



KDE Comprehensive School Improvement Plan

Oak Grove Elementary School
Whitley County

Tonya Faulkner, Principal
4505 Cumberland Falls Hwy
Corbin, KY 40701

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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, 4 Title I teachers, 2 reading recovery teachers, an ERIG reading teacher, 2 speech therapists, 3 special needs teachers, a fine arts teacher, a physical education teacher, 26 homeroom teachers, 6 preschool teachers, 15 instructional assistants, 2 secretaries, an attendance clerk, a FRC coordinator and assistant, 5 custodians, a school nurse and a counselor. In the evenings, we provide an after-school childcare service. Oak Grove is governed by SBDM council. Currently, Oak Grove is servicing 642 students in Kindergarten-6th grade and 120 preschool children.

Oak Grove is very involved with the community and identifies the importance of this collaboration. Our teachers are always looking for ways to use community resources and businesses during our lessons. For example, during our career fair we have members of the community to visit and discuss their professions. We provide a walking track for the community to use after school hours. One challenge that Oak Grove is faced with that is associated to the community is its location. We are located a few miles from the Corbin City Schools. This seems to bring some challenges being so close to another school district and so far away from the other Whitley County Schools.

Over the last 3 years, the biggest changes to our school includes the hiring of a new principal and adjusting to all the new changes at the state level. The faculty, staff, parents, and students had to adjust with all the new standards, assessments and other state requirements that have been added over the last few years. Oak Grove is like a family and we will work together to get comfortable and improve with these new changes.

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 students with ESS, Save the Children, Title 1, Reading Recovery and special education services when a child is struggling or has an area of need. For the students who need to be challenged, we offer the Gifted and Talented Program and when funding is available we offer an after-school enrichment program.

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. One of our 6th grade students received Grand Champion status at this years Whitley County district science fair. 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 has been very successful this school year. We placed 1st in the district academic tournament overall and 2nd in a regional 6th grade showcase. At both tournaments several Oak Grove students placed 1st on the written tests. 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 6 preschool classrooms, 4 kindergarten classrooms, special education resource room, a kitchen, a large multipurpose room and a reception office. Along with the new addition, we support a full day kindergarten and preschool programs 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 programs have received the Best of the Best Award, voted on by the community which is presented by our local newspaper.

Oak Grove offers several programs and activities to enhance student learning. Our programs include: Save the Children Literacy Program, Reading Recovery, Extended School Services (ESS), Family Resource Center services and Title 1 Services. In addition to these services Oak Grove utilizes these afterschool activities to help enhance student achievement: Family Reading and Math Night, and a one week reading program in the summer by our librarian.

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, boy's and girl's soccer, K-2 flag football, intramural basketball, and students have an opportunity 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 several 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 with different clubs that they are able to join: First Priority, Drama Club, Unite Club, Checker Club and the cub/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 also have an end of the year awards program that recognizes students for their academic achievements and attendance.

The Oak Grove 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.

Plan for KDE Comprehensive School Improvement Plan 2014-2015

Overview

Plan Name

Plan for KDE Comprehensive School Improvement Plan 2014-2015

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap from 33% in 2012 to 66.5% in 2017 as measured by the state report card.	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 44% to 72% in 2017.	Objectives: 1 Strategies: 7 Activities: 9	Organizational	\$7000
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.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Increase the percentage of effective teachers from ___% in 2015 to ___% in 2020.	Objectives: 2 Strategies: 2 Activities: 9	Organizational	\$99
5	Oak Grove Elementary will increase or maintain proficiency/distinguish in all areas of the program review.	Objectives: 4 Strategies: 4 Activities: 9	Academic	\$0

Goal 1: Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap from 33% in 2012 to 66.5% in 2017 as measured by the state report card.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

demonstrate a proficiency in the area of combined reading and math for all students at Oak Grove Elementary in the non-duplicated gap group by 06/30/2015 as measured by increasing the overall delivery target from 51.1% to 62.8% on the school report card..

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	06/30/2015	\$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	06/30/2015	\$0	No Funding Required	Teachers and Administrators

Strategy 3:

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

Category:

Activity - Teaching Strategies to Promote Success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The teachers at Oak Grove will ensure that the students are being taught at the optimal instructional level to promote success. During instruction, the teachers will use modifications and accommodations for learners that are behind or struggling during the lesson. We provide the students with educational resources, such as technology, to enhance student learning. During a lesson, the teachers will model and demonstrate a skill and allow students time to practice it.	Direct Instruction	08/04/2014	06/30/2015	\$0	No Funding Required	Teachers and Administrators
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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.

Category:

Activity - Instructional Development and Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Academic Support Program	08/04/2014	06/30/2015	\$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, Star Math and Star Reading are available for students that are below grade level. We offer a math lab that reinforces the math instruction that is taught in the regular classroom.

Category:

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 to focus on students that are struggling in math or reading. Also, we provide a math lab for the students to attend weekly to reinforce the math lesson or skill that was taught in the classroom.	Academic Support Program	08/04/2014	06/30/2015	\$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
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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	06/30/2015	\$2000	Title I Part A	Librarian, Math Teachers, Administrators and District Title I Staff
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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	06/30/2015	\$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	06/30/2015	\$0	No Funding Required	Beverly Walters-FRC Coordinator

Strategy 7:

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

Category:

Activity - Tehnology/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 with Edivation to use as a professional development opportunity. 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	06/30/2015	\$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 44% to 72% in 2017.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

demonstrate a proficiency in the average combined Math and Reading K-PREP scores for all students at Oak Grove Elementary by 06/03/2015 as measured by the increased delivery target of 54.9% to 66.8% on the school report card..

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	06/30/2015	\$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.	Other	08/04/2014	06/30/2015	\$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
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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 to focus on students that are struggling in reading.	Academic Support Program	08/04/2014	06/30/2015	\$3000	General Fund	All Teachers, Administrators, Reading Recovery Teachers and Save the Children Literacy Coordinator.
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Strategy 3:

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

Category:

Activity - Internal Program Review Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A program review committee will be developed to monitor and assess the program review. The committee will meet weekly 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	06/30/2015	\$0	No Funding Required	Program Review Committee and Administrators.

Strategy 4:

CIITS - Monitor CIITS participation to increase usage school wide.

Category:

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use CIITS for instructional planning, creation and sharing of instructional resources, analyze data and reporting.	Policy and Process	08/04/2014	06/30/2015	\$0	No Funding Required	All Teachers and Administrators

Strategy 5:

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
A math lab is provided for students to have extra practice to reinforce the classroom skill or topic. Extended school service is offered for students that are struggling in math.	Academic Support Program	08/04/2014	06/30/2015	\$3000	General Fund	All Teachers and Administrators.

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Strategy 6:

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

Category:

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	06/30/2015	\$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	06/30/2015	\$0	No Funding Required	Kindergarten Teachers, Preschool Teachers, Administrators and Bell Whitley Staff.

Strategy 7:

Writing Across Curriculum - Since writing is an integral part of the KPREP Assessment, we implement it daily in all subject areas.

Category:

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: The purpose of the TELL Survey is to assist schools in deciding on policies and practices based on the views of the certified staff.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to ensure that Oak Grove Elementary maintains a 90% or above overall rating by 05/31/2014 as measured by the TELL survey that our school is a safe and caring work and learning environment..

Strategy 1:

Survey Analysis - Teachers, principals and other certified educators in our school will analyze the summary report to ensure that Oak Grove Elementary is a safe and caring work and learning environment.

Category:

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 more lesson planning and instruction.	Policy and Process	08/01/2013	06/30/2015	\$0	No Funding Required	Certified Staff and Principals

Goal 4: Increase the percentage of effective teachers from __% in 2015 to __% in 2020.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

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

Strategy 1:

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

Category:

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

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

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

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

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

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

Measurable Objective 2:

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

Strategy 1:

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

Category: Professional Learning & Support

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

Activity - Data Analysis-Teacher Evaluations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Principals will analyze their evaluation data to determine the number of teachers in the various levels and provide feedback (Ineffective, Developing, Accomplished and Exemplary)	Professional Learning	09/01/2014	06/30/2015	\$0	No Funding Required	Principals and Peer Observers
Activity - CEP Updates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CEP will be evaluated for needed updates based on data from principals on evaluations, surveys and anecdotal data	Policy and Process	01/01/2015	06/30/2015	\$0	No Funding Required	District 50/50 Committee, Principals and Teachers

Goal 5: Oak Grove Elementary will increase or maintain proficiency/distinguish in all areas of the program review.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 100% increase of All Students will demonstrate a proficiency in all characters of the program review in Art & Humanities by 06/01/2015 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 in each of the four art forms.	Policy and Process	08/04/2014	06/30/2015	\$0	No Funding Required	Administrators, Arts and Humanities Teacher, SBDM, and Teachers.
Activity - Instruction and Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers with formative and summative arts assessments for individual students and performing groups that are aligned with the components of the KCAS and authentically measure a specific concept, understanding or skill that will lead to student growth.	Direct Instruction	08/01/2014	06/30/2015	\$0	No Funding Required	Administrators, regular classroom teachers and Arts and Humanities teacher.

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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 focus on the Arts and Humanities Curriculum, practices, and integration of the Arts and Humanities content.	Professional Learning	08/01/2014	06/30/2015	\$0	No Funding Required	Administrators and Arts and Humanities Teacher.

Measurable Objective 2:

A 100% increase of All Students will demonstrate a proficiency in all characteristics of the program review in Practical Living by 06/01/2015 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
Schedule professional learning opportunities that will provide professional resources for all teachers to enhance the integration of the Practical Living components and curriculum into their instruction.	Professional Learning	08/01/2014	06/30/2015	\$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	06/30/2015	\$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	06/30/2015	\$0	No Funding Required	Administrators and SBDM members.

Measurable Objective 3:

A 100% increase of All Students will demonstrate a proficiency in all characteristics of the program review in Writing by 06/01/2015 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

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Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schedule 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	06/30/2015	\$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	06/30/2015	\$0	No Funding Required	Administrators and SBDM

Measurable Objective 4:

A 100% increase of All Students will demonstrate a proficiency in all characteristics of the program review in World Languages by 06/01/2015 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	06/30/2015	\$0	No Funding Required	Administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Observer Certification and Calibration	All administrators that serve in an evaluation position will complete initial Teachscape certification and then successfully complete the Teachscape Calibration in years two and three.	Professional Learning	07/01/2014	06/30/2016	\$99	Principal and Assistant Principals
Total					\$99	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS	Teachers will use CIITS for instructional planning, creation and sharing of instructional resources, analyze data and reporting.	Policy and Process	08/04/2014	06/30/2015	\$0	All Teachers and Administrators
Procedures and Policies	SBDM will develop a policy that requires teachers to teach all components of writing and communications.	Policy and Process	08/01/2014	06/30/2015	\$0	Administrators and SBDM
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 to focus on students that are struggling in math or reading. Also, we provide a math lab for the students to attend weekly to reinforce the math lesson or skill that was taught in the classroom.	Academic Support Program	08/04/2014	06/30/2015	\$0	All Teachers, program coordinators/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	06/30/2015	\$0	Administrators
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	06/30/2015	\$0	Teachers and Administrators

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Peer Observation Training	Teachers serving as peer observers will complete the KET Peer Observer Module once every three years and will review the Kentucky Framework for Teaching before observing teachers.	Professional Learning	08/04/2014	06/30/2015	\$0	Principal, District Office Staff and Peer Observers
Teacher Observations/Evaluations	Principals will be provided with organizational tools to utilize to meet their observation/evaluation deadlines	Policy and Process	07/01/2014	06/30/2015	\$0	District Office
Enduring Skills and Student Growth Professional Learning	Teachers will be trained on identifying enduring skills and writing student growth goals.	Professional Learning	06/30/2014	06/30/2015	\$0	Principals, District Office Staff, Teachers, and SESC Coaches
Professional Learning	Schedule 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	06/30/2015	\$0	Administrators
New Teacher Mentoring	New teachers will attend the district's New Teacher Academy.	Professional Learning	07/29/2014	06/30/2015	\$0	Principal, New Teachers, and District Office Staff
Certified Evaluation Plan Orientation	All Staff will be orientated to the new Certified Evaluation Plan that includes PGES within the first 30 days of school.	Professional Learning	08/04/2014	06/30/2015	\$0	Principals and District Office Staff
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
Student Voice Implementation	Teachers will be trained on the protocols of Student Voice and how to use the data for continuous improvement.	Professional Learning	07/29/2014	06/30/2015	\$0	Principal, Teachers, and District Office Staff
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	06/30/2015	\$0	All Teachers and Administrators
FRC-Family Resource Center	The FRC will assist and sponsor programs to enhance learning. They collaborate with teachers and administrators to plan programs to help students become successful. The FRC Coordinator works with the community and school to find resources and helps provide funding for programs or activities that are occurring at the school.	Community Engagement	08/04/2014	06/30/2015	\$0	Beverly Walters-FRC Coordinator
Instructional Development and Assessment	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.	Academic Support Program	08/04/2014	06/30/2015	\$0	Classroom/Resource Teachers

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Data Analysis-Teacher Evaluations	Principals will analyze their evaluation data to determine the number of teachers in the various levels and provide feedback (Ineffective, Developing, Accomplished and Exemplary)	Professional Learning	09/01/2014	06/30/2015	\$0	Principals and Peer Observers
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	06/30/2015	\$0	Kindergarten 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 more lesson planning and instruction.	Policy and Process	08/01/2013	06/30/2015	\$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	06/30/2015	\$0	Title I, Community Liaison, Teachers and Administrators
Scheduling	Provide all students with an average of 150 minutes per week of regular scheduled arts instruction in each of the four art forms.	Policy and Process	08/04/2014	06/30/2015	\$0	Administrators, Arts and Humanities Teacher, SBDM, and Teachers.
Professional Learning	Schedule professional learning opportunities that will provide professional resources for all teachers to enhance the integration of the Practical Living components and curriculum into their instruction.	Professional Learning	08/01/2014	06/30/2015	\$0	Administrators and Practical Living Teacher
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	06/30/2015	\$0	Teachers and Administrators

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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	06/30/2015	\$0	Administrators , regular classroom teachers and Arts and Humanities teacher.
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	06/30/2015	\$0	Kindergarten Teachers, Preschool Teachers, Administrator s and Bell Whitley Staff.
Wellness Policy	SDBM will develop a policy that will support the district/school wellness policy.	Policy and Process	08/01/2014	06/30/2015	\$0	Administrator s and SBDM members.
Professional Learning	Schedule professional learning opportunities for the faculty staff that focus on the Arts and Humanities Curriculum, practices, and integration of the Arts and Humanities content.	Professional Learning	08/01/2014	06/30/2015	\$0	Administrator s and Arts and Humanities Teacher.
Scheduling	Provide all students with an average of 150 minutes per week of physical activity.	Policy and Process	08/01/2014	06/30/2015	\$0	Administrator s and SBDM members.
Internal Program Review Committee	A program review committee will be developed to monitor and assess the program review. The committee will meet weekly 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	06/30/2015	\$0	Program Review Committee and Administrator s.
CEP Updates	The CEP will be evaluated for needed updates based on data from principals on evaluations, surveys and anecdotal data	Policy and Process	01/01/2015	06/30/2015	\$0	District 50/50 Committee, Principals and Teachers
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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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	06/30/2015	\$2000	Librarian, Math Teachers, Administrators and District Title I Staff
Total					\$2000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Other	08/04/2014	06/30/2015	\$1000	All Teachers, Administrators, Family Resource, PTA and Reading Recovery Teachers.
Total					\$1000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Programs	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 to focus on students that are struggling in reading.	Academic Support Program	08/04/2014	06/30/2015	\$3000	All Teachers, Administrators, Reading Recovery Teachers and Save the Children Literacy Coordinator.
Math Resources	A math lab is provided for students to have extra practice to reinforce the classroom skill or topic. Extended school service is offered for students that are struggling in math.	Academic Support Program	08/04/2014	06/30/2015	\$3000	All Teachers and Administrators.

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Technology/Digital Resources	Technology and digital resources will be provided for the teachers to use as a teaching tool. Teachers may use technology to assist with a skill or monitor student progress. Also, teachers are provided with Edviation to use as a professional development opportunity. 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	06/30/2015	\$2000	Teachers and Administrators
RTI	Students will be assessed by the universal screener to determine a need for the RTI intervention. Teachers will provide a research based strategy in Math and Reading in order to decrease the achievement gap.	Policy and Process	08/04/2014	06/30/2015	\$400	Title I and Classroom Teachers
Total					\$8400	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Goal	Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap from 33% in 2012 to 66.5% in 2017 as measured by the state report card.		At Oak Grove Elementary, our school is 7% behind gap target goal of 52.1. A strong focus has been placed on reading and math scores so we can reach our 2013-2014 goal of 57.4.	October 01, 2013	Mrs. Tonya K Faulkner
Strategy	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.	October 01, 2013	Mrs. Tonya K Faulkner
Strategy	Technology		Technology will be used to enhance learning, collect data and provided professional development for teachers. Ex. Study Island and MAPS	October 01, 2013	Mrs. Tonya K Faulkner
Strategy	Best Practice		MAP testing and other assessments will be used to identify struggling learners and their area of needs. We will continue to work with struggling learners to master academic skills so they can perform at proficiency level and be successful.	October 01, 2013	Mrs. Tonya K Faulkner
Strategy	Parent and Community Involvement		The school will collaborate with parents, community members and businesses to enhance learning.	October 01, 2013	Mrs. Tonya K Faulkner
Strategy	RTI		Students will continue to receive more intense instruction and monitoring in reading and math after being identified by the universal screening.	October 01, 2013	Mrs. Tonya K Faulkner
Strategy	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, Star Math, Star Reading, MAPS and Study Island are available for students that are below grade level. We offer a math lab that reinforces the math instruction that is taught in the regular classroom.	October 01, 2013	Mrs. Tonya K Faulkner
Strategy	Collaboration and Planning		Grade level teachers will collaborate during PLC's and common planning to plan, analyze data and identify any gaps to make changes to the curriculum to enhance learning.	October 01, 2013	Mrs. Tonya K Faulkner

KDE Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

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. From there individual student growth can be tracked and thus identification of needs be more specific. Another example is trends in content area 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. PLC's then met to address needs and identify implementation and strategies. At this time, teachers and administrators had the opportunity to share ideas that worked and tweak those that had obviously not had impact.

Upon analysis of KPREP data the percentage of students at Oak Grove Elementary scoring below proficiency was reduced from 2013 to 2014 in Math, Reading, Social Studies and On-Demand Writing. The percentage of students scoring below proficiency in Reading reduced from 49.4 to 39.9. In Math it reduced from 54.3% to 50.3% and Social Studies from 42.7% to 39%. On-Demand Writing showed the biggest growth, with a reduction of 62.2% scoring below proficiency in 2013 to 46.4% in 2014. According to the 2013 KPREP scores, Social Studies and Writing was an area of concern. Upon analysis of the 2014 KPREP scores, changes implemented were evident. The area of greatest growth was 5th grade On-Demand. According to 2013 KPREP scores 80% of our students scored below proficiency and in 2014 50.7% scored below the proficient level. The only area that did not show gains in proficiency was language mechanics. Therefore, during this school year a greater focus will need to be placed on that area, while continuing to seek Excellence in all areas.

Another piece of data that we used to plan on the early release day was MAP data. MAP data shows an upward trend in language arts across all subareas and grade levels which doesn't align with KPREP. This trend of growth according to MAP data will be evidenced in the 2015 KPREP scores. All grade levels and all areas assessed through MAP show a growth from Fall 2014 to Winter 2014. However, it is obvious the content that will be taught later in the year according to our curriculum maps, because of lesser amounts of growth in those areas.

This data helps us to answer many questions.

1. Did the strategies we implemented last year have an impact on student achievement?
2. Has rearranging schedules helped increase instructional time and can this be evidenced through KPREP and MAP data?
3. What areas do we need to spend more time working on during PLC's?
4. What can we do to have greater impact on language mechanics?
5. Are we ensuring that ALL students learn with Excellence as a standard?

Areas of Strengths

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

We are a Proficient/Progressing school and plan to continue to strive toward our mission of ensuring that all students learn with Excellence as a standard. When reviewing a report of overview-performance level percentages for our school as a whole, 60.1% of students scored a distinguished or proficient in reading, 49.7% of students scored a distinguished or proficient in math, 80.9% of students scored a distinguished or proficient in science, 61.1% scored proficient or distinguished in social studies, 53.6 % scored proficient or distinguished in on-demand writing and 51.8% in language mechanics. We were ranked 1st in the state in Science and greatly improved our ranking in reading, math, social studies, and on-demand writing. Our school will continue many actions to sustain our areas of strength. We will continue to offer science and math labs that are taught by a certified teacher. We will continue to participate in training from state and national sources. We will also continue to have data analysis committees that meet and break down data to identify strengths and weaknesses, and identify needed strategies to implement. Our CSIP, School Comprehensive 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.

Opportunities for Improvement

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

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 new accountability system. We will be working on increasing the overall number of proficient and distinguish 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 62.8%. 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 the proficiency.

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 assessment 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 K-PREP testing, and regularly conducting 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. Also, we have purchased and implemented a new reading series that focuses the common core standards. With these improvements, we hope to show growth and attain the ultimate goal of proficiency.

Conclusion

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

Upon reviewing the data provided to us from the Kentucky Performance Rating for Educational Progress (KPREP) assessment results, our next step is to choose the areas of focal point of improvement for the 2014-15 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 CIITS 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 daily PLC's. 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 Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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 MeadorsSBDM Teacher Member

Dana Bolton-SBDM Parent Member/PTA President

April Wetherill-SBDM Parent Member/FRC Advisory Council Parent Member

Sandra Mullins-PTA Treasurer

Mary Barnett-PTA Secretary

Tammy Brown-PTA Vice President

Beverly Walters-FRC Coordinator

Jodie Elliott-FRC Assistant

Cymbre Crisologo-Assistant Principal/504 Coordinator

Steve Powers-Assistant Principal

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 3.29

	Statement or Question	Response	Rating
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.	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
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
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
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
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
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 3.14

	Statement or Question	Response	Rating
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
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 that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	Proficient

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

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	Statement or Question	Response	Rating
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

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 3.43

	Statement or Question	Response	Rating
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
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
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.	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
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
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

KDE Comprehensive School Improvement Plan

Oak Grove Elementary School

	Statement or Question	Response	Rating
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

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 4.0

	Statement or Question	Response	Rating
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
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
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
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.	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.	District and school staff ensure that parents and community members are trained to serve as educational advocates or to access trained educational advocates for students to meet their academic goals.	Distinguished

	Statement or Question	Response	Rating
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

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 3.17

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - 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 	<p>Parents have multiple opportunities to learn about and discuss:</p> <ul style="list-style-type: none"> • 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
2.	<p>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.</p>	<p>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.</p>	Proficient

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.</p>	Distinguished

	Statement or Question	Response	Rating
4.	<p>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.</p>	<p>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.</p>	Proficient

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	Proficient

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	Statement or Question	Response	Rating
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.	Proficient

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 3.0

	Statement or Question	Response	Rating
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
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
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
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
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
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.

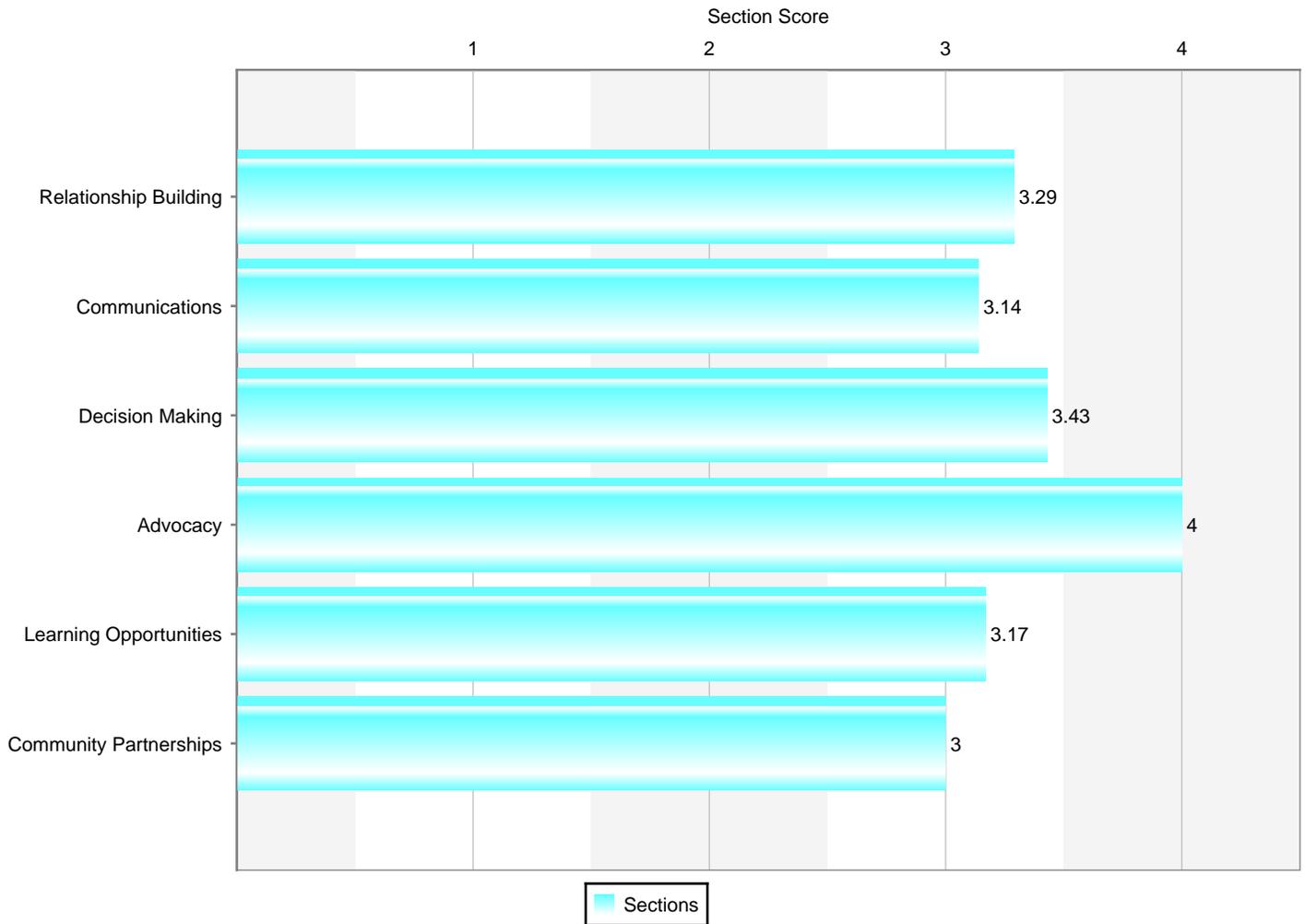
Reflect upon your responses to each of the Missing Piece objectives.

While reflecting on the Missing Piece objectives the following areas are noted as strengths: relationship building, encourages communication between all stakeholders, offers several different ways to communicate to stakeholders and parents, and provides parents with opportunities to meet with faculty and staff to discuss student achievement. 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 newsletters home, weekly communication logs between teacher and parents, district ed newspaper, parent/teacher conferences, communication with parents about their student's academic goals and progress through conferences, exit criteria and grade level brochures, communicating with parents using the one call system and communication 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 improvement 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 and 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 to increase the number of parents voting in SBDM parent elections.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

At Oak Grove we create a CSIP committee with teachers, parents, community members to review, revise and monitor the Comprehensive School Improvement Plan each year. This committee consists of all faculty and staff and the SBDM parent members. The first action of the committee is to review and analyze assessment data after they become available. After analyzing assessment data the 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.

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 assigned committees to review all areas of the CSIP and analyze data. The committees meet 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, RTA and Reading Recovery to provide additional support in the core academic areas. Our special classes include a math lab, writing lab, Library, Arts & Humanities, science lab, physical education/health and computer lab.	

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.	

KDE Comprehensive School Improvement Plan

Oak Grove Elementary School

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes	We only have highly qualified teachers that teach all classes and subject areas. All paraprofessionals are trained and have met the requirements of NCLB.	

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	Here 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.	

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.	

KDE Comprehensive School Improvement Plan

Oak Grove Elementary School

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.	

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 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 and Save the Children.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	All activities such as field trips and programs support the regular educational program.	

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Oak Grove Elementary School

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.	

KDE Comprehensive School Improvement Plan

Oak Grove Elementary School

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 and linked to our district website. (provide the website link below)	Yes	The CSIP link is available on the Whitley County School District website.	

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 specialist 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 paraeducators 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.	

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Oak Grove Elementary School

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		

Compliance and Accountability - Elementary 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 TELL KY Survey results.

Goal 1:

Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap from 33% in 2012 to 66.5% in 2017 as measured by the state report card.

Measurable Objective 1:

demonstrate a proficiency in the area of combined reading and math for all students at Oak Grove Elementary in the non-duplicated gap group by 06/30/2015 as measured by increasing the overall delivery target from 51.1% to 62.8% on the school report card..

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	Tier	Phase	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	06/30/2015	\$0 - No Funding Required	Teachers and Administrators

Goal 2:

The purpose of the TELL Survey is to assist schools in deciding on policies and practices based on the views of the certified staff.

Measurable Objective 1:

collaborate to ensure that Oak Grove Elementary maintains a 90% or above overall rating by 05/31/2014 as measured by the TELL survey that our school is a safe and caring work and learning environment..

Strategy1:

Survey Analysis - Teachers, principals and other certified educators in our school will analyze the summary report to ensure that Oak Grove Elementary is a safe and caring work and learning environment.

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Category:

Research Cited:

Activity - Time Efficiency Study	Activity Type	Tier	Phase	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 more lesson planning and instruction.	Policy and Process			08/01/2013	06/30/2015	\$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 proficiency rating for all students in the non-duplicated gap from 33% in 2012 to 66.5% in 2017 as measured by the state report card.

Measurable Objective 1:

demonstrate a proficiency in the area of combined reading and math for all students at Oak Grove Elementary in the non-duplicated gap group by 06/30/2015 as measured by increasing the overall delivery target from 51.1% to 62.8% on the school report card..

Strategy1:

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

Category:

Research Cited:

Activity - FRC-Family Resource Center	Activity Type	Tier	Phase	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	06/30/2015	\$0 - No Funding Required	Beverly Walters-FRC Coordinator

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Activity - Family Reading/Math Night	Activity Type	Tier	Phase	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	06/30/2015	\$2000 - Title I Part A	Librarian, Math Teachers, Administrators and District Title I Staff

Activity - PAVE-Parents as Volunteer Educators	Activity Type	Tier	Phase	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	06/30/2015	\$0 - No Funding Required	Title I, Community Liaison, Teachers and Administrators

Strategy2:

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

Category:

Research Cited:

Activity - Tehnology/Digital Resources	Activity Type	Tier	Phase	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 with Edviation to use as a professional development opportunity. 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	06/30/2015	\$2000 - General Fund	Teachers and Administrators

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, Star Math and Star Reading are available for students that are below grade level. We offer a math lab that reinforces the math instruction that is taught

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Oak Grove Elementary School

in the regular classroom.

Category:

Research Cited:

Activity - Reading and Math Interventions	Activity Type	Tier	Phase	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 to focus on students that are struggling in math or reading. Also, we provide a math lab for the students to attend weekly to reinforce the math lesson or skill that was taught in the classroom.	Academic Support Program			08/04/2014	06/30/2015	\$0 - No Funding Required	All Teachers, program coordinators/ teachers, and administrators.

Strategy4:

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.

Category:

Research Cited:

Activity - Instructional Development and Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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.	Academic Support Program			08/04/2014	06/30/2015	\$0 - No Funding Required	Classroom/ Resource Teachers

Strategy5:

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

Category:

Research Cited:

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Activity - Curriculum Development	Activity Type	Tier	Phase	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	06/30/2015	\$0 - No Funding Required	Teachers and Administrators

Strategy6:

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	Tier	Phase	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	06/30/2015	\$0 - No Funding Required	Teachers and Administrators

Strategy7:

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

Category:

Research Cited:

Activity - RTI	Activity Type	Tier	Phase	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	06/30/2015	\$400 - General Fund	Title I and Classroom Teachers

Goal 2:

Increase the average combined reading and math K-PREP scores for elementary and middle school students from 44% to 72% in 2017.

Measurable Objective 1:

KDE Comprehensive School Improvement Plan

Oak Grove Elementary School

demonstrate a proficiency in the average combined Math and Reading K-PREP scores for all students at Oak Grove Elementary by 06/03/2015 as measured by the increased delivery target of 54.9% to 66.8% on the school report card..

Strategy1:

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

Category:

Research Cited:

Activity - Screening	Activity Type	Tier	Phase	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	06/30/2015	\$0 - No Funding Required	Kindergarten Teachers

Activity - Preschool/Kindergarten Transition Meeting	Activity Type	Tier	Phase	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	06/30/2015	\$0 - No Funding Required	Kindergarten Teachers, Preschool Teachers, Administrators and Bell Whitley Staff.

Strategy2:

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

Category:

Research Cited:

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Activity - Curriculum Planning	Activity Type	Tier	Phase	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	06/30/2015	\$0 - No Funding Required	All Teachers and Administrators

Strategy3:

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	Tier	Phase	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 to focus on students that are struggling in reading.	Academic Support Program			08/04/2014	06/30/2015	\$3000 - General Fund	All Teachers, Administrators, Reading Recovery Teachers and Save the Children Literacy Coordinator.

Activity - Reading Incentives	Activity Type	Tier	Phase	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.	Other			08/04/2014	06/30/2015	\$1000 - Other	All Teachers, Administrators, Family Resource, PTA and Reading Recovery Teachers.

Strategy4:

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

Category:

Research Cited:

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Oak Grove Elementary School

Activity - Internal Program Review Committee	Activity Type	Tier	Phase	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 weekly 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	06/30/2015	\$0 - No Funding Required	Program Review Committee and Administrators.

Strategy5:

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

Category:

Research Cited:

Activity - Math Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A math lab is provided for students to have extra practice to reinforce the classroom skill or topic. Extended school service is offered for students that are struggling in math.	Academic Support Program			08/04/2014	06/30/2015	\$3000 - General Fund	All Teachers and Administrators.

Strategy6:

Writing Across Curriculum - Since writing is an integral part of the KPREP Assessment, we implement it daily in all subject areas.

Category:

Research Cited:

Activity - SBDM Writing Policy	Activity Type	Tier	Phase	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

Strategy7:

CIITS - Monitor CIITS participation to increase usage school wide.

Category:

Research Cited:

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Activity - CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS for instructional planning, creation and sharing of instructional resources, analyze data and reporting.	Policy and Process			08/04/2014	06/30/2015	\$0 - No Funding Required	All Teachers and Administrators

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.

Measurable Objective 1:

collaborate to ensure that Oak Grove Elementary maintains a 90% or above overall rating by 05/31/2014 as measured by the TELL survey that our school is a safe and caring work and learning environment..

Strategy1:

Survey Analysis - Teachers, principals and other certified educators in our school will analyze the summary report to ensure that Oak Grove Elementary is a safe and caring work and learning environment.

Category:

Research Cited:

Activity - Time Efficiency Study	Activity Type	Tier	Phase	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 more lesson planning and instruction.	Policy and Process			08/01/2013	06/30/2015	\$0 - No Funding Required	Certified Staff and Principals

Goal 4:

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

Measurable Objective 1:

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

Strategy1:

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

Category: Professional Learning & Support

Research Cited:

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

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

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

Measurable Objective 2:

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

Strategy1:

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

Category:

Research Cited:

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

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

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

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

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

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

All children were screened for kindergarten readiness.

Goal 1:

Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap from 33% in 2012 to 66.5% in 2017 as measured by the state report card.

Measurable Objective 1:

demonstrate a proficiency in the area of combined reading and math for all students at Oak Grove Elementary in the non-duplicated gap group by 06/30/2015 as measured by increasing the overall delivery target from 51.1% to 62.8% on the school report card..

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Strategy1:

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	Tier	Phase	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	06/30/2015	\$0 - No Funding Required	Teachers and Administrators

Strategy2:

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

Category:

Research Cited:

Activity - Curriculum Development	Activity Type	Tier	Phase	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	06/30/2015	\$0 - No Funding Required	Teachers and Administrators

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, Star Math and Star Reading are available for students that are below grade level. We offer a math lab that reinforces the math instruction that is taught in the regular classroom.

Category:

Research Cited:

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Activity - Reading and Math Interventions	Activity Type	Tier	Phase	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 to focus on students that are struggling in math or reading. Also, we provide a math lab for the students to attend weekly to reinforce the math lesson or skill that was taught in the classroom.	Academic Support Program			08/04/2014	06/30/2015	\$0 - No Funding Required	All Teachers, program coordinators/ teachers, and administrators.

Strategy4:

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

Category:

Research Cited:

Activity - Tehnology/Digital Resources	Activity Type	Tier	Phase	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 with Edivation to use as a professional development opportunity. 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	06/30/2015	\$2000 - General Fund	Teachers and Administrators

Strategy5:

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

Category:

Research Cited:

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Activity - PAVE-Parents as Volunteer Educators	Activity Type	Tier	Phase	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	06/30/2015	\$0 - No Funding Required	Title I, Community Liaison, Teachers and Administrators

Activity - FRC-Family Resource Center	Activity Type	Tier	Phase	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	06/30/2015	\$0 - No Funding Required	Beverly Walters-FRC Coordinator

Activity - Family Reading/Math Night	Activity Type	Tier	Phase	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	06/30/2015	\$2000 - Title I Part A	Librarian, Math Teachers, Administrators and District Title I Staff

Strategy6:

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	Tier	Phase	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	06/30/2015	\$400 - General Fund	Title I and Classroom Teachers

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Strategy7:

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.

Category:

Research Cited:

Activity - Instructional Development and Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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.	Academic Support Program			08/04/2014	06/30/2015	\$0 - No Funding Required	Classroom/Resource Teachers

Goal 2:

Increase the average combined reading and math K-PREP scores for elementary and middle school students from 44% to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency in the average combined Math and Reading K-PREP scores for all students at Oak Grove Elementary by 06/03/2015 as measured by the increased delivery target of 54.9% to 66.8% on the school report card..

Strategy1:

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

Category:

Research Cited:

Activity - Screening	Activity Type	Tier	Phase	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	06/30/2015	\$0 - No Funding Required	Kindergarten Teachers

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Activity - Preschool/Kindergarten Transition Meeting	Activity Type	Tier	Phase	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	06/30/2015	\$0 - No Funding Required	Kindergarten Teachers, Preschool Teachers, Administrators and Bell Whitley Staff.

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

Goal 1:

Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap from 33% in 2012 to 66.5% in 2017 as measured by the state report card.

Measurable Objective 1:

demonstrate a proficiency in the area of combined reading and math for all students at Oak Grove Elementary in the non-duplicated gap group by 06/30/2015 as measured by increasing the overall delivery target from 51.1% to 62.8% on the school report card..

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	Tier	Phase	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	06/30/2015	\$0 - No Funding Required	Teachers and Administrators

Strategy2:

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

Category:

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Strategy3:

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

Category:

Research Cited:

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Activity - Tehnology/Digital Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Strategy4:

Reading and Math Initiatives - To reduce math and literacy gaps, intervention programs and assessments will be implemented to focus on and monitor struggling students. Programs such as: Save the Children Literacy Program, Read to Achieve, Reading Recovery, Star Math and Star Reading are available for students that are below grade level. We offer a math lab that reinforces the math instruction that is taught in the regular classroom.

Category:

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Strategy6:

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Category:

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Category:

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Measurable Objective 1:

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Category:

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

Goal 1:

Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap from 33% in 2012 to 66.5% in 2017 as measured by the state report card.

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Measurable Objective 1:

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Strategy1:

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Strategy2:

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

Category:

Research Cited:

Activity - Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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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, Star Math and Star Reading are available for students that are below grade level. We offer a math lab that reinforces the math instruction that is taught

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in the regular classroom.

Category:

Research Cited:

Activity - Reading and Math Interventions	Activity Type	Tier	Phase	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 to focus on students that are struggling in math or reading. Also, we provide a math lab for the students to attend weekly to reinforce the math lesson or skill that was taught in the classroom.	Academic Support Program			08/04/2014	06/30/2015	\$0 - No Funding Required	All Teachers, program coordinators/ teachers, and administrators.

Strategy4:

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

Category:

Research Cited:

Activity - Family Reading/Math Night	Activity Type	Tier	Phase	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	06/30/2015	\$2000 - Title I Part A	Librarian, Math Teachers, Administrators and District Title I Staff

Activity - FRC-Family Resource Center	Activity Type	Tier	Phase	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	06/30/2015	\$0 - No Funding Required	Beverly Walters-FRC Coordinator

KDE Comprehensive School Improvement Plan

Oak Grove Elementary School

Activity - PAVE-Parents as Volunteer Educators	Activity Type	Tier	Phase	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	06/30/2015	\$0 - No Funding Required	Title I, Community Liaison, Teachers and Administrators

Strategy5:

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	Tier	Phase	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	06/30/2015	\$400 - General Fund	Title I and Classroom Teachers

Strategy6:

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	Tier	Phase	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	06/30/2015	\$0 - No Funding Required	Teachers and Administrators

Strategy7:

KDE Comprehensive School Improvement Plan

Oak Grove Elementary School

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.

Category:

Research Cited:

Activity - Instructional Development and Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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.	Academic Support Program			08/04/2014	06/30/2015	\$0 - No Funding Required	Classroom/Resource Teachers

Goal 2:

Increase the average combined reading and math K-PREP scores for elementary and middle school students from 44% to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency in the average combined Math and Reading K-PREP scores for all students at Oak Grove Elementary by 06/03/2015 as measured by the increased delivery target of 54.9% to 66.8% on the school report card..

Strategy1:

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	Tier	Phase	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.	Other			08/04/2014	06/30/2015	\$1000 - Other	All Teachers, Administrators, Family Resource, PTA and Reading Recovery Teachers.

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Activity - Literacy Programs	Activity Type	Tier	Phase	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 to focus on students that are struggling in reading.	Academic Support Program			08/04/2014	06/30/2015	\$3000 - General Fund	All Teachers, Administrators, Reading Recovery Teachers and Save the Children Literacy Coordinator.

Strategy2:

CIITS - Monitor CIITS participation to increase usage school wide.

Category:

Research Cited:

Activity - CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS for instructional planning, creation and sharing of instructional resources, analyze data and reporting.	Policy and Process			08/04/2014	06/30/2015	\$0 - No Funding Required	All Teachers and Administrators

Strategy3:

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

Category:

Research Cited:

Activity - Curriculum Planning	Activity Type	Tier	Phase	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	06/30/2015	\$0 - No Funding Required	All Teachers and Administrators

Strategy4:

Writing Across Curriculum - Since writing is an integral part of the KPREP Assessment, we implement it daily in all subject areas.

Category:

Research Cited:

Activity - SBDM Writing Policy	Activity Type	Tier	Phase	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

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Oak Grove Elementary School

Strategy5:

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

Category:

Research Cited:

Activity - Math Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A math lab is provided for students to have extra practice to reinforce the classroom skill or topic. Extended school service is offered for students that are struggling in math.	Academic Support Program			08/04/2014	06/30/2015	\$3000 - General Fund	All Teachers and Administrators.

Strategy6:

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

Category:

Research Cited:

Activity - Preschool/Kindergarten Transition Meeting	Activity Type	Tier	Phase	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	06/30/2015	\$0 - No Funding Required	Kindergarten Teachers, Preschool Teachers, Administrators and Bell Whitley Staff.

Activity - Screening	Activity Type	Tier	Phase	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	06/30/2015	\$0 - No Funding Required	Kindergarten Teachers

Strategy7:

KDE Comprehensive School Improvement Plan

Oak Grove Elementary School

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	Tier	Phase	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 weekly 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	06/30/2015	\$0 - No Funding Required	Program Review Committee and Administrators.

Goal 3:

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

Measurable Objective 1:

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

Strategy1:

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

Category:

Research Cited:

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

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

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

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

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

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

Measurable Objective 2:

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

Strategy1:

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

Category: Professional Learning & Support

Research Cited:

KDE Comprehensive School Improvement Plan

Oak Grove Elementary School

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

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

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

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 33% in 2012 to 66.5% in 2017 as measured by the state report card.

Measurable Objective 1:

demonstrate a proficiency in the area of combined reading and math for all students at Oak Grove Elementary in the non-duplicated gap group by 06/30/2015 as measured by increasing the overall delivery target from 51.1% to 62.8% on the school report card..

Strategy1:

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	Tier	Phase	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	06/30/2015	\$400 - General Fund	Title I and Classroom Teachers

KDE Comprehensive School Improvement Plan

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Strategy2:

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.

Category:

Research Cited:

Activity - Instructional Development and Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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.	Academic Support Program			08/04/2014	06/30/2015	\$0 - No Funding Required	Classroom/Resource Teachers

Strategy3:

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

Category:

Research Cited:

Activity - Teaching Strategies to Promote Success	Activity Type	Tier	Phase	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	06/30/2015	\$0 - No Funding Required	Teachers and Administrators

Strategy4:

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:

KDE Comprehensive School Improvement Plan

Oak Grove Elementary School

Activity - Curriculum Development	Activity Type	Tier	Phase	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	06/30/2015	\$0 - No Funding Required	Teachers and Administrators

Strategy5:

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

Category:

Research Cited:

Activity - FRC-Family Resource Center	Activity Type	Tier	Phase	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	06/30/2015	\$0 - No Funding Required	Beverly Walters-FRC Coordinator

Activity - Family Reading/Math Night	Activity Type	Tier	Phase	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	06/30/2015	\$2000 - Title I Part A	Librarian, Math Teachers, Administrators and District Title I Staff

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Activity - PAVE-Parents as Volunteer Educators	Activity Type	Tier	Phase	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	06/30/2015	\$0 - No Funding Required	Title I, Community Liaison, Teachers and Administrators

Strategy6:

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

Category:

Research Cited:

Activity - Tehnology/Digital Resources	Activity Type	Tier	Phase	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 with Edivation to use as a professional development opportunity. 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	06/30/2015	\$2000 - General Fund	Teachers and Administrators

Strategy7:

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, Star Math and Star Reading are available for students that are below grade level. We offer a math lab that reinforces the math instruction that is taught in the regular classroom.

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Oak Grove Elementary School

Activity - Reading and Math Interventions	Activity Type	Tier	Phase	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 to focus on students that are struggling in math or reading. Also, we provide a math lab for the students to attend weekly to reinforce the math lesson or skill that was taught in the classroom.	Academic Support Program			08/04/2014	06/30/2015	\$0 - No Funding Required	All Teachers, program coordinators/teachers, and administrators.

Goal 2:
Increase the average combined reading and math K-PREP scores for elementary and middle school students from 44% to 72% in 2017.

Measurable Objective 1:
demonstrate a proficiency in the average combined Math and Reading K-PREP scores for all students at Oak Grove Elementary by 06/03/2015 as measured by the increased delivery target of 54.9% to 66.8% on the school report card..

Strategy1:
Curriculum Planning and Monitoring - Teachers will meet during their daily common planning and the PLCs (Professional Learning Committees) will meet weekly to plan instruction, reflect and analyze student performance in reading and math.

Category:
Research Cited:

Activity - Curriculum Planning	Activity Type	Tier	Phase	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	06/30/2015	\$0 - No Funding Required	All Teachers and Administrators

Strategy2:
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:

KDE Comprehensive School Improvement Plan

Oak Grove Elementary School

Activity - Internal Program Review Committee	Activity Type	Tier	Phase	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 weekly 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	06/30/2015	\$0 - No Funding Required	Program Review Committee and Administrators.

Strategy3:

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

Category:

Research Cited:

Activity - Math Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A math lab is provided for students to have extra practice to reinforce the classroom skill or topic. Extended school service is offered for students that are struggling in math.	Academic Support Program			08/04/2014	06/30/2015	\$3000 - General Fund	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 years old children. This research based program will promote a healthy and successful transition to Kindergarten.

Category:

Research Cited:

Activity - Screening	Activity Type	Tier	Phase	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	06/30/2015	\$0 - No Funding Required	Kindergarten Teachers

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Activity - Preschool/Kindergarten Transition Meeting	Activity Type	Tier	Phase	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	06/30/2015	\$0 - No Funding Required	Kindergarten Teachers, Preschool Teachers, Administrators and Bell Whitley Staff.

Strategy5:

CIITS - Monitor CIITS participation to increase usage school wide.

Category:

Research Cited:

Activity - CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS for instructional planning, creation and sharing of instructional resources, analyze data and reporting.	Policy and Process			08/04/2014	06/30/2015	\$0 - No Funding Required	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	Tier	Phase	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.	Other			08/04/2014	06/30/2015	\$1000 - Other	All Teachers, Administrators, Family Resource, PTA and Reading Recovery Teachers.

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Activity - Literacy Programs	Activity Type	Tier	Phase	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 to focus on students that are struggling in reading.	Academic Support Program			08/04/2014	06/30/2015	\$3000 - General Fund	All Teachers, Administrators, Reading Recovery Teachers and Save the Children Literacy Coordinator.

Strategy7:

Writing Across Curriculum - Since writing is an integral part of the KPREP Assessment, we implement it daily in all subject areas.

Category:

Research Cited:

Activity - SBDM Writing Policy	Activity Type	Tier	Phase	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

Goal 3:

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

Measurable Objective 1:

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

Strategy1:

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

Category: Professional Learning & Support

Research Cited:

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

KDE Comprehensive School Improvement Plan

Oak Grove Elementary School

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

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

Measurable Objective 2:

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

Strategy1:

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

Category:

Research Cited:

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

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

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

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

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

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

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

Goal 1:

Increase the average combined reading and math K-PREP scores for elementary and middle school students from 44% to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency in the average combined Math and Reading K-PREP scores for all students at Oak Grove Elementary by 06/03/2015 as measured by the increased delivery target of 54.9% to 66.8% on the school report card..

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:

KDE Comprehensive School Improvement Plan

Oak Grove Elementary School

Activity - Internal Program Review Committee	Activity Type	Tier	Phase	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 weekly 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	06/30/2015	\$0 - No Funding Required	Program Review Committee and Administrators.

Strategy2:

Writing Across Curriculum - Since writing is an integral part of the KPREP Assessment, we implement it daily in all subject areas.

Category:

Research Cited:

Activity - SBDM Writing Policy	Activity Type	Tier	Phase	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

School Safety Diagnostic

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	July 2014, no changes needed.	

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 1, 2014	

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
9.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

KDE Comprehensive School Improvement Plan

Oak Grove Elementary School

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

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

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

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