



Comprehensive School Improvement Plan

Oak Grove Elementary School
Whitley County

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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

The data on the chart indicates that Oak Grove Elementary has a very small minority population of 1%. 65% of our students qualify for free/reduced priced meals. At this time, there is no ELL population. Our school has a very low teacher turnover rate and none of our teachers have less than 3 years of experience. Oak Grove has 2 National Board Certified teachers. Only one of the assistant principals has less than 3 years of experience.

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

Barriers Identified:

- *Decreased funding for professional development.
- *High rate of poverty.
- *Low rate of National Board Certified Teachers.
- *Lack of training that focus on the needs of students of low socio-economic status.

Root Causes Identified:

- *Teachers are not prepared to meet the diverse needs of low income students.
- *Professional learning is not aligned to educator need which focusing learning for students of high poverty.

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

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

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

OR

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

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

Goal 1:

Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap from 63.3% in 2016 to 73.9% in 2019 as measured by the KPREP delivery targets.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from 63.3% to 66.8% by 06/30/2017 as measured by KPREP delivery targets..

Strategy1:

Best Practice - Struggling learners will master academic skills so they can perform at proficiency level and be successful.

Category:

Research Cited:

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Activity - Teaching Strategies to Promote Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers at Oak Grove will ensure that the students are being taught at the optimal instructional level to promote success. During instruction, the teachers will use modifications and accommodations for learners that are behind or struggling during the lesson. We provide the students with educational resources, such as technology, to enhance student learning. During a lesson, the teachers will model and demonstrate a skill and allow students time to practice it.	Direct Instruction	08/04/2014	06/30/2016	\$0 - No Funding Required	Teachers and Administrators

Strategy2:

Collaboration and Planning - Grade level teachers will collaborate to plan, analyze data and identify any gaps to make changes to the curriculum to enhance learning.

Category:

Research Cited:

Activity - Curriculum Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers at Oak Grove will collaborate during their daily common planning to plan, analyze data and identify any gaps to make changes to the curriculum. Also, the team leaders from each grade level will be part of the district curriculum committee to work on the curriculum to align it with the Common Core Standards.	Professional Learning	08/04/2014	06/30/2016	\$0 - No Funding Required	Teachers and Administrators

Goal 2:

Increase the average combined reading and math K-PREP scores for all students from 66.5% to 76% in 2019.

Measurable Objective 1:

collaborate to increase overall reading and math proficiency ratings for all students from 66.5% to 69.7% by 06/30/2017 as measured by KPREP delivery targets..

Strategy1:

Math Initiative - Provide supplemental instructional services to students to enhance their math skills and knowledge.

Category:

Research Cited:

Activity - Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math interventions are provided for students to have extra practice to reinforce the classroom skill or topic. Extended school services are offered for students that are struggling in math through the 21st Century Program.	Academic Support Program	08/04/2014	06/30/2016	\$3000 - General Fund	All Teachers and Administrators.

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Strategy2:

Curriculum Planning and Monitoring - Teachers will meet during their daily common planning and the PLCs (Professional Learning Committees) will meet weekly to plan instruction, reflect and analyze student performance in reading and math.

Category:

Research Cited:

Activity - Curriculum Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet to plan and reflect on lessons and assessments. This will help us identify areas of need to focus on to be proficient.	Other	08/04/2014	06/30/2016	\$0 - No Funding Required	All Teachers and Administrators

Strategy3:

Kindergarten Readiness - In collaboration with our district and other agencies an all-day preschool program will be provided for 3 and 4 year old children. This research based program will promote a healthy and successful transition to Kindergarten.

Category: Early Learning

Research Cited:

Activity - Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon entry to Kindergarten, students will be screened with the state required Brigance. The district will screen for: letter identification, letter sounds, sight words, number identification, and name writing. Throughout the school year, the students will be assessed by STAR Early Literacy, IOWA and MAP. All assessment results will be used for instructional purposes and to identify an area of need.	Policy and Process	08/04/2014	06/30/2016	\$0 - No Funding Required	Kindergarten Teachers

Activity - Preschool/Kindergarten Transition Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In collaboration with Bell Whitley Head Start, we schedule a transition meeting at the end of each year. We invite all preschool parents, teachers and kindergarten teachers to the meeting to discuss the transition to Kindergarten. The Kindergarten teachers prepare a handout explaining the expectations for Kindergarten, rules/procedures and some helpful tips for the parents during this transition.	Parent Involvement	08/04/2014	06/30/2016	\$0 - No Funding Required	Kindergarten Teachers, Preschool Teachers, Administrators and Bell Whitley Staff.

Strategy4:

Writing Scrimmages - Since writing is an integral part of the KPREP Assessment, we implement all writing types daily in all subject areas. We will have timed writing scrimmages to mock the writing scenarios found on the KPREP. We will show samples of graded writing pieces and show students what was needed to score the different categories.

Category: Continuous Improvement

Research Cited:

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Activity - SBDM Writing Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will follow the SBDM policy and implement the writing that is required at each grade level.	Policy and Process	08/04/2014	06/30/2015	\$0 - No Funding Required	All Teachers and Principals

Strategy5:

Program Review - An internal program review will be conducted according to the rubrics to ensure teachers are contributing to all areas of study.

Category:

Research Cited:

Activity - Internal Program Review Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A program review committee will be developed to monitor and assess the program review. The committee will meet as needed to review evidence and score the evidence submitted. At the end of the year the scores will be submitted in the ASSIST program for district and state review. This helps us to identify and analyze gaps in particular program areas to determine the next step for continuous improvement and proficiency.	Academic Support Program	08/04/2014	06/30/2016	\$0 - No Funding Required	Program Review Committee and Administrators.

Strategy6:

Reading Initiative - Students will be rewarded for different achievement levels in reading. Also, supplemental literacy programs will be offered for students that are struggling in reading.

Category:

Research Cited:

Activity - Literacy Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTA and Reading Recovery teachers use in-school literacy based instruction in small groups to reduce class size and individualize instruction to enhance students' reading skills. Save the Children literacy program offers in-school and after-school programs to promote reading. We offer extended school services through 21st Century Bruins Star Clubs and Save the Children to enhance reading instruction.	Academic Support Program	08/04/2014	06/30/2016	\$3000 - General Fund	All Teachers, Administrators, Reading Recovery Teachers and Save the Children Literacy Coordinator.

Activity - Reading Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be rewarded for the following accomplishments in Reading: Eager Reader, Independent Reader and various AR point recognitions. Also, once a student reaches one of these goals we recognize their accomplishment over the intercom during the morning praise reports and/or recognized by their name being placed on a bulletin board dedicated for one of these reading accomplishments.	Other	08/04/2014	06/30/2016	\$1000 - Other	All Teachers, Administrators, Family Resource, PTA and Reading Recovery Teachers.

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Goal 3:

Oak Grove Elementary has reviewed the results of the Tell Survey and will increase the percentage of teachers who agree that effort is being made to reduce the amount of required routine paperwork from 55.1% in 2015 to 62% in 2017.

Measurable Objective 1:

collaborate to increase the percentage of teachers who agree that efforts are made to minimize the amount of routine paperwork that teachers are required to do from 55.1% in 2015 to 62% or above by 06/30/2017 as measured by the TELL survey..

Strategy1:

Survey Analysis - Teachers, principals and other certified educators at Oak Grove Elementary will analyze the summary report to ensure efforts are made to minimize the amount of routine paperwork teachers are required to do.

Category: Continuous Improvement

Research Cited:

Activity - Time Efficiency Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, principals and other certified educators in our school will meet to evaluate and minimize the amount of routine paperwork teachers are required to do with all of the new changes. Less paperwork means there will be more time for lesson planning and instruction.	Policy and Process	08/01/2013	06/30/2017	\$0 - No Funding Required	Certified Staff and Principals

Goal 4:

Increase the percentage of effective teachers from ___% in 2015 to ___% in 2020.

Measurable Objective 1:

collaborate to increase the effectiveness of our teachers by 06/30/2015 as measured by Professional Growth and Effectiveness System (PGES) as referenced in the Whitley County School District Certified Evaluation Plan (CEP). .

Strategy1:

Professional Growth and Effectiveness System - The teachers at Oak Grove will be provided with several different professional learning strategies regarding the PGES. They will be trained by media presentations for each domain of the PGES provided by the district. The principal and assistant principals will meet during the PLC's to discuss and provide resources for the teachers. After school professional development will be scheduled to assist the teachers in all 5 areas of the KY Framework for Teaching, Student Growth & Professional Growth Goals along with Peer Observer Training.

Category:

Research Cited:

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Activity - Certified Evaluation Plan Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Staff will be orientated to the new Certified Evaluation Plan that includes PGES within the first 30 days of school.	Professional Learning	08/04/2014	06/30/2015	\$0 - No Funding Required	Principals and District Office Staff

Activity - Observer Certification and Calibration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All administrators that serve in an evaluation position will complete initial Teachscape certification and then successfully complete the Teachscape Calibration in years two and three.	Professional Learning	07/01/2014	06/30/2016	\$99 - Title II Part A	Principal and Assistant Principals

Activity - New Teacher Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers will attend the district's New Teacher Academy.	Professional Learning	07/29/2014	06/30/2015	\$0 - No Funding Required	Principal, New Teachers, and District Office Staff

Activity - Student Voice Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on the protocols of Student Voice and how to use the data for continuous improvement.	Professional Learning	07/29/2014	06/30/2015	\$0 - No Funding Required	Principal, Teachers, and District Office Staff

Activity - Peer Observation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers serving as peer observers will complete the KET Peer Observer Module once every three years and will review the Kentucky Framework for Teaching before observing teachers.	Professional Learning	08/04/2014	06/30/2015	\$0 - No Funding Required	Principal, District Office Staff and Peer Observers

Activity - Enduring Skills and Student Growth Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on identifying enduring skills and writing student growth goals.	Professional Learning	06/30/2014	06/30/2015	\$0 - No Funding Required	Principals, District Office Staff, Teachers, and SESC Coaches

Measurable Objective 2:

collaborate to implement the requirements of the Certified Evaluation Plan and monitor data from evaluations by 06/30/2015 as measured by the completion of observations/evaluations required by the teachers' cycles..

Strategy1:

Principal Responsibilities - Principal should be aware of the responsibilities regarding the CEP and PGES.

Category: Professional Learning & Support

Research Cited:

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Activity - Teacher Observations/Evaluations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will be provided with organizational tools to utilize to meet their observation/evaluation deadlines	Policy and Process	07/01/2014	06/30/2015	\$0 - No Funding Required	District Office

Activity - CEP Updates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CEP will be evaluated for needed updates based on data from principals on evaluations, surveys and anecdotal data	Policy and Process	01/01/2015	06/30/2015	\$0 - No Funding Required	District 50/50 Committee, Principals and Teachers

Activity - Data Analysis-Teacher Evaluations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will analyze their evaluation data to determine the number of teachers in the various levels and provide feedback (Ineffective, Developing, Accomplished and Exemplary)	Professional Learning	09/01/2014	06/30/2015	\$0 - No Funding Required	Principals and Peer Observers

Goal 5:

Oak Grove Elementary will increase our total program review score from 36.4 in 2015 to 37.0 by 2016.

Measurable Objective 1:

A 100% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all characteristics of the program review in Writing by 06/30/2016 as measured by the KDE Program review results..

Strategy1:

Student Access in Writing - Provide students and teachers with resources and best practice to improve writing abilities.

Category: Continuous Improvement

Research Cited:

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional learning opportunities on the differentiated strategies in literacy instruction to meet student needs. Also, provide trainings on how to integrate technology in the writing process to include all communication skills.	Professional Learning	08/01/2014	06/30/2016	\$0 - No Funding Required	Administrators

Measurable Objective 2:

A 100% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth and Ungraded grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American

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Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all demonstrators of the program review in Art & Humanities by 06/30/2016 as measured by the KDE Program Review Assessment data..

Strategy1:

Student Access - Provide all students with equitable access to high quality Arts and Humanities curriculum and instruction daily in the regular classroom and weekly in the Arts & Humanities Classroom. Also, provide teachers with the resources and understanding to integrate Arts and Humanities in every day lessons.

Category: Continuous Improvement

Research Cited:

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schedule professional learning opportunities for the faculty/staff that focuses on the Arts and Humanities Curriculum, practices, and integration of the Arts and Humanities content.	Professional Learning	08/01/2014	06/30/2016	\$0 - No Funding Required	Administrators and Arts and Humanities Teacher.

Measurable Objective 3:

A 100% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all characteristics of the program review in World Languages by 06/30/2016 as measured by the KDE Program Review results..

Strategy1:

Student Access in World Language - Provide all students with equitable access to high quality Foreign Language curriculum and instruction daily in the regular classroom.

Category: Continuous Improvement

Research Cited:

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide resources and professional learning for the teachers to enhance their knowledge on the World Language/Cultural Program Review and Curriculum.	Professional Learning	08/01/2014	06/30/2016	\$0 - No Funding Required	Administrators

Measurable Objective 4:

A 100% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all characteristics of the program review in Practical Living by 06/30/2016 as measured by the KDE Program Review results..

Strategy1:

SY 2016-2017

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Student Access for Practical Living - Provide all students with equitable access to high quality Practical Living curriculum and instruction daily in the regular classroom and weekly in the Practical Living Classroom.

Category: Continuous Improvement

Research Cited:

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional learning opportunities that will provide professional resources for all teachers to enhance the integration of the Practical Living components and curriculum into their instruction.	Professional Learning	08/01/2014	06/30/2016	\$0 - No Funding Required	Administrators and Practical Living Teacher

Goal 6:

The percentage of students scoring novice in reading will decrease by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in reading by 10% by 06/30/2017 as measured by the School Report Card.

Strategy1:

Improving Core Reading Instruction - Review all reading resources and lessons to check for best teaching practices, rigorous work, and assessments to ensure our reading instruction is enhancing learning.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - LDC Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the reading lesson learned through the LDC grant to enhance learning.	Academic Support Program	08/10/2015	06/30/2016	\$500 - Other	Teachers

Goal 7:

Oak Grove Elementary will decrease the percentage of students who are not kindergarten ready from 39.1% in 2015 to 34% in 2016 as measured by the Brigance Assessment .

Measurable Objective 1:

increase student growth by screening all kindergarten students upon entry at Oak Grove Elementary to identify areas of need by 12/09/2015 as measured by Brigance Assessment.

Strategy1:

Collaboration and Support - Using collaboration between stakeholders and programs will increase the number of children benefiting from early childhood interventions.

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Category: Continuous Improvement

Research Cited: Center on the Developing Child at Harvard University. (2010) The foundations of lifelong health are built in early childhood.

http://developingchild.harvard.edu/library/reports_and_working_papers/foundations

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center (FRC) will host monthly meetings for all parents who wish to attend. Monthly agendas include, but are not limited to: childhood development, health professionals, counselors, demonstrations, resources, contacts, and support groups.	Community Engagement	08/03/2015	06/30/2016	\$0 - No Funding Required	Beverly Walters, Oak Grove FRC Director

Activity - Save the Children	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STC sponsored Early Steps Program provides families with one hour home visits two days per month to service pregnant women and children 3 yrs of age and under. The service includes: children's book exchange, read aloud stories, family building activities, free parent/child book libraries, and assistance in reducing barriers to learning.	Parent Involvement Academic Support Program	08/10/2015	06/30/2016	\$40000 - Grant Funds	Save the Children Staff, WCBOE, Administrators

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

Tonya Faulkner-Principal

Dewayne Partin- SBDM Teacher Member

Lisa Johnson- SBDM Teacher Member

Amy Meadors- SBDM Teacher Member

Ben Taylor- SBDM Parent Member

Darren Gilreath- SBDM Parent Member

Mary Barnett- PTA President

Danielle Higginbotham-PTA Vice President

Anita Partin-PTA Treasurer

Jodie Elliott-FRC Coordinator

Cymbre Crisologo-Assistant Principal/ARC and 504 Chairperson

Gina Wilson-Assistant Principal

Relationship Building

Overall Rating: 3.43

	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 that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	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.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	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 and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	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.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

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

Communications

Overall Rating: 3.29

	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 implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	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 and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	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.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	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).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

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

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

Decision Making

Overall Rating: 3.57

	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.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

	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.	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.	Proficient

	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.	Parents and community stakeholders are trained in academic achievement planning and authentic participation, with school council regularly checking the implementation and impact of that work.	Distinguished

	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 actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

	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 and stakeholders are trained to create, measure and sustain authentic participation in all areas of school improvement at School and district level.	Distinguished

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

Advocacy

Overall Rating: 4.0

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	District and school staff supports a community of trained parents and advocates who work together to ensure all students are meeting their academic goals and learning needs.	Distinguished

	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.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	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 staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	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 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.	Distinguished

	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.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 3.5

	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.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities 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 participation in 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.	Proficient

	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 makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	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 and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

	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 parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Distinguished

	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.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Distinguished

Community Partnerships

Overall Rating: 3.0

	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 regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

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

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

	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 collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

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

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

Reflection

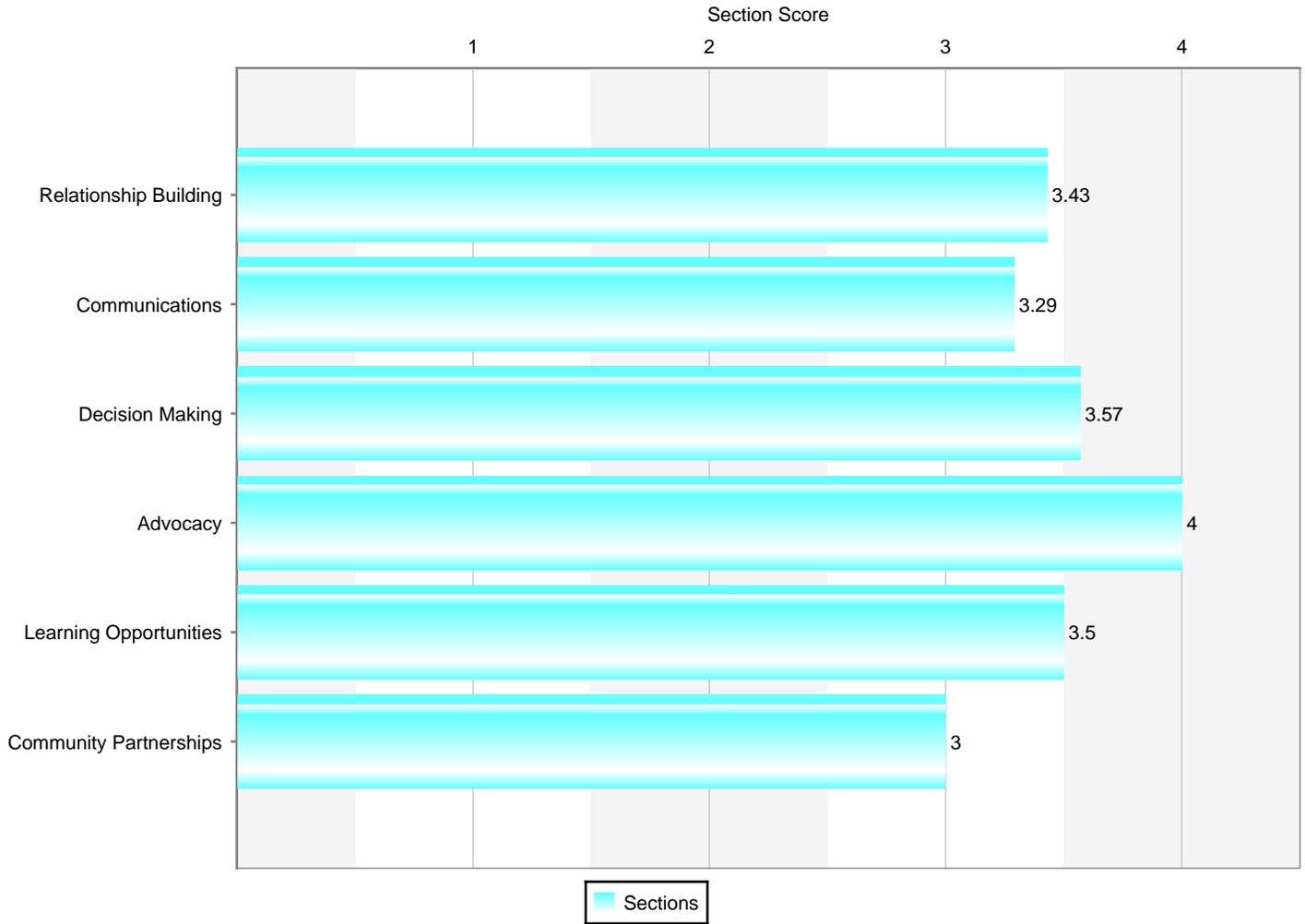
Reflect upon your responses to each of the Missing Piece objectives.

While reflecting on the Missing Piece objectives the following areas are noted as strengths: advocacy, decision making, and learning opportunities. Oak Grove Elementary includes our stakeholders in decision making, and makes every effort to ensure that all students are well represented, and parents are well informed. The actions that we are implementing to sustain our strengths are as follows: continued parent and community stakeholder participation in implementing school and district improvement activities, student acknowledgement and celebrations, faculty/staff acknowledgements, monthly SBDM and PTA meetings, weekly newsletters home, daily communication logs between teacher and parents, District Ed Newspaper, parent/teacher conferences, open house, communication with parents about their student's academic goals and progress through conferences, exit criteria and grade level brochures, communicating with parents using one call system, and communications through district, school, and teacher websites.

The areas that are in need of improvement focus on: parent surveys and feedback opportunities for parents and stakeholders, parent involvement in school decisions, and monitoring and assisting school improvement. To improve these areas of need, we plan to develop a school culture survey that will be offered to all parents through a variety of modes of communication. This will allow parents and stakeholders the opportunity to provide feedback on school and student performance that will be used during planning and decision making. We also plan to hold elections of SBDM parent elections during parent- teacher conferences or other events to increase the number of parents voting in SBDM parent elections.

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.

At Oak Grove we create a CSIP committee with teachers, parents, community members to review, revise and monitor the Comprehensive School Improvement Plan each year. This committee consists of all faculty and staff and the SBDM parent members. The first action of the committee is to review and analyze assessment data after they become available. After analyzing assessment data the committee identifies the needs and causes then recommends changes in programs and strategies. Next, the committee gathers, compiles, and evaluates information related to the curriculum, instruction, and assessment. The third step is developing and revising the CSIP including identifying funding sources and professional development. The final action is reporting twice a year on the progress of implementation of the plan to the SBDM Council through the implementation and impacts checks. The SBDM members are voted in by the teachers and parents.

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

After the CSIP committee develops a plan based on K-PREP results, the plan is monitored by SBDM and PLC's. The council has the responsibility for adopting and monitoring the CSIP. The Council meets monthly and will check progress twice a year. Also, during our PLC's, teachers will continue to discuss and monitor student progress by analyzing student testing data. Also, we have an early release day in which all stakeholders will meet to review and analyze testing data.

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

After the final CSIP is reviewed, approved, and submitted to the state we will monitor the CSIP plan through the SBDM and PLC's. The council has the responsibility for adopting and monitoring the CSIP. The Council meets monthly and will check progress twice a year. Also, during our PLC's teachers will continue to discuss and monitor student progress by analyzing student testing data. All stakeholders will receive a copy of the finalized CSIP plan.

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

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?

Kentucky Performance Rating for Educational Progress (KPREP) provides the opportunity to examine the data reports of the entire school and each individual student. The data is then broken down into disaggregated data by grade, by teacher, subject area, and by individual student scores, as well as demographic data. This breakdown provides us with a wealth of information that gives us the ability to identify both positive and negative trends. Through analysis of these trends, identification of areas of strength and weakness are easily identifiable. There are various ways that data can be compared to help pinpoint specific areas of weakness. For example, individual scores can be divided into classrooms from both the current year and the previous year to compare results and ensure that student achievement is being sustained between grade levels. From there individual student growth can be tracked and thus identification of needs be more specific. Another example is trends in content areas that need to be addressed. This identified trend could be used to address negative issues identified, but could also be through identification of effective strategies that have had impact on students. After analysis of this data, school wide improvement can begin.

Our early release day in October was used to analyze KPREP data and to plan accordingly. Data analysis teams looked at individual students and their growth and achievement. Committees then met to address needs and identify implementation strategies. At this time, teachers and administrators had the opportunity to share ideas that worked and modify those that had obviously not had impact. We met back for professional development sessions later on to look at grade level strengths and weaknesses, overall school trends, and the program review.

We use various pieces of evidence in order to review our data: the school report card, KPREP individual performances, special education students, state averages, etc. We considered the performance levels of each of the subgroups in our school. Teachers compared their findings to how the same groups of students performed in other content areas. Data analysis teams also analyzed previous school improvement plans, various district program reports in order to identify objectives, strategies, and activities. Celebrations were noted and the instructional practices were identified that contributed to those successes. Additionally, we noted areas that need improvement and included specific strategies that we believe would help improve these areas. We asked teachers to take this overall analysis further to include specific instructional practices that they would put in place to accomplish these goals.

Academic Performance Data Review

School Report Card 2015-2016 Review

According to the 2015 school report card, our school is a proficient school. The school scored 82.5 overall, placing us in the top 8.7th percentile in the state of Kentucky for a ranking of 62 out of 709 elementary schools. We did meet our 2016 Annual Measurable Objective Goal of 52.5.

CSIP Review 2015-2016

- Goal 1: Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap from 49.6% in 2015 to 73.9% in 2019 as measured by the KPREP delivery targets.

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- Goal 2: Increase the average combined reading and math KPREP scores for elementary and middle school students from 53.7% to 76% in 2019.
- Goal 3: The purpose of the TELL survey is to assist schools in deciding on policies and practices based on the views of certified staff.
- Goal 4: Oak Grove Elementary will increase or maintain proficiency/distinguished in all areas of the program review.

Student Performance by Content Strands

KPREP 2015-2016

- Reading (School Wide) - 68.6% scored P/D in Reading with 11.9% Novice

o Grade 3 - 74 students tested: 17.6% novice, 17.6% apprentice, 35.1% proficient, and 29.7% distinguished. That data shows that 64.9% of students in 3rd grade were P/D in reading. This was 2.5% above the district average of 62.4% and 11.2% above the state average of 53.7%.

o Grade 4 - 87 students tested: 9.2% novice, 17.2% apprentice, 49.4% proficient, and 24.1% distinguished. That data shows that 73.6% of students in 4th grade were P/D in reading. This was 5.7% above the district average of 67.9% and 17.3% above the state average of 56.3%.

o Grade 5 - 89 students tested: 10.1% novice, 21.3% apprentice, 48.3% proficient, and 20.2% distinguished. That data shows that 68.5% of students in 5th grade were P/D in reading. This was 4% above the district average of 64.5% and 10.4% above the state average of 58.1%.

o Grade 6 - 68 students tested: 11.8% novice, 22.1% apprentice, 48.5% proficient, and 17.6% distinguished. That data shows that 66.2% of students in 6th grade were P/D in reading. This was 2% below the district average of 68.2% and 10.7% above the state average of 55.5%.

- Math (School Wide) - 63.5% scored P/D in Math with 7.9% Novice

o Grade 3 - 74 students tested: 6.8% novice, 23% apprentice, 44.6% proficient, and 25.7% distinguished. That data shows that 70.3% of students in 3rd grade were P/D in math. This was 16.8% above the district average of 53.5% and 22.6% above the state average of 47.7%.

o Grade 4 - 87 students tested: 6.9% novice, 27.6% apprentice, 52.9% proficient, and 12.6% distinguished. That data shows that 65.5% of students in 4th grade were P/D in math. This was 4.3% above the district average of 61.2% and 13.8% above the state average of 51.7%.

o Grade 5 - 89 students tested: 9% novice, 33.7% apprentice, 43.8% proficient, and 13.5% distinguished. That data shows that 57.3% of students in 5th grade were P/D in math. This was 2.5% below the district average of 59.8% and 1.2% above the state average of 56.1%.

o Grade 6 - 68 students tested: 8.8% novice, 29.4% apprentice, 36.8% proficient, and 25% distinguished. That data shows that 61.8% of students in 6th grade were P/D in math. This was 1.2% below the district average of 63% and 11.6% above the state average of 50.2%.

- Social Studies (School Wide) - 59.6% scored P/D in Social Studies with 9% Novice.

- Writing (School Wide) - 56.1% scored P/D in Writing with 10.2% Novice

o Grade 5 - 89 students tested: 6.7% novice, 41.6% apprentice, 43.8% proficient, and 7.9% distinguished. That data shows that 51.7% of students in 5th grade were P/D in writing. This was 11.5% above the district average of 40.2% and 10.7% above the state average of 41%.

o Grade 6 - 68 students tested: 14.7% novice, 23.5% apprentice, 51.5% proficient, and 10.3% distinguished. That data shows that 61.8% of students in 6th grade were P/D in writing. This was 8.6% above the district average of 53.2% and 13.8% above the state average of 48%.

- Language Mechanics (School Wide) - 60.6% scored P/D in Language Mechanics with 10.3% Novice.

o Grade 4 - 87 students tested: 5.7% novice, 25.3% apprentice, 36.8% proficient, and 32.2% distinguished. That data shows that 69% of students in 4th grade were P/D in language mechanics. This was 4.6% above the district average of 64.4% and 17.1% above the state average of 51.9%.

o Grade 6 - 68 students tested: 16.2% novice, 33.8% apprentice, 33.8% proficient, and 16.2% distinguished. That data shows that 50% of students in 6th grade were P/D in language mechanics. This was 1.6% below the district average of 51.6% and 8.8% above the state average of 41.2%.

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MAP FALL 2016

- Reading - Grades 2-6 reading performance levels of the 299 students tested:

o 21.1% novice, 25.3% apprentice, 37.3% proficient, and 16.3% distinguished. The data shows that 53.6% of the students in grades 2-6 were P/D in reading. The data shows that 46.4% of the students in grades 2-6 were apprentice/novice in reading.

- Math - Grades 2-6 math performance levels of the 400 students tested:

o 14% novice, 40.3% apprentice, 37.3% proficient, and 8.5% distinguished. The data shows that 45.8% of the students in grades 2-6 were P/D in math. The data shows that 54.3% of the students in grades 2-6 were apprentice/novice in math.

- Reading - Grades K-2 reading performance levels of the 250 students tested:

o 132 students were at or above norm grade level mean RIT. The RIT (Rasch Unit) scale is a stable equal-interval vertical scale. It can be used to compare the performance of students and school/district relative to national achievement and growth norms and state standards, including Common Core State Standards (CCSS).

- Math - Grades K-2 math performance levels of the 249 students tested:

o 120 students were at or above norm grade level mean RIT.

IOWA Achievement Test 2016

- Kindergarten had a 91% national percentile ranking in English Language Arts (ELA), an 86% national percentile ranking in math, and an 86% national percentile ranking in Core Composite score.

- First Grade had a 79% national percentile ranking in English Language Arts (ELA), an 85% national percentile ranking in math, and a 79% national percentile ranking in Core Composite score.

- Second Grade had a 55% national percentile ranking in English Language Arts (ELA), a 71% national percentile ranking in math, and a 65% national percentile ranking in Core Composite score.

Brigance Screener School-Wide Data 2016

- 45% of our students were Kindergarten ready.

- 51% were not Kindergarten ready.

- 4% of our students were Kindergarten ready with enrichments.

Non-Academic Performance Data

In addressing the non-academic data utilized to meet student needs we take into consideration these areas:

- Free/Reduced-Price Meals (452/590 = 76.6% Oak Grove Students)

o The student population who qualify for free/reduced price meals receive the same quality education instruction and opportunities as those students who exceed the income guidelines.

- Attendance (94.3% ADA 2015-2016)

o Attendance plays a vital role in student performance. Our attendance clerk makes personalized phone calls to students who are absent. These contacts allow the school to communicate with parents/guardians regarding absences, assignments, etc. These interactions often times bridge the instructional gap accompanied with absences. Additionally, the District's DPP and our school's Family Resource personnel make home visits to students with attendance concerns.

- Counseling

o Counseling is an asset our school utilizes to meet student needs. Teachers, administrators, and often times parents refer a child to receive

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counseling services on site. Our school's counselors offer in school counseling as well as after school and summer programs to support identified/referred students. Within these programs, character education is provided on topics such as: goal setting, consequences, decision making, anti-drug, anti-bullying, relationship building, improving self-esteem, etc.

VAL-ED Survey Results 2015-2016

The Oak Grove Elementary staff, administration, stakeholders, and the SBDM Council review the VAL-ED survey results. The VAL-ED is designed to provide a summary of effectiveness of a principal's learning-centered leadership behaviors during the current school year. It focuses on leadership behaviors defined by six core components and six key processes known to influence student achievement.

The results of the VAL-ED indicate that Oak Grove leadership ranged from a low of 3.4 for Culture of Learning and Professional Behavior to a high of 3.77 for Quality Instruction. Similarly, the principal's mean Key Processes ranged from a low of 3.53 for Monitoring to a high of 3.77 for Advocating. The Overall Effectiveness Score was a Proficient with a mean score of 3.62.

TELL Survey Results 2014-2015

The Oak Grove Elementary staff, administration, stakeholders, and the site-based council review the TELL Kentucky Survey results. The TELL Kentucky Survey is designed to gather a variety of information from teachers, counselors, principals, and other administrators who know the working conditions in our schools.

- Adequacy of Facilities and Resources - 95.9% of teachers stated that they have sufficient access to appropriate instructional materials.
- Time - 55.1% of teachers stated that efforts are made to minimize the amount of routine paperwork teachers are required to do.
- Teacher Leadership - 87.2% of teachers stated that the faculty has an effective process for making group decisions to solve problems.
- School Leadership - 83% of teachers stated that the faculty is recognized for accomplishments.
- Professional Development - 90.9% of teachers stated that PD offerings are data driven and 89.4% of teachers stated that PD is differentiated to meet the needs of individual teachers.
- Instructional Practices and Support - 77.6% of teachers stated that the state assessment data is available in time to impact instructional practices.
- Overall - 95.8% of teachers believe this school is a good place to work and learn and 92.5% of the staff believe the results from the TELL Kentucky Survey are being used as a tool for school improvement.

Parent Engagement 2015-2016

Oak Grove Elementary has several strengths with our overall parental involvement. We realize that strong relationships with parents contribute to effective teaching and learning. We welcome parents and other stakeholders when they are guests of our school. Our visitors are buzzed in by the secretary where our staff meet and greet them to offer assistance and direction. We have a volunteer system established through our PAVE (Parents and Volunteer Educators) program. Over 1600 PAVE hours were documented at our school last year. We encourage parents to attend school activities and participate in discussions about their child's/children's learning through One-Call alerts, our webpage, and items copied and sent home with students to name a few. At any time throughout the school year parents/guardians may gain access to the parent portal in Infinite Campus to monitor and check student academic progress. Our school staff offers a variety of ways that parents/guardians can share information with teachers about their children's needs through phone and/or email contacts, offering parent teacher conferences, through online classroom webpage communications, through Family Resource Center personnel, and through assistance from the counselor's office.

Furthermore, we partner with community leaders to build parent understandings of academic expectations, school strategies, and student achievement reports. Through our SBDM Council, PTA officers and members, fundraising teams, and other extra-curricular offerings, we provide opportunities to discuss school-wide achievement issues, including assessment data on both a formal and informal basis.

Furthermore, we hold parent-teacher conferences once per fall and spring semester. We also had 482 parents attend parent-teacher

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conferences in 2015-2016. We maximize attendance at Open House by providing dinner and refreshments to all who attend. We had 325 parents attend Open House. Also, we have several entities who set up tables to conveniently meet with parents: Save the Children, BREAK Time, Family Resource Center, and others from our community.

The district One-Call system reminds parents of such meetings and events. Our marquee at the entrance promotes important information that passersby witness daily. We hold various stakeholder meetings (such as monthly SBDM Council meetings, weekly PLC meetings, PTA meetings, Advisory Councils, etc.) where data is consistently used to plan our school improvement efforts and to evaluate their effectiveness. Through our counselors, FRYSC, and community partners, our school offers PLC opportunities, workshops, and easily accessible written information to equip parents to serve on councils, mentor other parents, and build authentic parent participation at our school. Through our after school Save the Children programs, several community partners and PAVE support our various learning and enrichment opportunities. Additionally, school council policies ensure active roles for parents on our SBDM council and other committees in making decisions about school improvement. Parents are valued partners on our school leadership teams: PTA, and the FRYSC Advisory Committee. New leadership council is trained and/or mentored in their new school leadership roles by former parent leaders, special training sessions, and/or current parent leaders and school leadership.

As for advocacy, our school ensures that every student has a parent and/or other adult who knows how to speak up for them regarding the student's academic goals and individual needs. Parents are encouraged to participate in conferences or other two-way communication about their child's individual learning goals. Parents participate actively and effectively in required planning of IEPs, ILPs, G/T plans, 504s and intervention strategies. Parents are provided clear and complete information on procedures for resolving concerns and filing complaints. 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. For example, our school's 504 coordinator and special education teachers, District Special Education Director, District G/T Coordinator, communicate with parents regarding the school's expectations for their child and the school's desire to help the student reach the goals set by the school and parent/guardian. They also communicate with the school regarding the parent's/guardian's expectations of how the school can help them reach those goals as well as their willingness to be an active participant in their child's education. Parents of students identified as having disabilities or performing at the novice level are given additional intervention steps for student advocacy. To support this, our school staff ensures that families have multiple learning opportunities to support their children's learning. School staff communicates specifically with students in the at-risk population through phone and email contacts. Also, our District Ed News promotes learning opportunities and showcases the "latest" and "greatest" within our school system, our weekly newsletters and PTA Facebook posts communicate upcoming activities and student successes, and classroom newsletters and/or classroom webpages share assignment deadlines and upcoming assessments. Informational bulletin boards are posted throughout the school in hallways and in individual classrooms that announce and advertise upcoming important events and deadlines. Proficient and distinguished student work, as well as, rubrics demonstrating academic expectations are regularly displayed. In many facets through numerous and varied outlets, we strive to continue strong community partnerships, provide for student advocacy, and build upon learning opportunities for parents.

What does the data/information not tell you?

What the numbers do not reveal is the solution or a "one fits all" corrective plan. That is where our expertise as educators and those who care about students is paramount. Those answers are for us to determine as we carefully examine gap groups, including students with disabilities compared to regular education students and males compared to females subgroups. We will continue to peruse the individual student reports from the assessments to determine trends in content for weakness and improvement areas and address those needs. Then, we will further narrow the scope to guide daily instructional practices in our classrooms. The key will be to provide differentiated instruction and determine which method(s) suits and appeals to each individual student. Tailoring instructional experiences for individual and unique learning styles of students will require extra time and effort in planning and preparation. Within our school, we are "making great things happen" for the students we serve.

The KPREP data/information does not identify areas of need according to common core standards. The data does not identify the questions on which students scored poorly. We do not have access to test or item analysis of the questions. Therefore, we cannot determine specific domains of strength or weakness; nor can we evaluate whether poorly written questions or confusing assessment characteristics impacted assessment results.

The data/information also does not tell us about effective motivation and attitudes of the faculty, staff, and students. We cannot tell if students were just having a bad day or testing experience, if they did not care, or simply did not try. Classroom observations and walk-throughs will give us more insight into classroom dynamics and/or attitude and motivation. Furthermore, attending PLC meetings will give us more information into the struggles of our faculty, staff, and 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?

Areas of Strength

KPREP 2015-2016

- The school-wide percentage of students scoring in the P/D category was above the state average in the achievement areas of reading (+12.6%), math (+11.7%), social studies (+1.9%), writing (+15.1%), and language mechanics (+8.7%).
- The school-wide percentage of our non-duplicated gap students scoring in the P/D was above the state in the areas of reading (+18.3%), math (+18.4%), social studies (+5.1%), writing (+23.6%), and language mechanics (+14.7%).
- The school-wide percentage of our free/reduced-price students in the P/D category was above the state average in the areas of reading (+18.5%), math (+19.2%), social studies (+4.6%), writing (+23.6%), and language mechanics (+17.1%).

Program Review 2015-2016

- Arts and Humanities scored 9.5 (Proficient).
- K-3 scored 9.9 (Proficient).
- Practical Living/Career Studies scored 9.8 (Proficient).
- Writing scored 8.2 (Proficient).
- World Language 6.7 (Needs Improvement).

o Total of 23 points

IOWA Achievement Test 2016

- Kindergarten had a 91% national percentile ranking in English Language Arts (ELA), an 86% national percentile ranking in math, and an 86% national percentile ranking in Core Composite score.
- First Grade had a 79% national percentile ranking in English Language Arts (ELA), an 85% national percentile ranking in math, and a 79% national percentile ranking in Core Composite score.
- Second Grade had a 55% national percentile ranking in English Language Arts (ELA), a 71% national percentile ranking in math, and a 65% national percentile ranking in Core Composite score.

Brigance Screener School - Wide Data 2016

- 45 percent of our students were Kindergarten ready.
- 4 percent of our students were Kindergarten ready with enrichments.

Sustaining the Areas of Strength and Celebrations

To sustain these areas of strength at each level, we will continue to focus our vision on student learning. We have district instructional coaches in the areas of reading, math, science, and writing as well as an integration technology specialist. The curriculum leadership team along with the special education department will continue to equip our staff with needed curriculum resources, provide assistance in implementing proposed actions, and assist with the implementation of research-based instruction and interventions. Our district leadership team will host professional learning activities and trainings and will continue to provide job-embedded professional learning and opportunities for continuous professional growth.

We will continue to have data analysis committees that meet and break down data to identify strengths and weaknesses, and identify needed strategies to implement. Our Comprehensive School Improvement Plan and Program Review data will continue to be revisited and changes
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made as needed. Weekly PLC's will continue to be conducted and monitored for effectiveness. PLC's will continuously analyze various assessments to ensure student success. Interventionists are in place within the building to provide RTI as needed and will continue to work with struggling students to help bridge gaps in their learning.

Furthermore, our school is implementing a variety of actions to sustain the areas of strength. For example, our teachers participate in training from the district content area specialists as well as state and national sources. We regularly examine our Comprehensive School Improvement Plan, predictive assessment from Northwest Education Association (MAP), Star Reading reports, and Program Review data to monitor student growth. Our Save the Children program contributes greatly to the success of our students. We have high expectations for all students and continue to work hard to ensure that our students receive a quality education.

We were above the state average in all areas as measured by the KPREP assessment. Oak Grove Elementary is a Distinguished/Progressing School, and we have earned the reward title as a School of Distinction. The school scored 82.5 overall which placed us in the 8.7th percentile in the state of Kentucky.

Opportunities for Improvement

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

Areas in Need of Improvement:

KPREP

The school wide percentage of students scoring in the P/D category was below the district average in the achievement areas of social studies (-5.7%) and language mechanics (-3.8%).

MAP Fall 2016

- Reading

- o 52.9 % of Kindergarten students were at or above norm grade level mean RIT.
- o 38.4 % of 1st Grade students were at or above norm grade level mean RIT.
- o 70.4 % of 2nd Grade students were at or above norm grade level mean RIT.

- Math

- o 39.1 % of Kindergarten students were at or above norm grade level mean RIT.
- o 41.4 % of 1st Grade students were at or above norm grade level mean RIT.
- o 64.2% of 2nd Grade students were at or above norm grade level mean RIT.

Brigance Screener School-Wide Data 2016

- 51 % were not Kindergarten ready.

Our school recognizes various areas of improvement and always strives to progress in all areas. KPREP results identified areas where improvement must be made in order to move forward in our district and our state under the current accountability system. We will be working on increasing the overall number of proficient and distinguished students in all subject areas to increase our achievement score. Also, we are focusing on increasing our combination reading and math proficiency percentage in the area of the non-duplicated gap group to meet our required target goal. To increase our growth scores, we are working on ways to challenge the students so they are improving each year to reach their goal of proficiency. Our overall goal is working towards increasing student achievement so that all students can reach proficiency.

According to test data, our largest areas for improvement are in social studies and language mechanics. 47.2% of the tested students scored proficient in social studies and 12.4% scored distinguished. In language mechanics 35.5% of the tested students scored proficient and 25.2% scored distinguished.

Teachers are attending various professional learning opportunities to help develop strategies to use in the classrooms to improve in these areas. We have one teacher who is participating in the Math Design Collaborative (MDC), which is made up of a national community of educators providing a teacher-designed and research-proven framework, online tools, and resources. The teacher is then coming back to the school and sharing this information with other teachers within our school. District level content coaches have also been working with teachers to make adjustments in the curriculum to target these areas of need.

To help us improve on our scores, we analyze our MAP data and target students for small group intervention lessons. We also utilize our morning homework help through 21st Century to offer students additional assistance four days a week. We analyze mid-year MAP data
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again in December to measure progress made and determine additional needs.

Our plans to improve the areas of need include monitoring that every teacher is teaching from the new Kentucky Common Core Standards, analyzing test data and predictive assessments regularly throughout the year to identify specific target groups or areas of need. Teachers are breaking down MAP reports to identify areas of need. We regularly administer mock testing to familiarize students with KPREP testing, and regularly conduct PLC (Professional Learning Communities) committee meetings in which we are constantly discussing and implementing various ways to improve instruction. We are scheduling team leader meetings which will allow one teacher from each grade level and specialty teachers to meet to monitor that everyone is focused and working toward the same goals. Our school has also implemented the Response to Intervention (RTI) program school wide. It is a method of academic intervention used to provide and monitor systematic assistance to students who are having difficulty learning without some mode of modification, accommodation, or special instruction. Students in the RTI program are monitored by a web-based assessment, data management, and reporting system called AIMSweb. Administrators at the school are spending more time in the classroom and monitoring closely the assessments that are being administered by the teachers. We will be utilizing special class teachers, when available, to provide intervention to students scoring at the novice level on the MAP test. Our librarian will be teaching mini lessons in language mechanics, and our science lab teacher will be integrating writing instruction within her classroom. With these improvements, we hope to show growth and attain the ultimate goal of proficiency.

Our school is also incorporating common assessments. The data from the assessments allows teachers to monitor students' progress. The common assessments allow teachers to monitor an Item Analysis on the Student Performance page. Teachers will use this data to drive their classroom instruction.

To improve our math scores we are using the math series Go Math that is aligned with the Common Core Standards. This series came with a wide variety of digital resources as well as many math manipulatives that the teachers use daily in their classrooms. The series provides communication resources that helps notify and explain to parents what the students are learning at school in math. It helps build a bridge between school and home learning.

Conclusion

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

Upon reviewing the data provided to us from the Kentucky Performance Rating for Educational Progress (KPREP) assessment results, our next step is to choose the areas to focus on for improvement for the 2016-2017 school year. We will be working on increasing the overall number of proficient and distinguished students in all subject areas to increase our achievement score. To increase our growth scores we are working on ways to challenge the students so they are improving each year to reach their goal of proficiency. Also, we are working toward decreasing our achievement gap so that all students can reach the proficiency level. We desire to continue to reflect upon best practices for a common goal of proficiency. To accomplish this goal, we will be implementing programs such as AIMSweb and MAP to monitor student progress. This will also help us meet our target goal in our non-duplicated gap group in the area of reading and math combined proficiency percentage. Our teachers will collaborate and plan to make sure all standards are being taught and implemented during their weekly PLCs. Teachers will use RTI to monitor and identify students who need extra resources such as: special education to meet the needs of all students. We will schedule job embedded professional learning as needed to provide teachers with current instructional practices that will help improve student achievement. Teachers and staff identify gaps and will be evaluating daily activities and curriculum decisions that may be affecting these gaps. Also, teachers will administer more challenging assessments that focus on the higher level of thinking. Our data analysis committees will identify areas of need and communicate that information with the faculty and staff so that we can work together to reach our goal of proficiency.

The process of evaluating our completed CSIP will involve continual review and refinement by PLC team leaders, the entire faculty, the school administration, SBDM Council, and other stakeholders. Implementation of the improvement goals included in our CSIP is expected to meet all school improvement goals including state and federal grant requirements. The plan is expected to serve as the primary focus for accessing resources to meet the needs of the entire school community and ultimately transform our school so that we maximize student achievement. Because the school staff and faculty, through the school's standing committees, were instrumental in designing the plan, ownership is ensured. Teachers and instructional staff members, school and district administrators, the school technology coordinator, the family resource center director, employers, community members, parents, students, and all SBDM Council members were involved in the development and evaluation of the CSIP. Oak Grove Elementary will be taking many steps in the future to address areas of concern. Our PLC meetings will be refocused to cover the common core standards/core content.

Our goals for the upcoming year include:

1. Increase the average proficiency in social studies and language mechanics above district average.
2. Maintaining or increasing the individual program review scores in Arts and Humanities, K-3, Practical Living/Career Studies, Writing, and Global Competency and World Language.

To conclude, our next steps will involve every faculty member implementing the strategies and activities included in our plan and providing assistance for them to address, within their classrooms, the goals that we have set to accomplish. We want to reach those subgroups of students with disabilities and the subgroups where gender seems to play a role to close the achievement gaps and successfully reach our delivery targets for proficiency. We will use the list provided in the "Opportunities for Improvement" section of this Needs Assessment as a guide to school improvement.

2016-2017 Goals and Plans

Overview

Plan Name

2016-2017 Goals and Plans

Plan Description

Oak Grove Elementary's Comprehensive School Improvement Plan sets out a design for school stakeholders to focus their efforts on priority needs as they work to improve student achievement and reach our delivery targets. This planning process uses student assessment data, state educational reports, school demographics, and survey data to identify areas of need. Achievement goals are clearly outlined with objectives for each goal as well as instructional and organizational strategies. The plan guides all decision-making to allocate school resources toward improving student achievement in all areas, closing achievement gaps, ensuring that all students achieve proficiency, and reducing the novice gap.

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	Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap from 63.3% in 2016 to 73.9% in 2019 as measured by the KPREP delivery targets.	Objectives: 1 Strategies: 7 Activities: 9	Organizational	\$4400
2	Increase the average combined reading and math K-PREP scores for all students from 66.5% to 76% in 2019.	Objectives: 1 Strategies: 6 Activities: 8	Organizational	\$7000
3	Oak Grove Elementary has reviewed the results of the Tell Survey and will increase the percentage of teachers who agree that effort is being made to reduce the amount of required routine paperwork from 55.1% in 2015 to 62% in 2017.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Oak Grove Elementary will increase our total program review score from 36.4 in 2015 to 37.0 by 2016.	Objectives: 4 Strategies: 4 Activities: 9	Academic	\$0
5	The percentage of students scoring novice in reading will decrease by 50% by 2020.	Objectives: 1 Strategies: 4 Activities: 6	Organizational	\$500
6	The percentage of students scoring novice in math will decrease by 50% by 2020.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
7	Oak Grove Elementary will decrease the percentage of students who are not kindergarten ready from 39.1% in 2015 to 34% in 2016 as measured by the Brigance Assessment .	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$40000

Goal 1: Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap from 63.3% in 2016 to 73.9% in 2019 as measured by the KPREP delivery targets.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from 63.3% to 66.8% by 06/30/2017 as measured by KPREP delivery targets..

Strategy 1:

RTI - Students will receive more intense instruction and monitoring in reading and math after being identified by the universal screening.

Category:

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assessed by the universal screener to determine a need for the RTI intervention. Teachers will provide a research based strategy in Math and Reading in order to decrease the achievement gap.	Policy and Process	08/04/2014	06/30/2016	\$400	General Fund	Title I and Classroom Teachers

Strategy 2:

Collaboration and Planning - Grade level teachers will collaborate to plan, analyze data and identify any gaps to make changes to the curriculum to enhance learning.

Category:

Activity - Curriculum Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers at Oak Grove will collaborate during their daily common planning to plan, analyze data and identify any gaps to make changes to the curriculum. Also, the team leaders from each grade level will be part of the district curriculum committee to work on the curriculum to align it with the Common Core Standards.	Professional Learning	08/04/2014	06/30/2016	\$0	No Funding Required	Teachers and Administrators

Strategy 3:

Best Practice - Struggling learners will master academic skills so they can perform at proficiency level and be successful.

Category:

Activity - Teaching Strategies to Promote Success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The teachers at Oak Grove will ensure that the students are being taught at the optimal instructional level to promote success. During instruction, the teachers will use modifications and accommodations for learners that are behind or struggling during the lesson. We provide the students with educational resources, such as technology, to enhance student learning. During a lesson, the teachers will model and demonstrate a skill and allow students time to practice it.	Direct Instruction	08/04/2014	06/30/2016	\$0	No Funding Required	Teachers and Administrators
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Strategy 4:

Curriculum Assessment and Alignment - The teachers at Oak Grove implement the Kentucky Academic Standards to develop instructional materials and assessments to meet the needs of students at their current instructional levels.

Category: Continuous Improvement

Activity - Instructional Development and Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Kentucky Academic Standards to develop and create materials and assessments to teach the students. They will develop and plan these instructions and assessments during their common planning and during curriculum meetings.	Academic Support Program	08/04/2014	06/30/2016	\$0	No Funding Required	Classroom/Resource Teachers

Strategy 5:

Reading and Math Initiatives - To reduce math and literacy gaps, intervention programs and assessments will be implemented to focus on and monitor struggling students. Programs such as: Save the Children Literacy Program, Read to Achieve, Reading Recovery, and Star Reading are available for students that are below grade level. We offer math interventions that reinforce the math instruction that is taught in the regular classroom. These interventions include the MAF and Instructional Transformation grants. Also, we provide 21st Century after school programs to reinforce math lessons taught during the school day. These activities include math centers and hands on math activities.

Category: Continuous Improvement

Activity - Reading and Math Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTA teachers use in-school literacy based instruction in small groups to reduce class size and individualize instruction to enhance students' reading skills. Save the Children literacy program offers in school and after school programs to promote reading. We offer extended school services such as 21st Century Bruins Star Clubs and Save-the Children after school programs to enhance math and reading achievement. Also, we provide math interventions for the students to attend weekly to reinforce the math lesson or skill that was taught in the classroom. These interventions are provided the MIT, and Instructional Transformation grant.	Academic Support Program	08/04/2014	06/30/2016	\$0	No Funding Required	All Teachers, program coordinators/teachers, and administrators

Strategy 6:

Parent and Community Involvement - The school will collaborate with parents, community members and businesses to enhance learning.

Category:

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Activity - Family Reading/Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will host monthly family reading and math nights to increase parent involvement in the education process. Monthly themes are offered during these nights to make learning fun and exciting.	Parent Involvement	08/04/2014	06/30/2016	\$2000	Title I Part A	Librarian, Math Teachers, Administrators and District Title I Staff

Activity - PAVE-Parents as Volunteer Educators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PAVE program is used to encourage parents, guardians, grandparents and community members to become more involved in the schools. All PAVE members must be approved and agree to a criminal and background check to participate in this program. Once they become PAVE, they may volunteer at the school or during school activities/fieldtrips. All PAVE volunteers must sign in at the office and wear an identification badge. The hours are calculated at the end and the data may be used for school grants.	Parent Involvement	08/04/2014	06/30/2016	\$0	No Funding Required	Title I, Community Liaison, Teachers and Administrators

Activity - FRC-Family Resource Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The FRC will assist and sponsor programs to enhance learning. They collaborate with teachers and administrators to plan programs to help students become successful. The FRC Coordinator works with the community and school to find resources and helps provide funding for programs or activities that are occurring at the school.	Community Engagement	08/04/2014	06/30/2016	\$0	No Funding Required	Beverly Walters-FRC Coordinator

Strategy 7:

Technology - Technology will be used to enhance learning, collect data and provide professional development for teachers.

Category: Continuous Improvement

Activity - Technology/Digital Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology and digital resources will be provided for the teachers to use as a teaching tool. Teachers may use technology to assist with a skill or monitor student progress. Also, teachers are provided professional development opportunity when an area of need is identified. Examples of some of the digital resources that are used: Accelerated Reading, Starfall, AIMSweb, Tumbleweed, MAP, Reading Eggs, Type to Learn, and Study Island. We also provide our special education students with the access of iPads that contain age, grade, and ability learning apps.	Technology	08/04/2014	06/30/2016	\$2000	General Fund	Teachers and Administrators

Goal 2: Increase the average combined reading and math K-PREP scores for all students from 66.5% to 76% in 2019.

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Measurable Objective 1:

collaborate to increase overall reading and math proficiency ratings for all students from 66.5% to 69.7% by 06/30/2017 as measured by KPREP delivery targets..

Strategy 1:

Curriculum Planning and Monitoring - Teachers will meet during their daily common planning and the PLCs (Professional Learning Committees) will meet weekly to plan instruction, reflect and analyze student performance in reading and math.

Category:

Activity - Curriculum Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to plan and reflect on lessons and assessments. This will help us identify areas of need to focus on to be proficient.	Other	08/04/2014	06/30/2016	\$0	No Funding Required	All Teachers and Administrators

Strategy 2:

Reading Initiative - Students will be rewarded for different achievement levels in reading. Also, supplemental literacy programs will be offered for students that are struggling in reading.

Category:

Activity - Reading Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be rewarded for the following accomplishments in Reading: Eager Reader, Independent Reader and various AR point recognitions. Also, once a student reaches one of these goals we recognize their accomplishment over the intercom during the morning praise reports and/or recognized by their name being placed on a bulletin board dedicated for one of these reading accomplishments.	Other	08/04/2014	06/30/2016	\$1000	Other	All Teachers, Administrators, Family Resource, PTA and Reading Recovery Teachers.

Activity - Literacy Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTA and Reading Recovery teachers use in-school literacy based instruction in small groups to reduce class size and individualize instruction to enhance students' reading skills. Save the Children literacy program offers in-school and after-school programs to promote reading. We offer extended school services through 21st Century Bruins Star Clubs and Save the Children to enhance reading instruction.	Academic Support Program	08/04/2014	06/30/2016	\$3000	General Fund	All Teachers, Administrators, Reading Recovery Teachers and Save the Children Literacy Coordinator.

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Strategy 3:

Program Review - An internal program review will be conducted according to the rubrics to ensure teachers are contributing to all areas of study.

Category:

Activity - Internal Program Review Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A program review committee will be developed to monitor and assess the program review. The committee will meet as needed to review evidence and score the evidence submitted. At the end of the year the scores will be submitted in the ASSIST program for district and state review. This helps us to identify and analyze gaps in particular program areas to determine the next step for continuous improvement and proficiency.	Academic Support Program	08/04/2014	06/30/2016	\$0	No Funding Required	Program Review Committee and Administrators.

Strategy 4:

Math Initiative - Provide supplemental instructional services to students to enhance their math skills and knowledge.

Category:

Activity - Math Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math interventions are provided for students to have extra practice to reinforce the classroom skill or topic. Extended school services are offered for students that are struggling in math through the 21st Century Program.	Academic Support Program	08/04/2014	06/30/2016	\$3000	General Fund	All Teachers and Administrators.

Strategy 5:

Kindergarten Readiness - In collaboration with our district and other agencies an all-day preschool program will be provided for 3 and 4 year old children. This research based program will promote a healthy and successful transition to Kindergarten.

Category: Early Learning

Activity - Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upon entry to Kindergarten, students will be screened with the state required Brigance. The district will screen for: letter identification, letter sounds, sight words, number identification, and name writing. Throughout the school year, the students will be assessed by STAR Early Literacy, IOWA and MAP. All assessment results will be used for instructional purposes and to identify an area of need.	Policy and Process	08/04/2014	06/30/2016	\$0	No Funding Required	Kindergarten Teachers

Activity - Preschool/Kindergarten Transition Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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In collaboration with Bell Whitley Head Start, we schedule a transition meeting at the end of each year. We invite all preschool parents, teachers and kindergarten teachers to the meeting to discuss the transition to Kindergarten. The Kindergarten teachers prepare a handout explaining the expectations for Kindergarten, rules/procedures and some helpful tips for the parents during this transition.	Parent Involvement	08/04/2014	06/30/2016	\$0	No Funding Required	Kindergarten Teachers, Preschool Teachers, Administrators and Bell Whitley Staff.
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Strategy 6:

Writing Scrimmages - Since writing is an integral part of the KPREP Assessment, we implement all writing types daily in all subject areas. We will have timed writing scrimmages to mock the writing scenarios found on the KPREP. We will show samples of graded writing pieces and show students what was needed to score the different categories.

Category: Continuous Improvement

Activity - SBDM Writing Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will follow the SBDM policy and implement the writing that is required at each grade level.	Policy and Process	08/04/2014	06/30/2015	\$0	No Funding Required	All Teachers and Principals

Goal 3: Oak Grove Elementary has reviewed the results of the Tell Survey and will increase the percentage of teachers who agree that effort is being made to reduce the amount of required routine paperwork from 55.1% in 2015 to 62% in 2017.

Measurable Objective 1:

collaborate to increase the percentage of teachers who agree that efforts are made to minimize the amount of routine paperwork that teachers are required to do from 55.1% in 2015 to 62% or above by 06/30/2017 as measured by the TELL survey..

Strategy 1:

Survey Analysis - Teachers, principals and other certified educators at Oak Grove Elementary will analyze the summary report to ensure efforts are made to minimize the amount of routine paperwork teachers are required to do.

Category: Continuous Improvement

Activity - Time Efficiency Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, principals and other certified educators in our school will meet to evaluate and minimize the amount of routine paperwork teachers are required to do with all of the new changes. Less paperwork means there will be more time for lesson planning and instruction.	Policy and Process	08/01/2013	06/30/2017	\$0	No Funding Required	Certified Staff and Principals

Goal 4: Oak Grove Elementary will increase our total program review score from 36.4 in 2015 to 37.0 by 2016.

Measurable Objective 1:

A 100% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth and Ungraded grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all demonstrators of the program review in Art & Humanities by 06/30/2016 as measured by the KDE Program Review Assessment data..

Strategy 1:

Student Access - Provide all students with equitable access to high quality Arts and Humanities curriculum and instruction daily in the regular classroom and weekly in the Arts & Humanities Classroom. Also, provide teachers with the resources and understanding to integrate Arts and Humanities in every day lessons.

Category: Continuous Improvement

Activity - Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide all students with an average of 150 minutes per week of regular scheduled arts instruction concentrating on all four of the art forms.	Policy and Process	08/04/2014	06/30/2016	\$0	No Funding Required	Administrators, Arts and Humanities Teacher, SBDM, and Teachers.

Activity - Instruction and Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers with formative and summative arts assessments for individual students and performing groups that are aligned with the components of the KCAS and authentically measure a specific concept, understanding or skill that will lead to student growth.	Direct Instruction	08/01/2014	06/30/2016	\$0	No Funding Required	Administrators, regular classroom teachers and Arts and Humanities teacher.

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schedule professional learning opportunities for the faculty/staff that focuses on the Arts and Humanities Curriculum, practices, and integration of the Arts and Humanities content.	Professional Learning	08/01/2014	06/30/2016	\$0	No Funding Required	Administrators and Arts and Humanities Teacher.

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Measurable Objective 2:

A 100% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all characteristics of the program review in Practical Living by 06/30/2016 as measured by the KDE Program Review results..

Strategy 1:

Student Access for Practical Living - Provide all students with equitable access to high quality Practical Living curriculum and instruction daily in the regular classroom and weekly in the Practical Living Classroom.

Category: Continuous Improvement

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional learning opportunities that will provide professional resources for all teachers to enhance the integration of the Practical Living components and curriculum into their instruction.	Professional Learning	08/01/2014	06/30/2016	\$0	No Funding Required	Administrators and Practical Living Teacher

Activity - Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide all students with an average of 150 minutes per week of physical activity.	Policy and Process	08/01/2014	06/30/2016	\$0	No Funding Required	Administrators and SBDM members.

Activity - Wellness Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SDBM will develop a policy that will support the district/school wellness policy.	Policy and Process	08/01/2014	06/30/2016	\$0	No Funding Required	Administrators and SBDM members.

Measurable Objective 3:

A 100% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all characteristics of the program review in Writing by 06/30/2016 as measured by the KDE Program review results..

Strategy 1:

Student Access in Writing - Provide students and teachers with resources and best practice to improve writing abilities.

Category: Continuous Improvement

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

Oak Grove Elementary School

Provide professional learning opportunities on the differentiated strategies in literacy instruction to meet student needs. Also, provide trainings on how to integrate technology in the writing process to include all communication skills.	Professional Learning	08/01/2014	06/30/2016	\$0	No Funding Required	Administrators
Activity - Procedures and Policies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SBDM will develop a policy that requires teachers to teach all components of writing and communications.	Policy and Process	08/01/2014	06/30/2016	\$0	No Funding Required	Administrators and SBDM

Measurable Objective 4:

A 100% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all characteristics of the program review in World Languages by 06/30/2016 as measured by the KDE Program Review results..

Strategy 1:

Student Access in World Language - Provide all students with equitable access to high quality Foreign Language curriculum and instruction daily in the regular classroom.

Category: Continuous Improvement

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide resources and professional learning for the teachers to enhance their knowledge on the World Language/Cultural Program Review and Curriculum.	Professional Learning	08/01/2014	06/30/2016	\$0	No Funding Required	Administrators

Goal 5: The percentage of students scoring novice in reading will decrease by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in reading by 10% by 06/30/2017 as measured by the School Report Card.

Strategy 1:

Data Analysis Review - All faculty and staff will review all assessment data results to identify areas of need in reading. This includes MAP Data, KPREP, IOWA, and Star Reading. After reviewing the data we look at individual student, grade level, and school needs. We identify the students that score novice in reading and provide them with interventions.

Category: Continuous Improvement

Activity - Data Analysis Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Oak Grove Elementary School

The faculty and staff will use the early release day and professional development day to analyze data to identify ways to enhance student learning and to reduce novice in reading.	Academic Support Program	10/01/2015	06/30/2016	\$0	No Funding Required	All Oak Grove Faculty and Staff, Administrators
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Strategy 2:

Intervention Teachers - After identifying students that are novice in reading, we will provide them with intervention services to enhance their reading ability. Programs such as reading recovery and RTA will focus on students in K-2nd and provide them with extra services.

Category: Continuous Improvement

Activity - Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use intervention teachers to provide small group pull out lessons, individual lessons, and collaboration with K-2 regular classroom teachers to focus on the students who are struggling readers.	Academic Support Program	08/10/2015	06/30/2016	\$0	No Funding Required	Administration, regular classroom teachers, and intervention teachers.

Activity - Save the Children	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will provide students with in school and after school services provided by the Save the Children program to work on reading skills.	Academic Support Program	08/10/2015	06/30/2016	\$0	Other	Save the Children Coordinator and classroom teachers.

Strategy 3:

Improving Core Reading Instruction - Review all reading resources and lessons to check for best teaching practices, rigorous work, and assessments to ensure our reading instruction is enhancing learning.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Monitoring Curriculum and Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will perform regular walkthroughs, observations, review lesson plans, and attend PLC meetings to ensure teachers are using the best teaching practices, rigorous work, and assessment to enhance the core reading instruction.	Academic Support Program	08/10/2015	06/30/2016	\$0	No Funding Required	Administrators and regular classroom teachers

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Activity - LDC Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the reading lesson learned through the LDC grant to enhance learning.	Academic Support Program	08/10/2015	06/30/2016	\$500	Other	Teachers

Strategy 4:

Differentiation of Instruction - Teachers will identify students struggling in reading then start providing differentiation in lessons to focus on the student's area of need. Students who have been identified at risk in reading will be a candidate for RTI. These students will be added to AIMSweb so we can monitor student progress. These students will receive differentiated instruction and their data will be monitored to determine future decisions.

Category: Continuous Improvement

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have been identified at risk in reading will be a candidate for RTI. These students will be added to AIMSweb so we can monitor student progress. These students will receive differentiated instruction and their data will be monitored to determine future academic decision.	Academic Support Program	08/10/2015	06/30/2016	\$0	No Funding Required	Administrators and regular classroom teachers

Goal 6: The percentage of students scoring novice in math will decrease by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the number of students scoring novice by 10% by 06/30/2017 as measured by the School Report Card.

Strategy 1:

Math Intervention - After reviewing math data from all assessments will we identify students struggling in math. We will use the MIT, MAF and Instructional Transformation grants to provide these students with services to help promote effective math practices and skills during small group math instruction during the school day.

Category: Integrated Methods for Learning

Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide the students that are struggling in math with small group or individual services during the school today to work on best math practices, skills, and areas identified as a need.	Academic Support Program	09/07/2015	06/30/2016	\$0	Math Achievement Fund	Administration, MIT Teacher, Regular Classroom teacher

Comprehensive School Improvement Plan

Oak Grove Elementary School

Strategy 2:

Differentiation of Instruction - Teachers will identify students struggling in math then start providing differentiation in learning to try to work on the student's area of need.

Category: Continuous Improvement

Activity - RTI Differentiation Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have been identified at risk in math will be a candidate for RTI. These students will be added to AIMSweb so we can monitor student progress. These students will receive differentiated instruction and their data will be monitored to determine future decisions.	Academic Support Program	08/10/2015	06/30/2016	\$0	No Funding Required	Classroom teachers

Goal 7: Oak Grove Elementary will decrease the percentage of students who are not kindergarten ready from 39.1% in 2015 to 34% in 2016 as measured by the Brigance Assessment .

Measurable Objective 1:

increase student growth by screening all kindergarten students upon entry at Oak Grove Elementary to identify areas of need by 12/09/2015 as measured by Brigance Assessment.

Strategy 1:

Kindergarten Readiness - All kindergarten students will be screened using the Brigance Early Childhood Screener at the start of the their kindergarten year in order to identify areas to reduce barriers of proficiency and increase student learning.

Category: Early Learning

Research Cited: All assessments in the Early Childhood Screen II have been nationally standardized producing results that are highly reliable, valid, and accurate.

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All kindergarten students will be assessed at the entry of kindergarten by the statewide Brigance Early Childhood Screener. Information gathered from the Brigance assessment results will be analyzed then utilized to enhance instruction for reading and math as well as social and emotional growth.	Academic Support Program	08/19/2015	12/09/2015	\$0	No Funding Required	Administrators, Teachers, Kindergarten Instructional Assistants, Bell Whitley Head Start

Strategy 2:

Preschool Transition Meetings - Each year Oak Grove Elementary in collaboration with Bell Whitley Head Start invites preschool parents of upcoming kindergarten students to a Kindergarten Readiness Orientation Parent Meeting. During this meeting the parents will tour the school, kindergarten classrooms, and meet the kindergarten teachers. Teachers will discuss the kindergarten readiness screener, how the parents can help in preparing their child for this assessment, and how this information will be used to enhance their child's education.

Comprehensive School Improvement Plan

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Category: Other - Community Engagement, Parent Involvement

Research Cited: Henderson, A., Mapp, K., Johnson, V., and Davies, D., (2007) Beyond the Bake Sale: The Essential Guide to Family-School Partnerships. New York: The News Press

Activity - Kindergarten Transition Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school planned and developed preschool-kindergarten transitional strategies. Preschool teachers review and share these strategies during PLC meetings and at the Preschool/Head Start/Early Head Start Orientation Parent Meetings at the beginning and at the end of each year. Parent committee meetings are scheduled throughout the year or as needed. Preschool Staff also performs home visits on all preschool students to distribute school readiness information to Early Childhood and incoming kindergarten parents.	Community Engagement, Parent Involvement	09/28/2015	06/30/2016	\$0	No Funding Required	Administrators, Kindergarten Teachers, Bell Whitley Head Start Liaison, Preschool Teachers
Activity - Preschool-Kindergarten Transition Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the end of each year all preschool classrooms will visit and observe each of the kindergarten classrooms to observe expectations and to experience a kindergarten setting and lesson.	Academic Support Program	08/10/2015	06/30/2016	\$0	No Funding Required	Preschool Teachers, Kindergarten Teacher and Administrators

Strategy 3:

Collaboration and Support - Using collaboration between stakeholders and programs will increase the number of children benefiting from early childhood interventions.

Category: Continuous Improvement

Research Cited: Center on the Developing Child at Harvard University. (2010) The foundations of lifelong health are built in early childhood.

http://developingchild.harvard.edu/library/reports_and_working_papers/foundations

Activity - Save the Children	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The STC sponsored Early Steps Program provides families with one hour home visits two days per month to service pregnant women and children 3 yrs of age and under. The service includes: children's book exchange, read aloud stories, family building activities, free parent/child book libraries, and assistance in reducing barriers to learning.	Academic Support Program, Parent Involvement	08/10/2015	06/30/2016	\$40000	Grant Funds	Save the Children Staff, WCBOE, Administrators
Activity - Family Resource Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Family Resource Center (FRC) will host monthly meetings for all parents who wish to attend. Monthly agendas include, but are not limited to: childhood development, health professionals, counselors, demonstrations, resources, contacts, and support groups.	Community Engagement	08/03/2015	06/30/2016	\$0	No Funding Required	Beverly Walters, Oak Grove FRC Director

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instruction and Assessment	Provide teachers with formative and summative arts assessments for individual students and performing groups that are aligned with the components of the KCAS and authentically measure a specific concept, understanding or skill that will lead to student growth.	Direct Instruction	08/01/2014	06/30/2016	\$0	Adminstrators , regular classroom teachers and Arts and Humanities teacher.
Data Analysis Meetings	The faculty and staff will use the early release day and professional development day to analyze data to identify ways to enhance student learning and to reduce novice in reading.	Academic Support Program	10/01/2015	06/30/2016	\$0	All Oak Grove Faculty and Staff, Administrator s
Family Resource Center	The Family Resource Center (FRC) will host monthly meetings for all parents who wish to attend. Monthly agendas include, but are not limited to: childhood development, health professionals, counselors, demonstrations, resources, contacts, and support groups.	Community Engagement	08/03/2015	06/30/2016	\$0	Beverly Walters, Oak Grove FRC Director
SBDM Writing Policy	Teachers will follow the SBDM policy and implement the writing that is required at each grade level.	Policy and Process	08/04/2014	06/30/2015	\$0	All Teachers and Principals
Wellness Policy	SDBM will develop a policy that will support the district/school wellness policy.	Policy and Process	08/01/2014	06/30/2016	\$0	Administrator s and SBDM members.
Preschool-Kindergarten Transition Lessons	At the end of each year all preschool classrooms will visit and observe each of the kindergarten classrooms to observe expectations and to experience a kindergarten setting and lesson.	Academic Support Program	08/10/2015	06/30/2016	\$0	Preschool Teachers, Kindergarten Teacher and Administrator s
Time Efficiency Study	Teachers, principals and other certified educators in our school will meet to evaluate and minimize the amount of routine paperwork teachers are required to do with all of the new changes. Less paperwork means there will be more time for lesson planning and instruction.	Policy and Process	08/01/2013	06/30/2017	\$0	Certified Staff and Principals

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Instructional Development and Assessment	Teachers will use the Kentucky Academic Standards to develop and create materials and assessments to teach the students. They will develop and plan these instructions and assessments during their common planning and during curriculum meetings.	Academic Support Program	08/04/2014	06/30/2016	\$0	Classroom/Resource Teachers
RTI Differentiation Instruction	Students who have been identified at risk in math will be a candidate for RTI. These students will be added to AIMSweb so we can monitor student progress. These students will receive differentiated instruction and their data will be monitored to determine future decisions.	Academic Support Program	08/10/2015	06/30/2016	\$0	Classroom teachers
Professional Learning	Schedule professional learning opportunities for the faculty/staff that focuses on the Arts and Humanities Curriculum, practices, and integration of the Arts and Humanities content.	Professional Learning	08/01/2014	06/30/2016	\$0	Administrators and Arts and Humanities Teacher.
Professional Learning	Provide professional learning opportunities that will provide professional resources for all teachers to enhance the integration of the Practical Living components and curriculum into their instruction.	Professional Learning	08/01/2014	06/30/2016	\$0	Administrators and Practical Living Teacher
Brigance Screener	All kindergarten students will be assessed at the entry of kindergarten by the statewide Brigance Early Childhood Screener. Information gathered from the Brigance assessment results will be analyzed then utilized to enhance instruction for reading and math as well as social and emotional growth.	Academic Support Program	08/19/2015	12/09/2015	\$0	Administrators, Teachers, Kindergarten Instructional Assistants, Bell Whitley Head Start
Kindergarten Transition Meeting	The school planned and developed preschool-kindergarten transitional strategies. Preschool teachers review and share these strategies during PLC meetings and at the Preschool/Head Start/Early Head Start Orientation Parent Meetings at the beginning and at the end of each year. Parent committee meetings are scheduled throughout the year or as needed. Preschool Staff also performs home visits on all preschool students to distribute school readiness information to Early Childhood and incoming kindergarten parents.	Community Engagement, Parent Involvement	09/28/2015	06/30/2016	\$0	Administrators, Kindergarten Teachers, Bell Whitley Head Start Liaison, Preschool Teachers
Curriculum Planning	Teachers will meet to plan and reflect on lessons and assessments. This will help us identify areas of need to focus on to be proficient.	Other	08/04/2014	06/30/2016	\$0	All Teachers and Administrators
FRC-Family Resource Center	The FRC will assist and sponsor programs to enhance learning. They collaborate with teachers and administrators to plan programs to help students become successful. The FRC Coordinator works with the community and school to find resources and helps provide funding for programs or activities that are occurring at the school.	Community Engagement	08/04/2014	06/30/2016	\$0	Beverly Walters-FRC Coordinator

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Monitoring Curriculum and Instruction	Administrators will perform regular walkthroughs, observations, review lesson plans, and attend PLC meetings to ensure teachers are using the best teaching practices, rigorous work, and assessment to enhance the core reading instruction.	Academic Support Program	08/10/2015	06/30/2016	\$0	Administrators and regular classroom teachers
PAVE-Parents as Volunteer Educators	The PAVE program is used to encourage parents, guardians, grandparents and community members to become more involved in the schools. All PAVE members must be approved and agree to a criminal and background check to participate in this program. Once they become PAVE, they may volunteer at the school or during school activities/fieldtrips. All PAVE volunteers must sign in at the office and wear an identification badge. The hours are calculated at the end and the data may be used for school grants.	Parent Involvement	08/04/2014	06/30/2016	\$0	Title I, Community Liaison, Teachers and Administrators
Reading and Math Interventions	RTA teachers use in-school literacy based instruction in small groups to reduce class size and individualize instruction to enhance students' reading skills. Save the Children literacy program offers in school and after school programs to promote reading. We offer extended school services such as 21st Century Bruins Star Clubs and Save-the Children after school programs to enhance math and reading achievement. Also, we provide math interventions for the students to attend weekly to reinforce the math lesson or skill that was taught in the classroom. These interventions are provided the MIT, and Instructional Transformation grant.	Academic Support Program	08/04/2014	06/30/2016	\$0	All Teachers, program coordinators/teachers, and administrators
Scheduling	Provide all students with an average of 150 minutes per week of regular scheduled arts instruction concentrating on all four of the art forms.	Policy and Process	08/04/2014	06/30/2016	\$0	Administrators, Arts and Humanities Teacher, SBDM, and Teachers.
Intervention Programs	Use intervention teachers to provide small group pull out lessons, individual lessons, and collaboration with K-2 regular classroom teachers to focus on the students who are struggling readers.	Academic Support Program	08/10/2015	06/30/2016	\$0	Administration, regular classroom teachers, and intervention teachers.
Curriculum Development	Teachers at Oak Grove will collaborate during their daily common planning to plan, analyze data and identify any gaps to make changes to the curriculum. Also, the team leaders from each grade level will be part of the district curriculum committee to work on the curriculum to align it with the Common Core Standards.	Professional Learning	08/04/2014	06/30/2016	\$0	Teachers and Administrators
Scheduling	Provide all students with an average of 150 minutes per week of physical activity.	Policy and Process	08/01/2014	06/30/2016	\$0	Administrators and SBDM members.

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Screening	Upon entry to Kindergarten, students will be screened with the state required Brigance. The district will screen for: letter identification, letter sounds, sight words, number identification, and name writing. Throughout the school year, the students will be assessed by STAR Early Literacy, IOWA and MAP. All assessment results will be used for instructional purposes and to identify an area of need.	Policy and Process	08/04/2014	06/30/2016	\$0	Kindergarten Teachers
Preschool/Kindergarten Transition Meeting	In collaboration with Bell Whitley Head Start, we schedule a transition meeting at the end of each year. We invite all preschool parents, teachers and kindergarten teachers to the meeting to discuss the transition to Kindergarten. The Kindergarten teachers prepare a handout explaining the expectations for Kindergarten, rules/procedures and some helpful tips for the parents during this transition.	Parent Involvement	08/04/2014	06/30/2016	\$0	Kindergarten Teachers, Preschool Teachers, Administrators and Bell Whitley Staff.
Professional Learning	Provide professional learning opportunities on the differentiated strategies in literacy instruction to meet student needs. Also, provide trainings on how to integrate technology in the writing process to include all communication skills.	Professional Learning	08/01/2014	06/30/2016	\$0	Administrators
Procedures and Policies	SBDM will develop a policy that requires teachers to teach all components of writing and communications.	Policy and Process	08/01/2014	06/30/2016	\$0	Administrators and SBDM
Teaching Strategies to Promote Success	The teachers at Oak Grove will ensure that the students are being taught at the optimal instructional level to promote success. During instruction, the teachers will use modifications and accommodations for learners that are behind or struggling during the lesson. We provide the students with educational resources, such as technology, to enhance student learning. During a lesson, the teachers will model and demonstrate a skill and allow students time to practice it.	Direct Instruction	08/04/2014	06/30/2016	\$0	Teachers and Administrators
Internal Program Review Committee	A program review committee will be developed to monitor and assess the program review. The committee will meet as needed to review evidence and score the evidence submitted. At the end of the year the scores will be submitted in the ASSIST program for district and state review. This helps us to identify and analyze gaps in particular program areas to determine the next step for continuous improvement and proficiency.	Academic Support Program	08/04/2014	06/30/2016	\$0	Program Review Committee and Administrators.
Professional Learning	Provide resources and professional learning for the teachers to enhance their knowledge on the World Language/Cultural Program Review and Curriculum.	Professional Learning	08/01/2014	06/30/2016	\$0	Administrators
RTI	Students who have been identified at risk in reading will be a candidate for RTI. These students will be added to AIMSweb so we can monitor student progress. These students will receive differentiated instruction and their data will be monitored to determine future academic decision.	Academic Support Program	08/10/2015	06/30/2016	\$0	Administrators and regular classroom teachers
Total					\$0	

Comprehensive School Improvement Plan

Oak Grove Elementary School

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
LDC Initiative	Teachers will use the reading lesson learned through the LDC grant to enhance learning.	Academic Support Program	08/10/2015	06/30/2016	\$500	Teachers
Reading Incentives	Students will be rewarded for the following accomplishments in Reading: Eager Reader, Independent Reader and various AR point recognitions. Also, once a student reaches one of these goals we recognize their accomplishment over the intercom during the morning praise reports and/or recognized by their name being placed on a bulletin board dedicated for one of these reading accomplishments.	Other	08/04/2014	06/30/2016	\$1000	All Teachers, Administrators, Family Resource, PTA and Reading Recovery Teachers.
Save the Children	We will provide students with in school and after school services provided by the Save the Children program to work on reading skills.	Academic Support Program	08/10/2015	06/30/2016	\$0	Save the Children Coordinator and classroom teachers.
Total					\$1500	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Programs	RTA and Reading Recovery teachers use in-school literacy based instruction in small groups to reduce class size and individualize instruction to enhance students' reading skills. Save the Children literacy program offers in-school and after-school programs to promote reading. We offer extended school services through 21st Century Bruins Star Clubs and Save the Children to enhance reading instruction.	Academic Support Program	08/04/2014	06/30/2016	\$3000	All Teachers, Administrators, Reading Recovery Teachers and Save the Children Literacy Coordinator.
Math Resources	Math interventions are provided for students to have extra practice to reinforce the classroom skill or topic. Extended school services are offered for students that are struggling in math through the 21st Century Program.	Academic Support Program	08/04/2014	06/30/2016	\$3000	All Teachers and Administrators.

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Technology/Digital Resources	Technology and digital resources will be provided for the teachers to use as a teaching tool. Teachers may use technology to assist with a skill or monitor student progress. Also, teachers are provided professional development opportunity when an area of need is identified. Examples of some of the digital resources that are used: Accelerated Reading, Starfall, AIMSweb, Tumbleweed, MAP, Reading Eggs, Type to Learn, and Study Island. We also provide our special education students with the access of iPads that contain age, grade, and ability learning apps.	Technology	08/04/2014	06/30/2016	\$2000	Teachers and Administrators
RTI	Students will be assessed by the universal screener to determine a need for the RTI intervention. Teachers will provide a research based strategy in Math and Reading in order to decrease the achievement gap.	Policy and Process	08/04/2014	06/30/2016	\$400	Title I and Classroom Teachers
Total					\$8400	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Save the Children	The STC sponsored Early Steps Program provides families with one hour home visits two days per month to service pregnant women and children 3 yrs of age and under. The service includes: children's book exchange, read aloud stories, family building activities, free parent/child book libraries, and assistance in reducing barriers to learning.	Academic Support Program, Parent Involvement	08/10/2015	06/30/2016	\$40000	Save the Children Staff, WCBOE, Administrators
Total					\$40000	

Math Achievement Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Intervention	Provide the students that are struggling in math with small group or individual services during the school today to work on best math practices, skills, and areas identified as a need.	Academic Support Program	09/07/2015	06/30/2016	\$0	Administration, MIT Teacher, Regular Classroom teacher
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive School Improvement Plan

Oak Grove Elementary School

Family Reading/Math Night	The school will host monthly family reading and math nights to increase parent involvement in the education process. Monthly themes are offered during these nights to make learning fun and exciting.	Parent Involvement	08/04/2014	06/30/2016	\$2000	Librarian, Math Teachers, Administrator s and District Title I Staff
Total					\$2000	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	Oak Grove assigns committees to review all areas of the CSIP and analyze data. The committees start meeting each year around October after the test scores are released.	

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	At Oak Grove we have in place special classes, math grant programs, RTA, and Reading Recovery to provide additional support in the core academic areas. Our special classes include: Library, Arts & Humanities, science lab, physical education/health and computer labs.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	The school implements several programs to help the transition from Preschool to Kindergarten. We have a Preschool/Kindergarten transition meeting which allows the parents to meet with kindergarten teachers to discuss the changes. Also, the preschool classrooms visit and participates in kindergarten lessons. All preschool and kindergarten classrooms are located in the Early Childhood addition of the building.	

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	Student progress at Oak Grove will be assessed utilizing Measure of Academic Progress (MAP), Study Island and Star Reading. Also, we use programs like Phonic Dance to enhance student achievement.	

Comprehensive School Improvement Plan

Oak Grove Elementary School

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	All teachers at OG are certified in their current teaching position. When hiring we only look at candidates that have completed the requirements for that position. Highly qualified reports are kept and reviewed each year for all teachers at the school.	

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	At Oak Grove parents are encouraged to be involved in their child's education. Family Reading Nights, Family Math Nights, Open House, and Parent-Teacher Conferences are scheduled to keep parents involved. Also, we send home weekly newsletters and homework agenda to keep parents up to date on current events. We have an updated webpage to keep parents up to date on school events and programs. Also, the parent can use the Infinite Campus Parent Portal to keep up with student's grades and attendance.	

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	All professional developments scheduled are beneficial to the teachers and cover any new educational program or requirements.	

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	We meet annually to discuss and review the CSIP and achievement data.	

Comprehensive School Improvement Plan

Oak Grove Elementary School

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	Oak Grove uses Star Reading, MAP, and other assessment data to identify students who are eligible for Title 1 services.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Students are given MAP testing to assist in identifying at-risk students. Students that are at risk are given Tier 1 interventions and their progress is monitored using AIMS Web. If progress is made, RTI continues as needed. If progress is not made then the student is moved to Tier 2 RTI. At the end of Tier 2 if progress is not made then the student is referred for a complete individual assessment.	

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	Oak Grove participates in the Save-the Children Program that focuses on literacy, health & nutrition and early steps. Also, this year we are participating in the 21st Century After School Program.	

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	All activities from RTA, Reading Recovery, 21st Century, Math Grant Programs, and Save the Children work with the support of the regular educational environment so that the students are able to participate in both programs.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	All school planned activities coordinate and integrate with other federal, state and local programs such as: RTA, Reading Recovery, 21st Century, and Save the Children.	

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	Targeted assistance activities are evaluated and monitored weekly to determine student growth or student needs. These programs include RTA, RTI and Reading Recovery.	

Comprehensive School Improvement Plan

Oak Grove Elementary School

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

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

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

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

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	All teachers are provided appropriate professional development for staff members who serve identified Title 1 services.	

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	Teachers will meet annually to review the comprehensive plan and data analysis to determine areas of need or growth.	

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	The CSIP link is available on the Whitley County School District website and a copy is shared with all stakeholders.	

Comprehensive School Improvement Plan

Oak Grove Elementary School

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.	Yes		

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	Teachers are provided with professional development that is determined by academic achievement data and comprehensive needs assessment.	

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	There are no staff position listings on the Title 1 Ranking Report.	

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	All para-educators are supervised at all times by highly qualified teachers.	

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	Para-educators are under the supervision of a highly qualified teacher during all instructional duties.	

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

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

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

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Oak Grove Elementary School

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Oak Grove Elementary has reviewed the results of the Tell Survey and will increase the percentage of teachers who agree that effort is being made to reduce the amount of required routine paperwork from 55.1% in 2015 to 62% in 2017.

Measurable Objective 1:

collaborate to increase the percentage of teachers who agree that efforts are made to minimize the amount of routine paperwork that teachers are required to do from 55.1% in 2015 to 62% or above by 06/30/2017 as measured by the TELL survey..

Strategy1:

Survey Analysis - Teachers, principals and other certified educators at Oak Grove Elementary will analyze the summary report to ensure efforts are made to minimize the amount of routine paperwork teachers are required to do.

Category: Continuous Improvement

Research Cited:

Activity - Time Efficiency Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, principals and other certified educators in our school will meet to evaluate and minimize the amount of routine paperwork teachers are required to do with all of the new changes. Less paperwork means there will be more time for lesson planning and instruction.	Policy and Process	08/01/2013	06/30/2017	\$0 - No Funding Required	Certified Staff and Principals

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

Goal 1:

Increase the average combined reading and math K-PREP scores for all students from 66.5% to 76% in 2019.

Measurable Objective 1:

collaborate to increase overall reading and math proficiency ratings for all students from 66.5% to 69.7% by 06/30/2017 as measured by KPREP delivery targets..

Strategy1:

Comprehensive School Improvement Plan

Oak Grove Elementary School

Reading Initiative - Students will be rewarded for different achievement levels in reading. Also, supplemental literacy programs will be offered for students that are struggling in reading.

Category:

Research Cited:

Activity - Reading Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be rewarded for the following accomplishments in Reading: Eager Reader, Independent Reader and various AR point recognitions. Also, once a student reaches one of these goals we recognize their accomplishment over the intercom during the morning praise reports and/or recognized by their name being placed on a bulletin board dedicated for one of these reading accomplishments.	Other	08/04/2014	06/30/2016	\$1000 - Other	All Teachers, Administrators, Family Resource, PTA and Reading Recovery Teachers.

Activity - Literacy Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTA and Reading Recovery teachers use in-school literacy based instruction in small groups to reduce class size and individualize instruction to enhance students' reading skills. Save the Children literacy program offers in-school and after-school programs to promote reading. We offer extended school services through 21st Century Bruins Star Clubs and Save the Children to enhance reading instruction.	Academic Support Program	08/04/2014	06/30/2016	\$3000 - General Fund	All Teachers, Administrators, Reading Recovery Teachers and Save the Children Literacy Coordinator.

Strategy2:

Math Initiative - Provide supplemental instructional services to students to enhance their math skills and knowledge.

Category:

Research Cited:

Activity - Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math interventions are provided for students to have extra practice to reinforce the classroom skill or topic. Extended school services are offered for students that are struggling in math through the 21st Century Program.	Academic Support Program	08/04/2014	06/30/2016	\$3000 - General Fund	All Teachers and Administrators.

Strategy3:

Curriculum Planning and Monitoring - Teachers will meet during their daily common planning and the PLCs (Professional Learning Committees) will meet weekly to plan instruction, reflect and analyze student performance in reading and math.

Category:

Research Cited:

Comprehensive School Improvement Plan

Oak Grove Elementary School

Activity - Curriculum Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet to plan and reflect on lessons and assessments. This will help us identify areas of need to focus on to be proficient.	Other	08/04/2014	06/30/2016	\$0 - No Funding Required	All Teachers and Administrators

Strategy4:

Writing Scrimmages - Since writing is an integral part of the KPREP Assessment, we implement all writing types daily in all subject areas. We will have timed writing scrimmages to mock the writing scenarios found on the KPREP. We will show samples of graded writing pieces and show students what was needed to score the different categories.

Category: Continuous Improvement

Research Cited:

Activity - SBDM Writing Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will follow the SBDM policy and implement the writing that is required at each grade level.	Policy and Process	08/04/2014	06/30/2015	\$0 - No Funding Required	All Teachers and Principals

Strategy5:

Kindergarten Readiness - In collaboration with our district and other agencies an all-day preschool program will be provided for 3 and 4 year old children. This research based program will promote a healthy and successful transition to Kindergarten.

Category: Early Learning

Research Cited:

Activity - Preschool/Kindergarten Transition Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In collaboration with Bell Whitley Head Start, we schedule a transition meeting at the end of each year. We invite all preschool parents, teachers and kindergarten teachers to the meeting to discuss the transition to Kindergarten. The Kindergarten teachers prepare a handout explaining the expectations for Kindergarten, rules/procedures and some helpful tips for the parents during this transition.	Parent Involvement	08/04/2014	06/30/2016	\$0 - No Funding Required	Kindergarten Teachers, Preschool Teachers, Administrators and Bell Whitley Staff.

Activity - Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon entry to Kindergarten, students will be screened with the state required Brigance. The district will screen for: letter identification, letter sounds, sight words, number identification, and name writing. Throughout the school year, the students will be assessed by STAR Early Literacy, IOWA and MAP. All assessment results will be used for instructional purposes and to identify an area of need.	Policy and Process	08/04/2014	06/30/2016	\$0 - No Funding Required	Kindergarten Teachers

Strategy6:

Program Review - An internal program review will be conducted according to the rubrics to ensure teachers are contributing to all areas of

Comprehensive School Improvement Plan

Oak Grove Elementary School

study.

Category:

Research Cited:

Activity - Internal Program Review Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A program review committee will be developed to monitor and assess the program review. The committee will meet as needed to review evidence and score the evidence submitted. At the end of the year the scores will be submitted in the ASSIST program for district and state review. This helps us to identify and analyze gaps in particular program areas to determine the next step for continuous improvement and proficiency.	Academic Support Program	08/04/2014	06/30/2016	\$0 - No Funding Required	Program Review Committee and Administrators.

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

Goal 1:

Oak Grove Elementary will decrease the percentage of students who are not kindergarten ready from 39.1% in 2015 to 34% in 2016 as measured by the Brigance Assessment .

Measurable Objective 1:

increase student growth by screening all kindergarten students upon entry at Oak Grove Elementary to identify areas of need by 12/09/2015 as measured by Brigance Assessment.

Strategy1:

Collaboration and Support - Using collaboration between stakeholders and programs will increase the number of children benefiting from early childhood interventions.

Category: Continuous Improvement

Research Cited: Center on the Developing Child at Harvard University. (2010) The foundations of lifelong health are built in early childhood.

http://developingchild.harvard.edu/library/reports_and_working_papers/foundations

Activity - Save the Children	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STC sponsored Early Steps Program provides families with one hour home visits two days per month to service pregnant women and children 3 yrs of age and under. The service includes: children's book exchange, read aloud stories, family building activities, free parent/child book libraries, and assistance in reducing barriers to learning.	Academic Support Program Parent Involvement	08/10/2015	06/30/2016	\$40000 - Grant Funds	Save the Children Staff, WCBOE, Administrators

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Oak Grove Elementary School

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center (FRC) will host monthly meetings for all parents who wish to attend. Monthly agendas include, but are not limited to: childhood development, health professionals, counselors, demonstrations, resources, contacts, and support groups.	Community Engagement	08/03/2015	06/30/2016	\$0 - No Funding Required	Beverly Walters, Oak Grove FRC Director

Strategy2:

Preschool Transition Meetings - Each year Oak Grove Elementary in collaboration with Bell Whitley Head Start invites preschool parents of upcoming kindergarten students to a Kindergarten Readiness Orientation Parent Meeting. During this meeting the parents will tour the school, kindergarten classrooms, and meet the kindergarten teachers. Teachers will discuss the kindergarten readiness screener, how the parents can help in preparing their child for this assessment, and how this information will be used to enhance their child's education.

Category: Other - Community Engagement, Parent Involvement

Research Cited: Henderson, A., Mapp, K., Johnson, V., and Davies, D., (2007) Beyond the Bake Sale: The Essential Guide to Family-School Partnerships. New York: The News Press

Activity - Kindergarten Transition Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school planned and developed preschool-kindergarten transitional strategies. Preschool teachers review and share these strategies during PLC meetings and at the Preschool/Head Start/Early Head Start Orientation Parent Meetings at the beginning and at the end of each year. Parent committee meetings are scheduled throughout the year or as needed. Preschool Staff also performs home visits on all preschool students to distribute school readiness information to Early Childhood and incoming kindergarten parents.	Community Engagement Parent Involvement	09/28/2015	06/30/2016	\$0 - No Funding Required	Administrators, Kindergarten Teachers, Bell Whitley Head Start Liaison, Preschool Teachers

Activity - Preschool-Kindergarten Transition Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of each year all preschool classrooms will visit and observe each of the kindergarten classrooms to observe expectations and to experience a kindergarten setting and lesson.	Academic Support Program	08/10/2015	06/30/2016	\$0 - No Funding Required	Preschool Teachers, Kindergarten Teacher and Administrators

Strategy3:

Kindergarten Readiness - All kindergarten students will be screened using the Brigance Early Childhood Screener at the start of the their kindergarten year in order to identify areas to reduce barriers of proficiency and increase student learning.

Category: Early Learning

Research Cited: All assessments in the Early Childhood Screen II have been nationally standardized producing results that are highly reliable, valid, and accurate.

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Oak Grove Elementary School

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be assessed at the entry of kindergarten by the statewide Brigance Early Childhood Screener. Information gathered from the Brigance assessment results will be analyzed then utilized to enhance instruction for reading and math as well as social and emotional growth.	Academic Support Program	08/19/2015	12/09/2015	\$0 - No Funding Required	Administrators, Teachers, Kindergarten Instructional Assistants, Bell Whitley Head Start

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

Goal 1:

Oak Grove Elementary will decrease the percentage of students who are not kindergarten ready from 39.1% in 2015 to 34% in 2016 as measured by the Brigance Assessment .

Measurable Objective 1:

increase student growth by screening all kindergarten students upon entry at Oak Grove Elementary to identify areas of need by 12/09/2015 as measured by Brigance Assessment.

Strategy1:

Preschool Transition Meetings - Each year Oak Grove Elementary in collaboration with Bell Whitley Head Start invites preschool parents of upcoming kindergarten students to a Kindergarten Readiness Orientation Parent Meeting. During this meeting the parents will tour the school, kindergarten classrooms, and meet the kindergarten teachers. Teachers will discuss the kindergarten readiness screener, how the parents can help in preparing their child for this assessment, and how this information will be used to enhance their child's education.

Category: Other - Community Engagement, Parent Involvement

Research Cited: Henderson, A., Mapp, K., Johnson, V., and Davies, D., (2007) Beyond the Bake Sale: The Essential Guide to Family-School Partnerships. New York: The News Press

Activity - Kindergarten Transition Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school planned and developed preschool-kindergarten transitional strategies. Preschool teachers review and share these strategies during PLC meetings and at the Preschool/Head Start/Early Head Start Orientation Parent Meetings at the beginning and at the end of each year. Parent committee meetings are scheduled throughout the year or as needed. Preschool Staff also performs home visits on all preschool students to distribute school readiness information to Early Childhood and incoming kindergarten parents.	Community Engagement Parent Involvement	09/28/2015	06/30/2016	\$0 - No Funding Required	Administrators, Kindergarten Teachers, Bell Whitley Head Start Liaison, Preschool Teachers

Comprehensive School Improvement Plan

Oak Grove Elementary School

Activity - Preschool-Kindergarten Transition Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of each year all preschool classrooms will visit and observe each of the kindergarten classrooms to observe expectations and to experience a kindergarten setting and lesson.	Academic Support Program	08/10/2015	06/30/2016	\$0 - No Funding Required	Preschool Teachers, Kindergarten Teacher and Administrators

Strategy2:

Kindergarten Readiness - All kindergarten students will be screened using the Brigance Early Childhood Screener at the start of the their kindergarten year in order to identify areas to reduce barriers of proficiency and increase student learning.

Category: Early Learning

Research Cited: All assessments in the Early Childhood Screen II have been nationally standardized producing results that are highly reliable, valid, and accurate.

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be assessed at the entry of kindergarten by the statewide Brigance Early Childhood Screener. Information gathered from the Brigance assessment results will be analyzed then utilized to enhance instruction for reading and math as well as social and emotional growth.	Academic Support Program	08/19/2015	12/09/2015	\$0 - No Funding Required	Administrators, Teachers, Kindergarten Instructional Assistants, Bell Whitley Head Start

Strategy3:

Collaboration and Support - Using collaboration between stakeholders and programs will increase the number of children benefiting from early childhood interventions.

Category: Continuous Improvement

Research Cited: Center on the Developing Child at Harvard University. (2010) The foundations of lifelong health are built in early childhood.

http://developingchild.harvard.edu/library/reports_and_working_papers/foundations

Activity - Save the Children	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STC sponsored Early Steps Program provides families with one hour home visits two days per month to service pregnant women and children 3 yrs of age and under. The service includes: children's book exchange, read aloud stories, family building activities, free parent/child book libraries, and assistance in reducing barriers to learning.	Parent Involvement Academic Support Program	08/10/2015	06/30/2016	\$40000 - Grant Funds	Save the Children Staff, WCBOE, Administrators

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center (FRC) will host monthly meetings for all parents who wish to attend. Monthly agendas include, but are not limited to: childhood development, health professionals, counselors, demonstrations, resources, contacts, and support groups.	Community Engagement	08/03/2015	06/30/2016	\$0 - No Funding Required	Beverly Walters, Oak Grove FRC Director

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

Goal 1:

Increase the average combined reading and math K-PREP scores for all students from 66.5% to 76% in 2019.

Measurable Objective 1:

collaborate to increase overall reading and math proficiency ratings for all students from 66.5% to 69.7% by 06/30/2017 as measured by KPREP delivery targets..

Strategy1:

Curriculum Planning and Monitoring - Teachers will meet during their daily common planning and the PLCs (Professional Learning Committees) will meet weekly to plan instruction, reflect and analyze student performance in reading and math.

Category:

Research Cited:

Activity - Curriculum Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet to plan and reflect on lessons and assessments. This will help us identify areas of need to focus on to be proficient.	Other	08/04/2014	06/30/2016	\$0 - No Funding Required	All Teachers and Administrators

Strategy2:

Reading Initiative - Students will be rewarded for different achievement levels in reading. Also, supplemental literacy programs will be offered for students that are struggling in reading.

Category:

Research Cited:

Activity - Literacy Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTA and Reading Recovery teachers use in-school literacy based instruction in small groups to reduce class size and individualize instruction to enhance students' reading skills. Save the Children literacy program offers in-school and after-school programs to promote reading. We offer extended school services through 21st Century Bruins Star Clubs and Save the Children to enhance reading instruction.	Academic Support Program	08/04/2014	06/30/2016	\$3000 - General Fund	All Teachers, Administrators, Reading Recovery Teachers and Save the Children Literacy Coordinator.

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Activity - Reading Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be rewarded for the following accomplishments in Reading: Eager Reader, Independent Reader and various AR point recognitions. Also, once a student reaches one of these goals we recognize their accomplishment over the intercom during the morning praise reports and/or recognized by their name being placed on a bulletin board dedicated for one of these reading accomplishments.	Other	08/04/2014	06/30/2016	\$1000 - Other	All Teachers, Administrators, Family Resource, PTA and Reading Recovery Teachers.

Strategy3:

Writing Scrimmages - Since writing is an integral part of the KPREP Assessment, we implement all writing types daily in all subject areas. We will have timed writing scrimmages to mock the writing scenarios found on the KPREP. We will show samples of graded writing pieces and show students what was needed to score the different categories.

Category: Continuous Improvement

Research Cited:

Activity - SBDM Writing Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will follow the SBDM policy and implement the writing that is required at each grade level.	Policy and Process	08/04/2014	06/30/2015	\$0 - No Funding Required	All Teachers and Principals

Strategy4:

Program Review - An internal program review will be conducted according to the rubrics to ensure teachers are contributing to all areas of study.

Category:

Research Cited:

Activity - Internal Program Review Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A program review committee will be developed to monitor and assess the program review. The committee will meet as needed to review evidence and score the evidence submitted. At the end of the year the scores will be submitted in the ASSIST program for district and state review. This helps us to identify and analyze gaps in particular program areas to determine the next step for continuous improvement and proficiency.	Academic Support Program	08/04/2014	06/30/2016	\$0 - No Funding Required	Program Review Committee and Administrators.

Strategy5:

Kindergarten Readiness - In collaboration with our district and other agencies an all-day preschool program will be provided for 3 and 4 year old children. This research based program will promote a healthy and successful transition to Kindergarten.

Category: Early Learning

Research Cited:

Comprehensive School Improvement Plan

Oak Grove Elementary School

Activity - Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon entry to Kindergarten, students will be screened with the state required Brigance. The district will screen for: letter identification, letter sounds, sight words, number identification, and name writing. Throughout the school year, the students will be assessed by STAR Early Literacy, IOWA and MAP. All assessment results will be used for instructional purposes and to identify an area of need.	Policy and Process	08/04/2014	06/30/2016	\$0 - No Funding Required	Kindergarten Teachers

Activity - Preschool/Kindergarten Transition Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In collaboration with Bell Whitley Head Start, we schedule a transition meeting at the end of each year. We invite all preschool parents, teachers and kindergarten teachers to the meeting to discuss the transition to Kindergarten. The Kindergarten teachers prepare a handout explaining the expectations for Kindergarten, rules/procedures and some helpful tips for the parents during this transition.	Parent Involvement	08/04/2014	06/30/2016	\$0 - No Funding Required	Kindergarten Teachers, Preschool Teachers, Administrators and Bell Whitley Staff.

Strategy6:

Math Initiative - Provide supplemental instructional services to students to enhance their math skills and knowledge.

Category:

Research Cited:

Activity - Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math interventions are provided for students to have extra practice to reinforce the classroom skill or topic. Extended school services are offered for students that are struggling in math through the 21st Century Program.	Academic Support Program	08/04/2014	06/30/2016	\$3000 - General Fund	All Teachers and Administrators.

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap from 63.3% in 2016 to 73.9% in 2019 as measured by the KPREP delivery targets.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from 63.3% to 66.8% by 06/30/2017 as measured by KPREP delivery targets..

Strategy1:

Comprehensive School Improvement Plan

Oak Grove Elementary School

Curriculum Assessment and Alignment - The teachers at Oak Grove implement the Kentucky Academic Standards to develop instructional materials and assessments to meet the needs of students at their current instructional levels.

Category: Continuous Improvement

Research Cited:

Activity - Instructional Development and Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Kentucky Academic Standards to develop and create materials and assessments to teach the students. They will develop and plan these instructions and assessments during their common planning and during curriculum meetings.	Academic Support Program	08/04/2014	06/30/2016	\$0 - No Funding Required	Classroom/ Resource Teachers

Strategy2:

Technology - Technology will be used to enhance learning, collect data and provide professional development for teachers.

Category: Continuous Improvement

Research Cited:

Activity - Technology/Digital Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology and digital resources will be provided for the teachers to use as a teaching tool. Teachers may use technology to assist with a skill or monitor student progress. Also, teachers are provided professional development opportunity when an area of need is identified. Examples of some of the digital resources that are used: Accelerated Reading, Starfall, AIMSweb, Tumbleweed, MAP, Reading Eggs, Type to Learn, and Study Island. We also provide our special education students with the access of iPads that contain age, grade, and ability learning apps.	Technology	08/04/2014	06/30/2016	\$2000 - General Fund	Teachers and Administrators

Strategy3:

Best Practice - Struggling learners will master academic skills so they can perform at proficiency level and be successful.

Category:

Research Cited:

Activity - Teaching Strategies to Promote Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers at Oak Grove will ensure that the students are being taught at the optimal instructional level to promote success. During instruction, the teachers will use modifications and accommodations for learners that are behind or struggling during the lesson. We provide the students with educational resources, such as technology, to enhance student learning. During a lesson, the teachers will model and demonstrate a skill and allow students time to practice it.	Direct Instruction	08/04/2014	06/30/2016	\$0 - No Funding Required	Teachers and Administrators

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Strategy4:

Reading and Math Initiatives - To reduce math and literacy gaps, intervention programs and assessments will be implemented to focus on and monitor struggling students. Programs such as: Save the Children Literacy Program, Read to Achieve, Reading Recovery, and Star Reading are available for students that are below grade level. We offer math interventions that reinforce the math instruction that is taught in the regular classroom. These interventions include the MAF and Instructional Transformation grants. Also, we provide 21st Century after school programs to reinforce math lessons taught during the school day. These activities include math centers and hands on math activities.

Category: Continuous Improvement

Research Cited:

Activity - Reading and Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTA teachers use in-school literacy based instruction in small groups to reduce class size and individualize instruction to enhance students' reading skills. Save the Children literacy program offers in school and after school programs to promote reading. We offer extended school services such as 21st Century Bruins Star Clubs and Save-the Children after school programs to enhance math and reading achievement. Also, we provide math interventions for the students to attend weekly to reinforce the math lesson or skill that was taught in the classroom. These interventions are provided the MIT, and Instructional Transformation grant.	Academic Support Program	08/04/2014	06/30/2016	\$0 - No Funding Required	All Teachers, program coordinators/ teachers, and administrators.

Strategy5:

Collaboration and Planning - Grade level teachers will collaborate to plan, analyze data and identify any gaps to make changes to the curriculum to enhance learning.

Category:

Research Cited:

Activity - Curriculum Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers at Oak Grove will collaborate during their daily common planning to plan, analyze data and identify any gaps to make changes to the curriculum. Also, the team leaders from each grade level will be part of the district curriculum committee to work on the curriculum to align it with the Common Core Standards.	Professional Learning	08/04/2014	06/30/2016	\$0 - No Funding Required	Teachers and Administrators

Strategy6:

Parent and Community Involvement - The school will collaborate with parents, community members and businesses to enhance learning.

Category:

Research Cited:

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Activity - Family Reading/Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host monthly family reading and math nights to increase parent involvement in the education process. Monthly themes are offered during these nights to make learning fun and exciting.	Parent Involvement	08/04/2014	06/30/2016	\$2000 - Title I Part A	Librarian, Math Teachers, Administrators and District Title I Staff

Activity - PAVE-Parents as Volunteer Educators	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PAVE program is used to encourage parents, guardians, grandparents and community members to become more involved in the schools. All PAVE members must be approved and agree to a criminal and background check to participate in this program. Once they become PAVE, they may volunteer at the school or during school activities/fieldtrips. All PAVE volunteers must sign in at the office and wear an identification badge. The hours are calculated at the end and the data may be used for school grants.	Parent Involvement	08/04/2014	06/30/2016	\$0 - No Funding Required	Title I, Community Liaison, Teachers and Administrators

Activity - FRC-Family Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The FRC will assist and sponsor programs to enhance learning. They collaborate with teachers and administrators to plan programs to help students become successful. The FRC Coordinator works with the community and school to find resources and helps provide funding for programs or activities that are occurring at the school.	Community Engagement	08/04/2014	06/30/2016	\$0 - No Funding Required	Beverly Walters-FRC Coordinator

Strategy7:

RTI - Students will receive more intense instruction and monitoring in reading and math after being identified by the universal screening.

Category:

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed by the universal screener to determine a need for the RTI intervention. Teachers will provide a research based strategy in Math and Reading in order to decrease the achievement gap.	Policy and Process	08/04/2014	06/30/2016	\$400 - General Fund	Title I and Classroom Teachers

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

N/A (this question does not apply)

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

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N/A (this question does not apply)

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

Goal 1:

Oak Grove Elementary will increase our total program review score from 36.4 in 2015 to 37.0 by 2016.

Measurable Objective 1:

A 100% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all characteristics of the program review in World Languages by 06/30/2016 as measured by the KDE Program Review results..

Strategy1:

Student Access in World Language - Provide all students with equitable access to high quality Foreign Language curriculum and instruction daily in the regular classroom.

Category: Continuous Improvement

Research Cited:

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide resources and professional learning for the teachers to enhance their knowledge on the World Language/Cultural Program Review and Curriculum.	Professional Learning	08/01/2014	06/30/2016	\$0 - No Funding Required	Administrators

Measurable Objective 2:

A 100% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all characteristics of the program review in Practical Living by 06/30/2016 as measured by the KDE Program Review results..

Strategy1:

Student Access for Practical Living - Provide all students with equitable access to high quality Practical Living curriculum and instruction daily in the regular classroom and weekly in the Practical Living Classroom.

Category: Continuous Improvement

Research Cited:

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Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional learning opportunities that will provide professional resources for all teachers to enhance the integration of the Practical Living components and curriculum into their instruction.	Professional Learning	08/01/2014	06/30/2016	\$0 - No Funding Required	Administrators and Practical Living Teacher

Activity - Wellness Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SDBM will develop a policy that will support the district/school wellness policy.	Policy and Process	08/01/2014	06/30/2016	\$0 - No Funding Required	Administrators and SBDM members.

Activity - Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide all students with an average of 150 minutes per week of physical activity.	Policy and Process	08/01/2014	06/30/2016	\$0 - No Funding Required	Administrators and SBDM members.

Measurable Objective 3:

A 100% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth and Ungraded grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all demonstrators of the program review in Art & Humanities by 06/30/2016 as measured by the KDE Program Review Assessment data..

Strategy1:

Student Access - Provide all students with equitable access to high quality Arts and Humanities curriculum and instruction daily in the regular classroom and weekly in the Arts & Humanities Classroom. Also, provide teachers with the resources and understanding to integrate Arts and Humanities in every day lessons.

Category: Continuous Improvement

Research Cited:

Activity - Instruction and Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide teachers with formative and summative arts assessments for individual students and performing groups that are aligned with the components of the KCAS and authentically measure a specific concept, understanding or skill that will lead to student growth.	Direct Instruction	08/01/2014	06/30/2016	\$0 - No Funding Required	Administrators, regular classroom teachers and Arts and Humanities teacher.

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schedule professional learning opportunities for the faculty/staff that focuses on the Arts and Humanities Curriculum, practices, and integration of the Arts and Humanities content.	Professional Learning	08/01/2014	06/30/2016	\$0 - No Funding Required	Administrators and Arts and Humanities Teacher.

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Activity - Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide all students with an average of 150 minutes per week of regular scheduled arts instruction concentrating on all four of the art forms.	Policy and Process	08/04/2014	06/30/2016	\$0 - No Funding Required	Administrators, Arts and Humanities Teacher, SBDM, and Teachers.

Measurable Objective 4:

A 100% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all characteristics of the program review in Writing by 06/30/2016 as measured by the KDE Program review results..

Strategy1:

Student Access in Writing - Provide students and teachers with resources and best practice to improve writing abilities.

Category: Continuous Improvement

Research Cited:

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional learning opportunities on the differentiated strategies in literacy instruction to meet student needs. Also, provide trainings on how to integrate technology in the writing process to include all communication skills.	Professional Learning	08/01/2014	06/30/2016	\$0 - No Funding Required	Administrators

Activity - Procedures and Policies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM will develop a policy that requires teachers to teach all components of writing and communications.	Policy and Process	08/01/2014	06/30/2016	\$0 - No Funding Required	Administrators and SBDM

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?

Oak Grove Elementary is located on Cumberland Falls Highway in Northern Whitley County. Oak Grove has been in existence since 1955. The school is the focal point of the community and a source of great pride for everyone, parents and students. Our school is served by a principal, one assistant principal, one part time assistant principal/ARC and 504 Chairperson, a librarian, 2 Reading Recovery teachers, 1 Reading Recovery/RTA teacher, 1 math grant teacher (MAF/MDC), 1 speech-language pathologist, 3 special needs teachers, a fine arts teacher, a physical education teacher, 24 homeroom teachers, 5 preschool teachers, 17 instructional assistants, 2 secretaries, an attendance clerk, a FRC coordinator and assistant, 5 custodians, a school nurse and 2 counselors. In the afternoon, students are provided with academic and enrichment opportunities through programs such as Save the Children and 21 Century Community Learning Centers. Oak Grove is governed by SBDM council. Currently, Oak Grove is servicing 575 students in Kindergarten-6th grade and 87 preschool children.

Oak Grove is actively involved with the surrounding community and identifies with the importance of this collaboration. We have been active participants in various community support groups and events such as Children's Tumor Foundation, Wounded Warrior Project, Children's Heart Association, March of Dimes, Operation Thanksgiving, Project Angel Tree, Autism Awareness Month, American Cancer Society, and National Better Hearing and Speech Month.

Additionally, our teachers look for ways to involve community businesses and to use various community resources in planning and presenting lessons. Examples include having community members present information to students during career fair, inviting local first responders present information regarding emergency preparedness, and having dental professionals come in during dental health lessons to provide information and give students resources.

To promote physical fitness, we provide a walking track for the community to use after school hours. The track is used by community members and parents of students. The National Cancer Society has also used the track and Children's Tumor Foundation for awareness walks. Recently, Oak Grove was rewarded the Project Fit America Grant. This grant provides Oak Grove Elementary with state of the art indoor and outdoor fitness equipment.

One of the challenges faced by Oak Grove is the location of our school. We border the Corbin Independent School District and are several miles away from the other schools within our home district, which hinders collaboration somewhat. It also deters community support in some ways, as some businesses and community resources are solely committed to the city school district. One way that we have tried to overcome this challenge is by trying to give back to our community, as stated above, so that we may become more united. Collaboration with our fellow district schools has improved due to the assignment of principal peer groups as assigned by the superintendent.

Over the last few years, adjusting to the ever-changing Teacher/Principal Evaluation System, Common Core Standards, and the Assessment and Accountability System has been a challenge for our faculty and staff. We work together during PLC's and during professional learning activities to become familiar with the new state standards and to ensure that our lessons are focused on these standards. At least one teacher from each grade level participates with other teachers from each grade level to align the curriculum to the state standards.

Administrators will monitor that each lesson addresses these standards during walk-throughs, observations, and while reviewing lesson plans to ensure these standards are being taught to enhance learning. However, as with any closely bonded team, we continue to work together to
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strive towards excellence.

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 Oak Grove we take great pride in our mission statement which is posted in each room in the building and recited by our students every morning. "The Mission of Oak Grove Elementary is to provide an education for all students and to ensure that all students learn with EXCELLENCE as the standard." Our school has a family atmosphere and we base our foundation on the belief that "Children don't care how much you know until they know how much you care." At Oak Grove Elementary, the children will always come first. We go above and beyond to challenge each child so they can become the best they can be. Our vision is for Oak Grove Elementary to be an exemplary learning center where students, parents, staff members and community partners come together to encourage each student to meet high expectations and reach his/her greatest potential. Oak Grove provides students with several programs that help them to excel and reach their potentials. We provide Save the Children, Title 1, Reading Recovery, MAF/MDC (Math Achievement Fund/Math Design Collaboration), 21 CCLC, and Special Education services for students who may have academic needs. For the students who may need to be challenged to further excel, we offer the Gifted and Talented Program and 21 CCLC for enrichment.

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.

Oak Grove is the largest elementary school in the Whitley County school system. Our school has always maintained a reputation of being top ranked in all areas of team competition, including academic and sports. For the past three years Oak Grove has met proficiency level on all state assessments and continued toward our mission of Excellence. Our current KPREP classification is Distinguished/Progressing and we have been recognized as a School of Distinction.

Since 2011/2012 Oak Grove has progressively improved according to KPREP data. Oak Grove is ranked 62 amongst the 720 elementary schools in the state. This past year, we have demonstrated great gains across content areas. Two areas that are identified as an area in need of improvement and will be a focus area for us is social studies and on-demand writing. We will work on ways to address this deficit while also decreasing the number of students below the line of proficiency in both reading and math.

We are very fortunate to be able to offer science labs to our students grades K-6. During the Whitley County District Science Fair we had several students that placed and received awards. Having the lab and outstanding instruction throughout K-6 in the area of science can partially be attributed with this accomplishment. Another achievement that can partially be attributed to outstanding instruction is that our academic team. We had several students to place in the written assessment part of the Whitley County Academic Tournament. Our sports programs have reached several great accomplishments. Our 5th & 6th grade Girls Basketball team won the Whitley County Girls Basketball tournament. Our 3rd & 4th grade Boys Basketball team won the Whitley County Basketball tournament. Our 3rd & 4th grade football team won the Whitley County Football tournament and won the title of Bowl Champions and Season Champions. Again, reinforcing our mission, "Excellence as the standard".

Another notable achievement is that we have two National Board Certified teachers. One of which, has recently received her recertification as a nationally certified teacher after her initial ten-year certificate. One teacher has been recognized this year at the district level for going above and beyond.

Additional Information

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

Over the years, Oak Grove Elementary has been renovated twice to add additional classrooms due to increased enrollment. The most recent addition that was finished during the 2009-2010 school year, it contains 5 preschool classrooms, 4 kindergarten classrooms, an assistant principal/conference office, a therapy room for occupational and physical therapy services, a kitchen, a large multipurpose room and a reception office. Along with the new addition, we support a full day kindergarten and preschool program in our community. This allows our students to gain more base knowledge; it allows us to better serve them and provide instructional opportunities they did not have before entering school. Our preschool/kindergarten program has been voted "Best of the Best" for three years running in a community voted contest, which is hosted by a local newspaper.

Oak Grove offers several programs and activities to enhance student learning. Our programs include: Save the Children Literacy Program, 21st Century Community Learning Center (21 CCLC) grant, Reading Recovery, math grant, Family Resource Center services and Title 1 Services. In addition to these services Oak Grove utilizes Family Reading Night, Family Math Night, Save the Children, and 21 CCLC after school to help enhance student achievement and to provide parents with engaging and meaningful after-school childcare. Lastly, we will be providing a 4 week 21 CCLC program over the summer for 6 hours per day, 5 days a week in addition to our annual summer reading program.

Oak Grove Elementary also offers a variety of extracurricular activities for the students. These include: academic team, 3rd and 4th grade boy's and girl's basketball, 5th and 6th grade boy's and girl's basketball, 3rd and 4th grade football, 5th and 6th grade football, 3rd and 4th grade cheerleading, 5th and 6th grade cheerleading, 3rd-6th grade boy's and girl's soccer, K-2 flag football, and intramural basketball. Students also have opportunities to participate in the district elementary track, cross-country and wrestling teams. Oak Grove has been a top contender in these activities and has won the district elementary tournament in academics, basketball and football numerous times. We also offer students at Oak Grove different clubs that they are able to join: First Priority, Drama Club, Unite Club, Checker Club, Cub Scouts, Brownies and Girls Scouts.

Oak Grove staff is continually celebrating the students and their successes. We recognize students when they become Eager Readers or Independent Readers, reaching their Yearly Accelerated Reader Goal or any other type of achievement that pertains to student learning. We have a mid-year Super Hero Celebration to which the parents are invited to celebrate and recognize our first semester Independent Readers. We also have an end of the year awards program that includes parents/guardians so that students can be recognized for their academic achievements and excellent attendance. The Oak Grove faculty and staff have been engaged in the new Kentucky Framework for Teaching, which helps them to become more efficient in effective teaching and learning to help improve and build upon student achievement by incorporating student engagement strategies.