a level above 95%, based on the senior transition survey.
- E. Increase the number of students earning college credit while in high school by 15%.
- F. Reduce racial and SES achievement gaps by 10% annually.

**STRATEGIES and EXPECTED IMPACT:**

**A. Career Pathways: smaller learning community structure**

1. Research next stage development of these pathways to align with revised Perkins requirements, Kentucky's Individual Learning Plan requirements, assessment, and 21<sup>st</sup> century learning needs. Enhance and extend these smaller learning communities.
2. Integrate Kentucky's Individual Learning Plan as a career planning and motivational tool in the pathway structure.
3. Research possible options for "personalizing" the Kentucky ILP to connect students with this OHS structure that preceded the ILP mandate.
4. Add specialized advisory groups for students in the arts.
5. Continue the specialized advisement program, OHS E.L.I.T.E., focused on NCAA Clearinghouse academic requirements for students who are potential college athletes.
6. Train advisors in use of ILP functions for advisement support as these features become available.
7. Design and implement training for advisors based on grade specific needs and timelines of their advisees. Make sure that the advisors at each grade level are prepared to provide information and guidance that is appropriately timed to the emerging needs of their advisees.

**TIMELINE: October 21, 2008 to June 30, 2009**

**Persons Responsible: Brown, Winstead, counselors**

**IMPACT:** These activities will integrate the state-required Individual Learning Plan into our existing smaller learning community structure and our advisement program in ways which build upon the work already done and utilize the ILP to help us enhance both the pathways and advisement. In addition, we will further develop our advisory program to more specifically address needs and support students in setting goals and preparing for post-secondary education. Effective implementation of these activities should help to raise our graduation rate and improve student engagement in the academic core curriculum.

## **B. Freshman Project: Transition Support**

1. Move focus of freshman project from “freshman transition” to “freshman success”.
2. Increase use of data from the MAP assessment and EXPLORE for both student interventions, policy development, curricular and instructional planning.
3. Continue to embed the Discovery social skills curriculum into freshman classes with follow-up at Grade 10.
4. Identify an additional common instructional focus for grade 9 to promote higher student achievement and deepen student understanding of what constitutes “good work”.
5. Target a portion of the ESS budget to interventions with freshmen.
6. Offer a family activity (dinner, pizza party, tailgate) for freshmen and their parents as part of the transition process.
7. Continue our other transition support activities including advisement at Grade 8, school visit, parent orientation and the extra-curricular fair.

**TIMELINE: October 21, 2008 to October 31, 2009**

**Persons responsible: Burnette, Brown, Hunter, Winstead**

**IMPACT:** These activities will improve student achievement and student engagement in the ninth grade year and beyond. They will also reduce failures and retentions in grade 9.

## **C. Core Academic Learning: Advanced Placement/Early College**

1. Establish an “Advanced Studies” diploma designation to recognize students who earn college credit while in high school by passing one or more advanced placement examinations, taking a dual credit course, or taking a course on a college campus.
2. Develop a presentation on the value of AP courses and passing AP exams for the annual orientation meeting with eighth grade parents. Evaluate the possible ways to disseminate such information at the seventh grade level.
3. Identify and target AP courses with high pass rates on the AP exams for possible expansion and broad-based marketing to students.
4. Increase the number of students taking AP exams by 10% annually.
5. Increase the number of students passing AP exams by 10% annually.

**TIMELINE: October 21, 2008 – June 30, 2010**

**Persons Responsible: Winstead, Mayberry, Burnette**

**IMPACT:** Improving performance in the this area enables students to transition to college with credits accumulated, thus improving student preparation and providing students with college credits inexpensively.

The ripple effect of such student success improves students' academic performance in the pre-requisite courses.

#### **D. Alternative Program – Seven Hills**

1. Implement RAMP UP to Algebra as a math intervention program.
2. Continue to use Read 180 as a reading intervention. Provide the teacher using the program with additional support from the OHS campus.
3. Integrate Seven Hills teachers into professional development and departmental retreats at OHS.
4. Develop a possible 9<sup>th</sup> grade transition project for the alternative campus which would focus on development of student aspirations, and individualized planning for both graduation and post-secondary life. Use of the Kentucky ILP would be embedded into this initiative.
5. Improve science and math instruction by web-casting lessons from OHS RAMP UP math and Biology as a pilot program for evaluation and possible future expansion.

**TIMELINE: October 21, 2008 – June 30, 2010**

**Persons Responsible: West, Burnette, Winstead**

**IMPACT:** These activities should help to improve academic rigor and in the alternative program, making it more closely aligned to the academic expectations at OHS, while providing improved academic interventions for students with complex barriers. They should also help to narrow achievement gaps in the areas of race and SES.

#### **E. Core Academic Learning – Math**

1. Use the Measure of Academic Progress Goals 6 math assessment to build a base of longitudinal data to assist with long term planning and policy development.
2. Use the Measure of Academic Progress Goals 6 math assessment to target and support individual interventions.
3. Develop a common mastery assessment of math fundamentals including measurement, number sense, problem solving and vocabulary to be administered in the spring semester of grade 8 and used to target students for additional short term interventions in grade 9.
4. Undertake a comparison study of MAP, ACT, and PLAN scores in math.
5. Improve the use of formative assessments and the variety of effective instructional strategies in math classrooms.

6. Create an interdisciplinary “quantitative literacy” team to develop, promote and support math integration opportunities in content area classrooms.
7. Develop and pilot independent summer learning requirements for math.
8. Design and develop a course menu to meet the 4<sup>th</sup> year math requirement which will apply to the Class of 2012.
9. Conduct exit interviews with seniors to gather data on student perceptions of math learning.

**TIMELINE: October 21, 2008 – June 30, 2010**

**PERSONS RESPONSIBLE: Winstead, Burnette**

**IMPACT:** These activities will reduce achievement gaps in math by intervening with individual students and improving both instruction and student performance as measured by the ACT, PLAN, and KCCT.

#### **F. Core Academic Learning – Reading and Writing**

1. Use the Measure of Academic Progress assessment in Reading and Language to build a base of longitudinal data to assist with long term planning and policy development.
2. Use the Measure of Academic Progress assessment to target and support individual interventions in reading.
3. Develop a common mastery assessment of grammar, correctness and editing skills to target instruction and short term interventions in grade 9.
4. Undertake a comparison study of MAP, ACT, and PLAN scores in reading and language/English.
5. Improve the use of formative assessments in English classrooms.
6. Improve differentiation in English classrooms.
7. Design a “front loaded” approach to learning grammar, editing and correctness for the first semester of 9<sup>th</sup> grade. Utilize this unit as a tool for developing students’ analytic thinking skills.
8. Expand writing models and writing tasks beyond those required by the writing portfolio and on-demand assessment and to be more representative of the range of audiences and purposes in authentic real world writing.
9. Develop and implement classroom strategies to more closely connect reading and writing skills.
10. Develop students’ skills as independent readers of challenging texts.

**TIMELINE: October 21, 2008 – June 30, 2008**

**PERSONS RESPONSIBLE: Winstead, Burnette**

**IMPACT:** These activities will reduce achievement gaps in reading and writing by intervening with individual students and improving both instruction and student performance as measured by the ACT, PLAN, and KCCT.