KDE Comprehensive School

Improvement Plan

Oak Grove Elementary School

Whitley County

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

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, 26 homeroom teachers, 5 preschool teachers, 17 instructional assistants, 2 secretaries, an attendance clerk, a FRC coordinator and assistant, 5 custodians, a school nurse and a 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 593 students in Kindergarten-6th grade and 82 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.

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 years, the biggest changes to our school include the hiring of a new principal and assistants and adjusting to the ever-changing Teacher/Principal Evaluation System, Common Core Standards, and the Assessment and Accountability System. 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 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 ESS, 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 Proficient/Progressing and we strive daily toward being a Distinguished school.

Since 2011/2012 Oak Grove has progressively improved according to KPREP data. In all areas, with the exception of one, Oak Grove's ranking amongst the 720 elementary schools in the state has increased. We have been ranked 1st in Science for the last two testing cycles. Even though great gains have been noted across content areas, language mechanics has declined. Therefore, one area in need of improvement and will be a focus area for us is language mechanics. Since this is intertwined into all areas, we will find a way 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 and math labs to our students grades K-6. During the Whitley County District Science Fair we had several students to place 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 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 two 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, Extended School Services (ESS), 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, 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. The 2014 Oak Grove Bruin Academic Team was the overall district winning and the 6th grade academic team placed 2nd in the showcase tournament.

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.

2015-2016 Plan for KDE Comprehensive School Improvement Plan

Overview

Plan Name

2015-2016 Plan for KDE Comprehensive School Improvement Plan

Plan Description

Oak Grove Elementary's Comprehensive Plan sets out a design for 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 goals 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 52.9% in 2015 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 elementary and middle school students from 53.7% 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 rountine 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 52.9% in 2015 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 52.9% to 58.2% by 06/30/2016 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

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

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 MIT, and MDC 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 MDC grants.	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:

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 elementary and middle school students from 53.7% to 76% in 2019.

Measurable Objective 1:

collaborate to increase overall reading and math proficiency ratings for all students from 53.7% to 61.5% by 06/30/2016 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.

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

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.

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 rountine 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	Adminstrators, 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	Adminstrators, 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.

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 opportunites 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

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 06/30/2016 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

| 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 |

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

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 06/30/2016 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, MDC MAF Math 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

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.

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.	Parent Involvement, Community Engagement	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.	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	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
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
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
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.
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
Professional Learning	Provide professional learning opportunites 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
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

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
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
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.
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
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.
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
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
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.
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.
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

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.	Parent Involvement, Community Engagement	09/28/2015	06/30/2016	$0	Administrators, Kindergarten Teachers, Bell Whitley Head Start Liaison, Preschool Teachers
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
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
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.
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
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 MDC grants.	Academic Support Program	08/04/2014	06/30/2016	$0	All Teachers, program coordinators/teachers, and administrators.

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
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
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
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
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, Administrators
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 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	Adminstrators, Arts and Humanities Teacher, SBDM, and Teachers.
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	Administrators and SBDM members.
				Total	$0	

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	

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.	Parent Involvement, Academic Support Program	08/10/2015	06/30/2016	$40000	Save the Children Staff, WCBOE, Administrators
				Total	$40000	

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
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.
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.
				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.
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
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.
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	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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, Administrators and District Title I Staff
				Total	$2000	

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. PLC's 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 also used a full professional development day on Election Day 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 assessment data, 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 2014-2015 Review

According to the 2015 school report card, our school is a proficient school. The school scored 68.7 overall, placing us in the 76th percentile in the state of Kentucky for a ranking of 305 out of 712 elementary schools. We did not meet our 2015 Annual Measurable Objective Goal of 71.2.

CSIP Review 2014-2015

- 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.

- Goal 2: Increase the average combined reading and math K-PREP 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 the 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 2014-2015 (Data was gathered from the assessment tab of the 2015 school report card.)

- Reading (School Wide) - 59.8% scored P/D in Reading with 16.3% Novice

o Grade 3 - 92 students tested: 17.4% novice, 25% apprentice, 48.9% proficient, and 8.7% distinguished. That data shows that 57.6% of students in 3rd grade were P/D in reading. This was 6.5% above the district average of 51.1% and 3.3% above the state average of 54.3%.

o Grade 4 - 91 students tested: 20.9% novice, 23.1% apprentice, 44% proficient, and 12.1% distinguished. That data shows that 56% of students in 4th grade were P/D in reading. This was 1.3% below the district average of 57.3% and 3.8% above the state average of 52.2%.

o Grade 5 - 78 students tested: 14.1% novice, 29.5% apprentice, 39.7% proficient, and 16.7% distinguished. That data shows that 56.4% of students in 5th grade were P/D in reading. This was 9.4% below the district average of 65.8% and 0.4% above the state average of 56%.

o Grade 6 - 77 students tested: 11.7% novice, 18.2% apprentice, 45.5% proficient, and 24.7% distinguished. That data shows that 70.1% of students in 6th grade were P/D in reading. This was 5.9% above the district average of 64.2% and 17.2% above the state average of 52.9%.

- Math (School Wide) - 46.7% scored P/D in Math with 17.2% Novice

o Grade 3 - 92 students tested: 14.1% novice, 28.3% apprentice, 50% proficient, and 7.6% distinguished. That data shows that 57.6% of students in 3rd grade were P/D in math. This was 14.6% above the district average of 43% and 10% above the state average of 47.6%.

o Grade 4 - 91 students tested: 25.3% novice, 36.3% apprentice, 29.7% proficient, and 8.8% distinguished. That data shows that 38.5% of students in 4th grade were P/D in math. This was 13% below the district average of 51.5% and 10.1% below the state average of 48.6%.

o Grade 5 - 78 students tested: 19.2% novice, 39.7% apprentice, 29.5% proficient, and 11.5% distinguished. That data shows that 41% of students in 5th grade were P/D in math. This was 13.2% below the district average of 54.2% and 9.3% below the state average of 50.3%.

o Grade 6 - 77 students tested: 9.1% novice, 41.6% apprentice, 39% proficient, and 10.4% distinguished. That data shows that 49.4% of students in 6th grade were P/D in math. This was 3.6% below the district average of 53% and 6.2% above the state average of 43.2%.

- Social Studies (School Wide) - 57.7% scored P/D in Social Studies with 6.4% Novice

- Writing (School Wide) - 54.2% scored P/D in Writing with 7.1% Novice

o Grade 5 - 78 students tested: 9% novice, 39.7% apprentice, 47.4% proficient, and 3.8% distinguished. That data shows that 51.3% of students in 5th grade were P/D in writing. This was 3.7% above the district average of 47.6% and 7.5% above the state average of 43.8%.

o Grade 6 - 77 students tested: 5.2% novice, 37.7% apprentice, 48.1% proficient, and 9.1% distinguished. That data shows that 57.1% of students in 6th grade were P/D in writing. This was 12.2% above the district average of 44.9% and 13% above the state average of 44.1%.

- Language Mechanics (School Wide) - 52.4% scored P/D in Language Mechanics with 20.2% Novice.

o Grade 4 - 91 students tested: 20.9% novice, 31.9% apprentice, 28.6% proficient, and 18.7% distinguished. That data shows that 47.3% of students in 4th grade were P/D in language mechanics. This was 11.4% below the district average of 58.7% and 8.3% below the state average of 55.6%.

o Grade 6 - 77 students tested: 19.5% novice, 22.1% apprentice, 31.2% proficient, and 27.3% distinguished. That data shows that 58.4% of students in 6th grade were P/D in language mechanics. This was 6.7% above the district average of 51.7% and 12.3% above the state average of 46.1%.

MAP FALL 2015

- Reading - Grades 2-6 reading performance levels of the 414 students tested:

o 31.4% novice, 27.8% apprentice, 29.7% proficient, and 11.1% distinguished. The data shows that 40.8% of the students in grades 2-6 were P/D in reading. The data shows that 59.2% of the students in grades 2-6 were apprentice/novice in reading.

- Math - Grades 2-6 math performance levels of the 413 students tested:

o 23.7% novice, 43.1% apprentice, 31.2% proficient, and 1.9% distinguished. The data shows that 33.1% of the students in grades 2-6 were P/D in math. The data shows that 66.8% of the students in grades 2-6 were apprentice/novice in math.

- Reading - Grades K-2 reading performance levels of the 272 students tested:

o 97 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 the272 students tested:

o 100 students were at or above norm grade level mean RIT.

IOWA Achievement Test 2015

- Kindergarten had an 88% national percentile ranking in English Language Arts (ELA), 85% in math, and an 85% in Core Composite score.

- First Grade had a 61% national percentile ranking in English Language Arts (ELA), 74% in math, and a 65% in Core Composite score.

- Second Grade had a 66% national percentile ranking in English Language Arts (ELA), 77% in math, and a 69% in Core Composite score.

Brigance Screener School-Wide Data 2015

- 51.7% of our students were Kindergarten ready.

- 39.1% were not Kindergarten ready.

- 9.2% 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 (460/618 = 74.4% 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 (94.2% ADA 2014-2015)

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 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.

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 2014-2015

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 3572 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 325 parents attend parent-teacher conferences in 2014-2015. We maximize attendance at Open House by providing dinner and refreshments to all who attend. We had 595 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 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 2014-2015 (Data was gathered from the assessment tab of the 2015 school report card.)

- The school-wide percentage of students scoring in the P/D category was above the state average in the achievement areas of reading (+5.6%) and writing (+10.4%).

- The school-wide percentage of our non-duplicated gap students scoring in the P/D was above the state in the areas of reading (+12.4%), math (+2.3), social studies (+7.7%), and writing (+12.8%).

- 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 (+11.8%), math (+3%), social studies (+6.4), and writing (+13.4).

Program Review 2014-2015

- Arts and Humanities scored 9.3 (Proficient).

- K-3 scored 9.5 (Proficient).

- Practical Living/Career Studies scored 8.8 (Proficient).

- Writing scored 8.8 (Proficient).

- World Language (N/A)

o Total of 23 points

IOWA Achievement Test 2015

- Kindergarten had an 88% national percentile ranking in English Language Arts (ELA), 85% in math, and an 85% in Core Composite score.

- First Grade had a 61% national percentile ranking in English Language Arts (ELA), 74% in math, and a 65% in Core Composite score.

- Second Grade had a 66% national percentile ranking in English Language Arts (ELA), 77% in math, and a 69% in Core Composite score.

Brigance Screener School - Wide Data 2015

- 51.7% of our students were Kindergarten ready.

- 39.1% were not Kindergarten ready.

- 9.2% 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 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 reading and writing. Oak Grove Elementary is a Proficient School. The school scored 68.7 overall which placed us in the 76th 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 (according to the assessment tab of the 2015 school report card)

The school wide percentage of students scoring in the P/D category was below the state average in the achievement areas of math (-2.1%) and social studies (-2.9%).

MAP Fall 2015

- Reading

o 32% of Kindergarten students were at or above norm grade level mean RIT.

o 39% of 1st Grade students were at or above norm grade level mean RIT.

o 35% of 2nd Grade students were at or above norm grade level mean RIT.

- Math

o 22% of Kindergarten students were at or above norm grade level mean RIT.

o 52 % of 1st Grade students were at or above norm grade level mean RIT.

o 33 % of 2nd Grade students were at or above norm grade level mean RIT.

Brigance Screener School-Wide Data 2015

- 39.1 % were not Kindergarten ready.

Improvement Plan

Our school recognizes various areas of improvement and always strives to progress in all areas. KPREP results identified many 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 of 61.5%. 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 math and social studies. 37.3% of the tested students scored proficient in math and 9.5% scored distinguished. In social studies 50% of the tested students scored proficient and 7.7% 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 teachers are 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 math 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

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 to provide intervention to students scoring at the novice level on the MAP test. Also, we have purchased and implemented a new reading series that focuses on the common core standards. 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?

Conclusion

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 2015-2016 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 youth service 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 math and social studies above state average.

2. Set a baseline for proficiency in World Language and Global Competencies Pilot Program Review while maintaining proficiency or increasing the individual program review scores in Arts and Humanities, K-3, Practical Living/Career Studies, and Writing.

3. Increase the average combined math and reading proficiency rating for all students in the non-duplicated gap.

4. Increase the average reading and math proficiency rating for all students in elementary and middle school.

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.

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 rountine 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 elementary and middle school students from 53.7% to 76% in 2019.

Measurable Objective 1:

collaborate to increase overall reading and math proficiency ratings for all students from 53.7% to 61.5% by 06/30/2016 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.

Strategy2:

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

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:

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:

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.

Strategy5:

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.

Strategy6:

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.

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:

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

Strategy2:

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 - 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.	Academic Support Program Parent Involvement	08/10/2015	06/30/2016	$40000 - Grant Funds	Save the Children Staff, WCBOE, Administrators

Strategy3:

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.	Parent Involvement Community Engagement	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

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

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 - 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

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 elementary and middle school students from 53.7% to 76% in 2019.

Measurable Objective 1:

collaborate to increase overall reading and math proficiency ratings for all students from 53.7% to 61.5% by 06/30/2016 as measured by KPREP delivery targets..

Strategy1:

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.

Strategy2:

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

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:

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:

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.

Strategy5:

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.

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 - 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.

Goal 2:

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 06/30/2016 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 - Monitoring Curriculum and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Strategy2:

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

Research Cited:

Activity - Data Analysis Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

Strategy3:

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

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Strategy4:

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

Research Cited:

Activity - Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	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.

Goal 3:

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 06/30/2016 as measured by the School Report Card.

Strategy1:

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

Research Cited:

Activity - RTI Differentiation Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Strategy2:

Math Intervention - After reviewing math data from all assessments will we identify students struggling in math. We will use the MIT, MDC MAF Math 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

Research Cited:

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	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

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 52.9% in 2015 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 52.9% to 58.2% by 06/30/2016 as measured by KPREP delivery targets..

Strategy1:

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

Strategy2:

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

Strategy3:

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 MIT, and MDC 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 MDC grants.	Academic Support Program	08/04/2014	06/30/2016	$0 - No Funding Required	All Teachers, program coordinators/ teachers, and administrators.

Strategy4:

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

Strategy5:

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

Strategy6:

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

Category:

Research Cited:

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

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

Strategy7:

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

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.

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 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 - 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	Adminstrators, Arts and Humanities Teacher, SBDM, and Teachers.

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	Adminstrators, 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.

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 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 - 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

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 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 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:

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 - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional learning opportunites 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	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 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..

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

Phase II KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

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 the CSIP and achievement data.	

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 Afterschool 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.	

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.	

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 time 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		

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

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

Charlie Walker- SBDM Parent Member

Dana Bolton- SBDM Parent Member

Mary Barnett- PTA President

Danielle Higginbotham-PTA Vice President

Anita Partin-PTA Treasurer

Jodie Elliott-PTA Secretary/FRC Assistant

Beverly Walters- 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

	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

	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 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 to monitor and assist school improvement. To improve these areas of need we plan on developing a school culture survey and will offer it to all parents through a variety of modes of communication so that parents and stakeholders can provide feedback on school and student performance to 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

Section Score
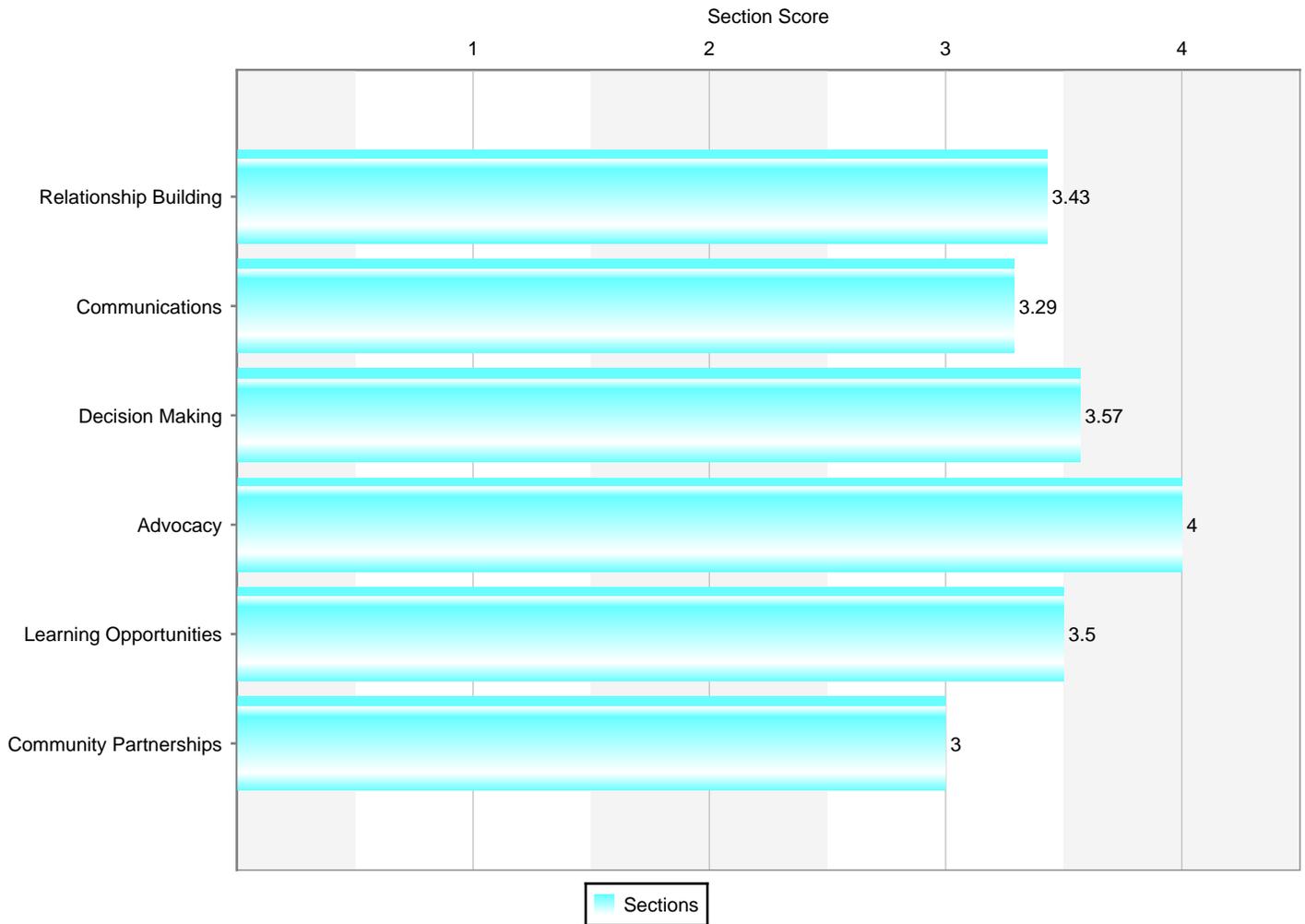
Improvement Plan Stakeholder Involvement

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 committees identify the needs and causes then recommends changes in programs and strategies. Next, the committees gather, compile, and evaluate 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 it 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.

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.

School Safety Report

Introduction

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

School Safety Requirements

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

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	October 7, 2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	October 7, 2013	

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	August 3, 2015	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August 14, 2015	

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

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

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	July 15, 2015	

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

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

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	September 25, 2015	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

Equitable Access Diagnostic

Introduction

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

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	After reviewing data we have identified limited opportunities for teachers in our school to engage in effective and efficient training for teaching students of low socioeconomic status. We are are seeing an increase of students/families qualifying for free and reduced meals. The percentage has continued to climb over the past few years at Oak Grove Elementary.	

What are the barriers identified?

After reviewing the data, we are still noticing students living in low socioeconomic areas, enter preschool and kindergarten socially and/or academically less prepared for school. These students are already behind their same age peers from the start of them entering school.

Around 74.7% of our students are eligible for free and reduced lunch, which indicates that we serve a greater than average number of students living in poverty. This is an increase from the past few years.

Limited professional learning opportunities that specifically address overcoming the barriers faced by students of low socioeconomic status along with reduced professional development funds is another barrier to achieving equitable access.

A large number of new students moving throughout the school year and limited support at home has led to an increase in time of adjusting, behavioral issues, and time identifying their needs.

What sources of data were used to determine the barriers?

Free and reduced lunch data

FRC data

Dial-4 assessment preschool screening results

Brigance kindergarten screening results

School Report Card

Tell Survey results

Infinite Campus Statistics

Gap group assessment data

What are the root causes of those identified barriers?

Our enrollment for free and reduced lunch has increased over the past few years. The family dynamic has seen a major change with

students being raised by family members other than their parents.

Resources show Preschool and Kindergarten readiness is impacted by socioeconomic status.

The median household income for our county is 29,759 with 26% of the population below the poverty level, as compared to state median household income of 43,036 with 18% below the poverty level.

Professional development sessions target academic and curricular programs rather than strategies to remove barriers faced by students of high poverty.

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

The professional growth and effectiveness system data indicates that 100% of our teachers and leaders are exemplary or accomplished as compared to the 93% of the state. Also, 100% of our teachers and our principals received a high or expected growth rating. According to the Tell Survey Question 10.6, 95.8% of the teachers believe this school is a good place to work and learn. Analysis of this data indicates that our school provides access to effective teachers for all students. Training and professional learning focused on teaching students from low socioeconomic backgrounds will improve student achievement.

Equitable Access Strategies

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

Oak Grove has a SBDM policy regarding student placement. Students are assigned classrooms based on policy with teacher input and parent input with the final decision being made by the principal. We insure that all classrooms are equally distributed with all types of learners (gifted and talented, special education, high, medium, and low academic levels). Teachers turn in a list at the end of each year with students that need to be separated. During ARC meetings the committee will make recommendations about the best placement for students with IEP's. Parents will make recommendations for the principal to consider. The principal along with the assistant principals will make the final placement.

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

Over 74.7% of our students are classified as low income, and we have no ineffective or out-of-field teachers. Data is used, however, to establish equitable classroom composition. First, students with IEPs and 504 Plans are distributed as evenly as possible among each class per grade level. Second, teachers are asked to use MAP scores, IOWA results, and other forms of summative assessment data to make recommendations to the principal about classroom placement for the succeeding school year. Data is also used to place students in reading and math intervention classes, as well as in remediation and/or enrichment programs in 21st Century after-school and summer-school programs. Also, parents will make a request with an explanation on why a teacher will be the best placement for their child. Administration will make the final placements.

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

Administration continually analyzes student data to help make effective decisions in teacher placement and to identify areas in need of improvement. Adjustments in staff placement and development of new programs are made based on extensive data analysis of school data, grade level, classroom, and individual student performance. Data disaggregation is reported to the SBDM, and all stakeholders are invited to give input into the development of strategies to improve academic performance and into the recruitment of effective and diverse teachers.

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

 According to Oak Grove SBDM policies the superintendent will provide the council with a list of candidates to be interviewed for teacher vacancies. The district adheres to board policy (03.11.AP.1) in recruiting effective and qualified teachers through the following avenues:

placement bureaus of colleges and universities; working with state educational associations and the

state department of education; conducting recruitment programs through parent-teacher organizations; and advertising through appropriate media. Applicants are screened based on the following selection factors: certification, educational background, work experience,recommendations, personal characteristics, and results from required testing. Hiring follows the statutory guidelines of SBDM policy (02.4244) and the Superintendent completes the hiring process. Our SBDM will interview candidates, then the principal will make a recommendation of a candidate to the superintendent for the position. The superintendent will make the final approval.

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

At Oak Grove Elementary we recognize accomplishments of teachers during school newsletters and on our web page. The Whitley County Board of Education will recognize a teacher with an Above and Beyond Award each year.

According to the 2015 Tell Kentucky Survey, 95.8% of teachers indicate that their school is a good place to work and learn. In addition, 83% of teachers report they are recognized for their accomplishments. and 83.3% report that school leadership consistently supports teachers and that teacher performance is assessed objectively.

At Oak Grove we go above and beyond to show appreciation to our faculty/staff. We are constantly saying thank you and showing our appreciation with just a little card on the teacher's desk or an email.

Incentives include:
- Tenure
- Transfer of tenure
- Highly Qualified status
- Salary supplement for National Board Certified Teachers
- Change in rank or experience (salary increase)
- Teacher leadership opportunities

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

New teachers are provided support from both district and school level. New teachers are assigned with a KTIP resource teacher, university representative, and the principal that will guide them through their first year teaching. This provides a foundation for new teachers to build their understanding of teacher requirements and procedures. District consultants also work with new teachers during their new teacher academies. The board provides the district with Reading, Math, Science, and Writing coaches to use as a resource when needed. Also, at the school level we will assign each intern with a mentor teacher to work closely with to share ideas and gain knowledge from throughout the school year.

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

After data analysis, PLC meetings, walkthroughs, and observations results will help drive the professional learning for our staff. All of our

teachers have an effectiveness rating of accomplished or above. However, we have identified strategies for supplying the professional learning needs of any teacher failing to meet expected standards. They include teacher leader coaching support within the school, district coaching support, co-teaching, individualized professional learning plan (in addition to the Professional Growth Plan), release time for observing effective teachers, and mentoring from experienced, effective teachers.

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

TELL Kentucky Survey results are analyzed using the school summary results to identify areas of improvement. Strategies and activities for improvement are developed and included in the Comprehensive School Improvement Plan. Strategies and plans are communicated to all stakeholders for continuity of implementation.

Questions

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

Goal 1: Increase the average combined reading and math proficiency rating for all students in the
non-duplicated gap from 52.9% in 2015 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
52.9% to 58.2% by 06/30/2016 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.

Activity 1:
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.

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.

Activity 1:
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.

Strategy 3:
Best Practice - Struggling learners will master academic skills so they can perform at proficiency level and be successful.

Activity 1:
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.

Strategy 4:
Curriculum Assessment and Alignment - The teachers at Oak Grove implement the Common Core Standards to develop instructional
materials and assessments to meet the needs of students at their current instructional levels.

Activity 1: Teachers will use the Common Core 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.

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 reinforces the math instruction that is taught in the regular classroom. These interventions include the MIT, MAF, and MDC grant. 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.

Activity 1:

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 through the MAF, MIT, and MDC grants.

Strategy 6:

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

Activity 1:

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