2017-2018 KDE Continuous Improvement Diagnostic

KDE Continuous Improvement Diagnostic

Oak Grove Elementary School
Tonya Faulkner
4505 Cumberland Falls Hwy
Corbin, Kentucky, 40701
United States of America

Last Modified: 08/01/2018
Status: Locked

TABLE OF CONTENTS

Part I 3
Part II 5
Part III 6
ATTACHMENT SUMMARY 7

KDE Continuous Improvement Diagnostic

Part I

Use the link provided to access The Missing Piece overview. Conduct a thorough review of the rubric found on pages 18-23 in collaboration with a planning team that consists of the building principal, teachers, and council members.

1. List the name and position of each member of the planning team included in this process:

Tonya Faulkner-Principal Gina Wilson-Assistant Principal Dewayne Partin-SBDM Teacher Member Lisa Johnson-SBDM Teacher Member Amy Meadors-SBDM Teacher Member Darrin Gilreath-SBDM Parent Member Ben Taylor-SBDM Parent Member Jodie Elliott-FRC Director Melissa Conlin-RTA Teacher/National Board Certified Teacher

COMMENTS

Please enter your comments below.

ATTACHMENTS

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2. Use the rubric to diagnose 3-5 strengths or leverage points identified with your planning team.

While reflecting on the Missing Piece objectives the following areas are noted as strengths: communication, relationship building, and community partnership. Communication: Two way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs. Relationship-building: School staff builds productive, personal relationships with parents of all their students. Community Partnership: School staff engages and partners with community members to plan and implement substantive work improve student achievement.

COMMENTS

Please enter your comments below.

Oak Grove Elementary makes every effort to ensure that all students are well represented and parents are well informed to keep positive relationships. Communication between parents and the school is a crucial part of a child's educational development. The actions that we are implementing to sustain our strengths for communication and for relationship building are as followed: continued parent participation in implementing school and district improvement activities, student acknowledgement and celebrations, faculty/staff acknowledgements, monthly SBDM and PTA meetings, monthly newsletters home, daily communication logs between teacher and parents with planners or notes home, District Ed Newspaper, parent/teacher conferences, open house, communication with parents about their student's academic goals and progress through conferences, exit criteria and grade level brochures, communicating with parents using one call system, and communications through district, school, and FRC workshops, STC Early Childhood programs and workshops, and teacher websites. When the school and parents have good communications, a positive relationship is built and a strong foundation is created. Oak Grove welcomes and uses many community partnerships to ensure that all student needs are met. These community partners provide services, supplies, and other resources that may be needed. STC, FRC, and our 21st Century Program will also partner with local agencies or community partners for workshops, guest speakers, and resources when needed. Oak Grove Elementary and the Whitley County School District also utilize a PAVE (Parents as Volunteer Educators) program in order to help involve parents more in the students' education. Many teachers also utilize their teacher websites to offer extra practice activities for parents to help their children at home.

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3. Use the rubric to identify 3-5 critical areas for improvement identified by your planning team.

The areas that are in need of improvement are: decision making, advocacy. and learning opportunities. Decision Making: School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement. 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. Learning Opportunities: School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

COMMENTS

Please enter your comments below.

To improve these areas of need we will continue to encourage parents to be more involved in the SBDM elections. Although, parents are always invited and notified of the meetings and elections, we have a low percentage of parents to vote. We will continue to announce the meetings and elections on the radio, monthly letters home, and letters home explaining the importance and the purpose of a SBDM council. Oak Grove Elementary communicates with the parents regarding procedures, and planning to meet all students individual needs. There is always a need for more communication to clarify misunderstandings. Also, we will continue to provide grade level workshops, FRC workshops, and parent involvement activities to keep parents involved and up to date on all learning opportunities.

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4. Specifically and explicitly identify action steps that will be taken to address the critical areas for improvement identified in question 3. These steps should be agreed upon by your planning team.

*Decision making: We will continue to keep everyone informed on meetings, elections, and importance of our SBDM council. *Advocacy: We will continue to schedule and call parents for conferences and meetings. Encourage parents and explain importance of attending meetings. Schedule workshops and provide resources if parents have questions or need more information. *Learning opportunity: Continue to schedule workshops, trainings, conferences, and other resources to keep parents up to date and informed of all learning opportunities and educational changes.

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Part II

1. Using the results of the school's TELL Kentucky Survey, identify the processes, practices and conditions the school will address for improvement. Provide a rationale for why the area(s) should be adressed.

According to the 2017 TELL KY Survey, four out of seven criterions in the area of Managing Student Conduct has decreased since 2015. In 2015, 83.7% of the faculty agreed that policies and procedures about student conduct are clearly understood by faculty. In 2017, only 81% agreed with that statement. In 2015, 66.7% of faculty agreed that school administrators consistently enforce rules for student conduct, but in 2017 that decreased to 61.9%. Following that same trend, 74.5% agreed in 2015 that school administrators support teachers' efforts to maintain discipline in the classroom and in 2017 that dropped to 71.4%. Lastly, 87.8% in 2015 agreed that they work in a school environment that is safe, and only 85.7% agreed in 2017. Student behaviors and safety are always a major concern, so this is a top priority. To address the concern of safety in the school, we have a safety committee that meets to discuss possible alternatives to our safety plan and then makes recommendations to the SBDM Council. These changes to the safety plan were then discussed and put into action. The safety committee meets as needed to discuss possible changes as the need arises. As we analyzed the TELL survey, we recognized that student conduct and the way those behaviors are addressed is a concern for our faculty. Therefore, we developed a school wide behavior plan that will help to make sure that policies and procedures about student conduct are clearly understood by all faculty. Professional development opportunities were conducted prior to the 2017 school year to make sure that all faculty understood the new behavior plan and that it was school wide. To ensure that school administrators are prepared to support teachers' efforts to maintain discipline in the classroom, the principal is communicating regularly with the Whitley County School District Director of Special Education to better understand the behaviors that are present in our building, allowing him to offer advice on possible behavioral plans. This collaboration helps administration to better support teachers' efforts and helps them to consistently enforce rules for inappropriate student behaviors. This shared expertise opens the door for behavioral tracking through Aimsweb and offers information on interventions that can help to monitor and reinforce desired behaviors. We know that managing student conduct is essential to learning and therefore will continue to strive to support faculty through job embedded professional learning and consistency.

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Part III

1. How will the school engage a variety of shareholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

Upon analysis of the 2017 TELL KY Survey, management of student behaviors has been an area of concern on the 2015 and 2017 reports. For this reason, we decided to develop a school wide behavioral plan. The plan involves a variety of stakeholders and requires constant communication between each of them. The stakeholders involved in the development and daily procedural application of the behavioral plan are administrators, faculty, students, parents, Whitley County School District Special Education Director, Whitley County School District Director of Pupil Personnel, Whitley County School District School Resource Officer, school counselors, Oak Grove Family Resource (FRC), Oak Grove's PTA, and Oak Grove's SBDM. A volunteer committee was assembled and informed of the need for a school wide behavior plan. This committee began discussion about behaviors that were hindering learning and what we could do to help remedy the problem. The committee comprised of faculty, parents, and administrators met and developed the behavioral plan. After development, the plan was presented to the SBDM Council for approval. At this point, the plan was then brought to faculty during a professional learning opportunity and their role was described. Each faculty members' role was outlined so that consistent expectations were evident. The plan has the aspect of rewards within it and rewards are given by teachers, PTA, FRC, or administration. The ongoing process of making this behavior plan work for our students and faculty never stops. As a need to change arrives, the committee reconvenes and changes are discussed and later approved by our SBDM Council. Our FRC and school counselors also play an important role in our school wide behavior plan. They were asked to provide character education sessions when needed and asked to provide an outlet for students that need time to discuss appropriate behaviors in the school setting. Our District Special Education Director is another stakeholder that has been an asset in implementing the behavior plan. He is called, on an as needed basis to help faculty, students, and administrators to learn effective strategies for dealing with undesired school behaviors. As stated, our behavior plan was approved by our SBDM Council. The school's process of selecting parent and teacher members adheres to KRS 160.345. The president of our PTA was voted on by parents and teachers on a majority vote policy. Our FRC Director was hired through the Whitley County Board of Education by the FRC Advisory Committee which consists of parents, teachers, and a community member. Each stakeholder is made aware of their role in the plan through constant and ongoing communication by administration. Students and parents are made aware of expectations at the beginning of the year at open house, or the beginning of school when teachers explain the procedures and process. Faculty, FRC, and, school counselors are made aware of their role during a professional learning opportunity at the beginning of the school year. After stakeholders agreed, the plan was put into place and monitored through open communication by all stakeholders.

COMMENTS

Please enter your comments below.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

2017-18 CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

Oak Grove Elementary School
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TABLE OF CONTENTS

Equitable Access to Effective Educators School Diagnostic 3
ATTACHMENT SUMMARY 6

CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

Equitable Access to Effective Educators School Diagnostic

Equity Data Analysis:

Provide a brief analysis of the completed school data chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators. This data analysis should be included in the Comprehensive School Improvement Plan needs assessment. The analysis should address items and/or themes highlighted in yellow. **NOTE:** Attachments Required

Our school recognizes various areas of improvement and always strives to progress in all areas. KPREP results identified areas where improvement must be made in order to move forward in our district and our state under the current accountability system. We will be working on increasing the overall number of proficient and distinguished students in all subject areas to increase our achievement score. Also, we are focusing on increasing our combination reading and math proficiency percentage in the area of the non-duplicated gap group to meet our required target goal of 73.9% in 2019. To increase our growth scores, we are working on ways to challenge the students so they are improving each year to reach their goal of proficiency. Our overall goal is working towards increasing student achievement so that all students can reach proficiency. We have dedicated a space to utilize as a data room in order to review student data. Weekly PLCs are held in this room as we focus on individual student needs and strategies to increase achievement for all students. Regular education teachers, special education teachers, intervention teachers, administrators, and district curriculum team members meet together to discuss activities and interventions for students to increase learning. According to test data, our largest areas for improvement are in math and language mechanics. 45.5% of the tested students scored proficient in math and 8.1% scored distinguished. In language mechanics 29.1% of the tested students scored proficient and 31% scored distinguished. Teachers are attending various professional learning opportunities to help develop strategies to use in the classrooms to improve in these areas. We have one teacher who is participating in the Math Design Collaborative (MDC), which is made up of a national community of educators providing a teacher-designed and research-proven framework, online tools, and resources. The teacher is then coming back to the school and sharing this information with other teachers within our school. District level content coaches have also been working with teachers to make adjustments in the curriculum to target these areas of need. To help us improve on our scores, we analyze our MAP data and target students for small group intervention lessons. We also utilize our morning homework help through 21st Century to offer students additional assistance four days a week. We analyze mid-year MAP data again in December to measure progress made and determine additional needs. Our plans to improve the areas of need include monitoring that every teacher is teaching from the new Kentucky Common Core Standards, analyzing test data and predictive assessments regularly throughout the year to identify specific target groups or areas of need. Teachers are breaking down MAP reports to identify areas of need. We regularly administer mock testing to familiarize students with KPREP testing, and regularly conduct PLC (Professional Learning Communities) committee meetings in which we are constantly discussing and implementing various ways to improve instruction. We are scheduling team leader meetings which will allow one teacher from each grade level and specialty teachers to meet to monitor that everyone is focused and working toward the same goals. Our school has also implemented the Response to Intervention (RTI) program school wide. It is a method of academic intervention used to provide and monitor systematic assistance to students who are having difficulty learning without some mode of modification, accommodation, or special instruction. Students in the RTI program are monitored by a web-based assessment, data management, and reporting system called AIMSweb. Administrators at the school are spending more time in the classroom and monitoring closely the assessments that are being administered by the teachers. We will be utilizing special class teachers, when available, to provide intervention to students scoring at the novice level on the MAP test. Our librarian will be teaching mini lessons in

language mechanics, and our science lab teacher will be integrating writing instruction within her classroom. With these improvements, we hope to show growth and attain the ultimate goal of proficiency. Our school is also incorporating common assessments. The data from the assessments allows teachers to monitor students' progress. The common assessments allow teachers to monitor an Item Analysis on the Student Performance page. Teachers will use this data to drive their classroom instruction. To improve our math scores we are using the math series Go Math that is aligned with the Common Core Standards. This series came with a wide variety of digital resources as well as many math manipulatives that the teachers use daily in their classrooms. The series provides communication resources that helps notify and explain to parents what the students are learning at school in math. It helps build a bridge between school and home learning.

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Barriers and Root Causes:

Identify your school's **barriers** to ensuring equitable access to effective educators for the students most at-risk (students experiencing poverty, minority students, English Learners, students with disabilities) in the school. Explain the **reasons** why these barriers exist. **NOTE:** Attachments Optional

Over 77% of the students at Oak Grove Elementary are eligible for free or reduced lunch, which indicates that we serve a greater than average number of students living in poverty. The needs of students are becoming more and more diverse with a growing population of students with disabilities, Limited English Proficiency students, etc. Teachers are not prepared to meet the needs of this diverse population. However, we are providing job embedded professional development as well as shadowing opportunities for teachers to become more familiar with ways to differentiate and meet the needs of all learners. At Oak Grove Elementary we accept parent requests for student placement with teachers. This process sometimes resulted in new and inexperienced teachers being assigned classes with the most challenging students. Our SBDM has developed a policy which states that we will accept parent requests, but the ultimate decision of teacher assignment for the students rests with the principal. This allows the principals to take special circumstances into account, and provide the best placement for the students.

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Goal Setting:

Complete the School Equity Measures tab within the Equity Workbook. Updated and/or new measures should reflect the analysis of data, barriers, and root causes as listed above. Review the equity measures within this diagnostic and the goals in your CSIP. How are the concerns that have surfaced in the School Equity Measures, analysis of data, barriers and reasons for the barriers reflected in current CSIP goal(s)?

- If so, insert the associated CSIP goal(s) in the cell below.
- If not, create new SMART goal(s) to include in your CSIP to reflect this concern and insert it in the cell below.

***Goals should be set high enough to encourage and inspire increased effort while still being attainable.

NOTE: Attachments Optional

Goal: Increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from 52.9% in 2015 to 73.9% in 2019 as measured by the KPREP Delivery Targets. By May 2018, we will enforce a school wide behavioral plan to ensure all faculty, students, and parents are aware and understand the policies, procedures, expectations, and rules of the school. I will also attend professional development to gain knowledge and ideas on behavioral management. My success will be measured by an increase in agreement rate on TELL

Survey Question 5.1 d - "School administrators consistently enforce rules for student conduct." from 61.9% to 65%.

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Strategies and Activities:

Identify **at least one** strategy and activity to address **each goal** identified above that is/will be embedded in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve educator effectiveness; and strategies to retain educators, particularly in high needs schools. Once implemented, these should assist the school in meeting the equity-related goals set in the previous section.

***The purpose is to ensure that equitable access to effective educators is incorporated into school planning.

NOTE: Attachments Optional

*Oak Grove Elementary has dedicated space to be utilized as a data room. During weekly PLCs held in this room, we examine data to determine the needs of each student and strategies to address those needs and move students to the next level. We have also formulated watch lists for each grade level indicating students that need interventions or extra assistance. These PLC meetings include intervention and special needs teachers along with regular education teachers, administrators, and district curriculum team members. Often times during this PLC time we offer job embedded professional learning to assist teachers with differentiation and other areas of need. *We have purchased technological programs such as Study Island, IXL, Reading Eggs, etc. in order to challenge students at their level. *Our attendance clerk, administrators, teachers, and Family Resource staff make phone calls on a daily basis to students that are absent in order to boost attendance. *Our Family Resource staff provide assistance to families with financial needs in order to level the playing field for those students. *The school hosts family reading and math nights and parent/teacher conferences to encourage parent/child involvement and increase parent awareness of the common core standards. *We have implemented a school wide behavior plan in order to address student conduct and decrease the amount of time spent on discipline issues. *Oak Grove Elementary utilizes Reading Recovery, Read to Achieve, and Math Intervention Programs in order to close the achievement gap. *RTI is used for students who need more intense instruction and monitoring in math and reading. These students are monitored weekly through AIMSweb. *Oak Grove Elementary offers afterschool and morning tutoring sessions through the 21st Century Program. *Save the Children provides in school and after school reading opportunities.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
Oak Grove School Equity	Oak Grove School Equity	, ,

Schools	Students Enrolled (SRC or IC)	Certified Teachers (SRC)	Minority Students (SRC or IC)		# of Minority Certified Teachers (SRC)		# of Minority Principals and Assistant Principals (Payroll)		Students experiencing Poverty (Free/Reduced Priced Meals) (SRC or IC)		English Learners (SRC or IC)		Students with Disabilities (SRC or IC)		Teachers that are teaching one or more courses out-of-field (HR)		KTIP, new (0 years experience), or emergency certified (KTIP Coordinator)		Teachers with 1-3 years of experience (Payroll)		Teachers with 4 or more years of experience (Payroll)		# of Principals and Assistant Principals with 0-3 years of experience (Payroll)		Percentage of teacher turnover (IC)		TELL Constructs		*Self-Selected Indicator (Optional)		*Self-Selected Indicator (Optional)	
	#	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
	566	39	11	2%	0	0.00%	0		439	77.56%	1	0.18%	87	15.37%	0	0.00%	0	0.00%	5	12.82%	34	87.18%	0	0.00%		7.00%								
TOTAL / SCHOOL AVERAGE	**566**	**39**	**11**	**2%**	**0**	**0.00%**	**0**	**-**	**439**	**77.56%**	**1**	**0.18%**	**87**	**15.37%**	**0**	**0.00%**	**0**	**0.00%**	**5**	**12.82%**	**34**	**87.18%**	**0**	**0.00%**	**0**	**7.00%**	**0**	**61.90%**	**0**	**-**	**0**	**-**

Measures	2016-2017 Baseline	2017-2018	2018-2019	2019-2020
Working Conditions -- Managing Student Conduct	75.50%	80.00%	80.00%	90.00%
Working Conditions -- Community Engagement and Support	94.50%	94.50%	94.50%	94.50%
Working Conditions -- School Leadership	84.00%	84.00%	84.00%	90.00%
Percentage of New and KTIP Teachers	0.00%	1.00%	1.00%	1.00%
Percentage of Teacher Turnover	7.00%	7.00%	7.00%	7.00%
Additional School Measures (Optional)				
Example: Overall Effectiveness of Teachers and Leaders (not required)				
Example: Student Achievement (SGG, MSGP, Other school measures) (not required)				

2017- 2018 Phase II: KDE Needs Assessment School Diagnostic

Phase II: The Needs Assessment School Diagnostic

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TABLE OF CONTENTS

Understanding Continuous Improvement: The Needs Assessment 3
ATTACHMENT SUMMARY 8

Phase II: The Needs Assessment School Diagnostic

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state.** The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. **As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.**

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/ district councils, leadership teams and shareholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Kentucky Performance Rating for Educational Progress (KPREP) provides the opportunity to examine the data reports of the entire school and each individual student. The data is then broken down into disaggregated data by grade, by teacher, subject area, and by individual student scores, as well as demographic data. This breakdown provides us with a wealth of information that gives us the ability to identify both positive and negative trends. Through analysis of these trends, identification of areas of strength and weakness are easily identifiable. There are various ways that data can be compared to help pinpoint specific areas of weakness. For example, individual scores can be divided into classrooms from both the current year and the previous year to compare results and ensure that student achievement is being sustained between grade levels. From there individual student growth can be tracked and thus identification of needs be more specific. Another example is trends in content areas that need to be addressed. This identified trend could be used to address negative issues identified, but could also be through identification of effective strategies that have had impact on students. After analysis of this data, school wide improvement can begin. Our early release day in October is used to analyze KPREP data and to plan accordingly. Data analysis teams look at individual students and their growth and achievement. Committees then meet to address needs and identify implementation strategies. At this time, teachers and administrators have the opportunity to share ideas that worked and modify those that had obviously not had impact. Oak Grove Elementary has a Data Room where all teachers and administrators meet weekly to analyze testing data. Using the linking of MAP Growth tests to KPREP Assessments, individual cards are made for each student in Kindergarten through 6th grade. These cards are displayed on the walls according to test results. Teachers detail any interventions the student currently receives on the cards, and formulate watch lists to identify any students that may need further intervention and/or services. Then PLC groups meet to look at individual student needs, grade level strengths and weaknesses, and overall school trends. We use various pieces of evidence in order to review our data: the school report card, KPREP individual performances, special education students, state averages, etc. We consider the performance levels of each of the subgroups in our school. Teachers compare their findings to how the same groups of students performed in other content areas. Data analysis teams also analyze previous school improvement plans, various district program reports in order to identify objectives, strategies, and activities. Celebrations are noted and the instructional practices are identified that contributed to those successes. Additionally, we note areas that need improvement and included specific strategies that we believe would help improve these areas. We ask teachers to take this

overall analysis further to include specific instructional practices that they would put in place to accomplish these goals. Our Site Based Decision Making Council reviews testing data and the comprehensive school improvement plan several times during the year to ensure that we are on track to accomplish our target goals and objectives.

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Current State

Plainly state the current condition using **precise numbers and percentages as revealed by past, current and multiple sources of data.** These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:
-32% of non-duplicated gap students scored proficient on KPREP Reading.
-We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
-34%% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 87% for the 2016 schools year – a decrease from 92% in 2015.
-The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

In addressing the non-academic data utilized to meet student needs we take into consideration these areas: - Students receiving free and/or reduced lunch receive the same quality education and opportunities as those students who exceed the income guidelines. Enrichment opportunities are offered to all students through 21st Century, Save the Children, and Gifted and Talented. - Attendance is a crucial element in the academic progress of students. We offer incentives for perfect and good attendance. Teachers, administrators, and paraprofessionals make phone calls daily to students who are absent. Teachers organize make up assignments for students with absences, in an effort to bridge the instructional gap accompanying those absences. Furthermore, the District Director of Pupil Personnel, School Resource Officer, and the Family Resource personnel make home visits to students with attendance concerns. - With the collaboration from Comp Care services, we offer counseling as a way to meet individual student needs. Teachers, administrators and/or parents may refer a child for counseling services at the school. These counselors offer in school sessions, as well as after school and summer programs to support our students.

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Priorities/Concerns

Clearly and concisely identify areas of weakness using **precise numbers and percentages** as revealed by the analysis of academic and non-academic data points.

Example: 68% of students in non-duplicated gap scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

Our third and fourth grade classes showed an increase in the percentage of students scoring novice in reading. Our third, fourth, and sixth showed an increase in the percentage of students scoring novice in math. There was an overall increase in the percentage of students scoring novice

in the gap groups. These are the most critical areas in which we will focus much of our attention in the next school year. Reading Non-Duplicated Gap students scoring novice. 3rd grade – 25.8% - 4th grade – 18.2% - 5th grade – 6.8% - 6th grade – 7.8% Reading Free/Reduced lunch Gap students scoring novice. 3rd grade – 25.8% - 4th grade – 18.2% - 5th grade – 7.1% - 6th grade-8.5% Math Non-Duplicated Gap students scoring novice. 3rd grade – 19.7% - 4th grade – 23.6% - 5th grade 3.4% - 6th grade – 12.5% Math Free/Reduced lunch students scoring novice – overall 2.9% increase 3rd grade – 19.7% - 4th grade- 23.6% - 5th grade – 3.6% - 6th grade – 13.6% 23.1% of third grade students scored novice on reading KPREP. 17.9% of third grade students scored novice on math KPREP. 17.1% of fourth grade students scored novice on reading KPREP. 21.1% of fourth grade students scored novice on math KPREP. 6.9% of fifth grade students scored novice on reading KPREP. 2.8% of fifth grade students scored novice on math KPREP. 6.1% of sixth grade students scored novice on reading KPREP. 9.8% of sixth grade students scored novice on math KPREP.

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Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

One area of trend is the significant amount of novice in each subject area, gap, and achievement. We have started a data room to identify and monitor the progress of the students scoring novice. Also, we have seen a trend in the decrease of distinguished students in a lot of areas. The data room will help us identify these students so that we can focus on getting the proficient students to the distinguished level.

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Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six school improvement strategies outlined below:

1- Deployment of Standards
2- Delivery of Instruction
3- Assessment Literacy
4- Review, Analyze and Apply Data Results
5- Design, Align and Deliver Support Processes with Sub-group Focus
6- Establish a Learning Culture and Environment

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

meetings and making changes as needed. Through observations we will monitor how the instruction is being delivered. We have developed a data room to help monitor students individual progress. All teachers will collaborate to analyze data during our data analysis meetings.

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

KPREP 2016-2017 • The school-wide percentage of students scoring in the P/D category was above the state average in the achievement areas of reading (+14.9%), math (+4.5%), social studies (+6.7%), writing (+20.8%), and language mechanics (+4.5%). • The school-wide percentage of our non-duplicated gap students scoring in the P/D was above the state in the areas of reading (+21.4%), math (+9.4), social studies (+15.7%), writing (+24.9%), and language mechanics (+8.2%). • The school-wide percentage of our free/reduced-price students in the P/D category was above the state average in the areas of reading (+20.6%), math (+9.3%), social studies (+17.5), writing (+28.0), and language mechanics (+8.2%). • The KPREP school summary report showed that all grades tested in reading are on track and is performing well on this content skill. IOWA Achievement Test 2017 • Kindergarten had a 82% national percentile ranking in English Language Arts (ELA), an 89% national percentile ranking in math, and an 86% national percentile ranking in Core Composite score. • First Grade had a 75% national percentile ranking in English Language Arts (ELA), an 84% national percentile ranking in math, and a 79% national percentile ranking in Core Composite score. • Second Grade had a 75% national percentile ranking in English Language Arts (ELA), a 88% national percentile ranking in math, and a 83% national percentile ranking in Core Composite score. Brigance Screener School – Wide Data 2017 • 45 percent of our students were Kindergarten ready. • 4 percent of our students were Kindergarten ready with enrichments. Sustaining the Areas of Strength To sustain these areas of strength at each level, we will continue to focus our vision on student learning. We have district instructional coaches in the areas of reading, math, science, and writing as well as an integration technology specialist. The curriculum leadership team along with the special education department will continue to equip our staff with needed curriculum resources, provide assistance in implementing proposed actions, and assist with the implementation of research-based instruction and interventions. Our district leadership team will host professional learning activities and trainings and will continue to provide job-embedded professional learning and opportunities for continuous professional growth. We will continue to have data analysis committees that meet and break down data to identify strengths and weaknesses, and identify needed strategies to implement. Our Comprehensive School Improvement Plan will continue to be revisited and changes made as needed. Weekly PLC's will continue to be conducted in the Data Room and monitored for effectiveness. These PLC's will include teachers, administrators, and members of the curriculum leadership team. PLC's will continuously analyze various assessments to ensure student success. Utilizing data cards for each student, we will be able to focus on individual student needs. Interventionists are in place within the building to provide RTI as needed and will continue to work with struggling students to help bridge gaps in their learning. Furthermore, our school is implementing a variety of actions to sustain the areas of strength. For example, our teachers participate in training from the district content area specialists as well as state and national sources. We regularly examine our Comprehensive School Improvement Plan, predictive assessment from Northwest Education Association (MAP), and Star Reading reports data to monitor student growth. Our Save the Children program and 21st Century contribute greatly to the

success of our students. We have high expectations for all students and continue to work hard to ensure that our students receive a quality education.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

Phase II: School Safety Report_10032017_09:43

Phase II: School Safety Report

Oak Grove Elementary School
Tonya Faulkner
4505 Cumberland Falls Hwy
Corbin, Kentucky, 40701
United States of America

Last Modified: 08/01/2018
Status: Locked

TABLE OF CONTENTS

School Safety Diagnostic for Schools 3
ATTACHMENT SUMMARY 5

Phase II: School Safety Report

School Safety Diagnostic for Schools

School Safety Requirements

1. Does the public school building have an Emergency Management Plan (EMP)?

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Did the SBDM Council adopt a policy requiring the development and adoption of an EMP? For public school buildings without an SBDM council, did the district adopt a policy requiring the development of an EMP?
Provide the date of adoption in the comments box below.

October 7, 2013

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. Did the SBDM Council or district adopt the EMP?
Provide the date of adoption in the comments box below.

October 7, 2013

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. Has the public school building provided the local first responders with a copy of the building's EMP and a copy of the building's floor plan?

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Has the EMP been annually reviewed and revised as needed by the SBDM council (when applicable), principal and first responders?
Provide the date of the review in the comments box below.

July 10, 2017

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

6. Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?
Provide the date of the review in the comments box below.

August 21, 2017

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. Were local law enforcement and/or fire officials invited to review the EMP?

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

9. Has the local fire marshal reviewed the designated safe zones for severe weather and are they posted in each room?
Provide the date of the review in the comments box below.

August 3, 2016, reviewed August 16, 2017

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

10. Have practices been developed for students to follow during an earthquake?

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

11. Has the public school building developed and adhered to practices designed to ensure control of access to the public school building (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

12. Has the public school building completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations, Lockdown, Severe Weather and Earthquake).
Provide the date of the review in the comments box below.

August 25, 2017

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

2017-2018 CSIP Phase II: KDE Title I Annual Review

CSIP Phase II: KDE Title I Annual Review

Oak Grove Elementary School
Tonya Faulkner
4505 Cumberland Falls Hwy
Corbin, Kentucky, 40701
United States of America

Last Modified: 08/01/2018
Status: Locked

TABLE OF CONTENTS

Title I Annual Review 3
ATTACHMENT SUMMARY 11

CSIP Phase II: KDE Title I Annual Review

Title I Annual Review

1. Comprehensive Needs Assessment

Rationale: A school's Needs Assessment should address critical areas for improvement and identify strengths based on a thorough review of multiple sources of data. Title I funding does not have to address all areas identified in the Needs Assessment because federal, state, and local resources are integrated into a schoolwide program, but Title I funds should supplement critical areas of need.

Guiding Questions:
Which data sources did the school use to conduct its Needs Assessment?
What needs did the data identify?
What specific grade levels and/or content areas were identified as priority?
What achievement gaps were identified?
Specifically, how were Title I funds used to address priorities outlined in the Needs Assessment?
Based on a thorough review of multiple sources of data, how effective was the expenditure of Title I funding used to target critical needs?

Oak Grove Elementary and our stakeholders use the school report card, MAP, Brigance Screener for Kindergarten, IOWA Achievement test for Grades K-2, KPREP test results for Grades 3 – 6, the previous year's CSIP plan, attendance rate, free and reduced lunch status, parent involvement, and the KY Tell Survey as the primary sources of data. We utilize a classroom as a data room, in which we have weekly PLC meetings to review data and discuss needs, objectives, and strategies. The data identified several needs. According to the Brigance, 50.7% of our students are not kindergarten ready. Based on 2016-2017 KPREP data, our third and fourth grade classes showed an increase in the percentage of students scoring novice in both reading and math, and our sixth grade students showed an increase in the percentage of students scoring novice in math. There was a very similar trend in the percentage of students scoring novice in the gap groups with third and fourth grades showing an increase in the percentage of novice, as well as sixth grade math. These are the most critical areas in which we will focus much of our attention in the next school year. Teachers will design instruction based on student need and ability. Teachers will present information in small group in order to utilize more differentiation of instruction. Teachers will guide the design of their instruction based on student performance of Brigance, MAP, STAR, KPREP, and classroom performance. The funding allocated for Title I teachers and resources are vital to the success of the students at Oak Grove Elementary School. These teachers and resources allow students to benefit from more small group instruction and valuable instructional materials they would not have without Title I funding.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Schoolwide Reform Strategies

Rationale: Schoolwide reform strategies addressed in the schoolwide program plan (ie: CSIP) address goals and objectives to be met through a variety of strategies and activities during the course of a single school year. A school must carefully plan, implement, and measure its progress towards the attainment of measurable student achievement goals.

Guiding Questions:
Was the schoolwide plan implemented as written?
Which goal(s) from the CSIP address Schoolwide Reform Strategies?
How is Title I funding being directed to address the goal?
How were strategies selected to address goals based on research, evidence, and evaluation of past

implementation?
Which activities, strategies, staffing decisions, professional development opportunities, and resources were supported with Title I funds?
Were the activities, strategies, staffing decisions, professional development opportunities, and resources effective in increasing student achievement?

The teachers and staff at Oak Grove will collaborate to decrease the number of students scoring novice in math and in reading. We want students to benefit from differentiation of math and reading instruction in small group setting based on student need. All goals, objectives, and strategies and/ or activities are developed with the intent to increase student achievement and to close the achievement gap. Teachers strive to promote student achievement and meet the needs of each individual student. We have a data room to monitor student progress and meet to discuss areas of need. The strategies selected were based on best practices and scientific research according to the needs of specified groups or even individual needs of students. All school team members are continually striving for high levels of student achievement. The plan is implemented to assure student achievement. Teachers meet weekly to review and analyze data and strategies to monitor growth and achievement. Teachers will use Reading Eggs, Study Island, Envision Math, Touch Math, Go Math, Accelerated Reader, Mobymax. IXL, Dream Box, Type to Learn and various computer applications to provide intervention, reinforcement, and enrichment to student learning. Teachers are utilizing the Houghton Mifflin Reading Series that is aligned with the Common Core Standards which contains leveled fiction and nonfiction texts to provide rigorous and aligned instruction as well as weekly formative assessments. The series also contains leveled readers that help systematically focus on grade level reading skills. Classroom teachers, Title I teachers, special education teachers, and intervention teachers will utilize MAP reports to identify student weaknesses in math and reading and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. We will utilize MAP reports to identify students' current skill levels in order to provide differentiated instruction. We provide the opportunity and incurring the cost of sending three additional teachers (Plus One Teachers) to attend trainings with our math and reading intervention teachers. These teachers are bringing back information and strategies learned at these trainings and sharing with other teachers in our building. Kentucky Center for Mathematics representatives periodically visit these teachers to support implementation of their training at these meetings. Students who score below grade level in math and reading on the universal screener will receive intervention strategies that are research-based and matched to the individual student needs with ways to determine effectiveness. Teachers monitor the intervention strategies and student growth through weekly probes. Students will be actively engaged in an aligned and rigorous mathematics and reading curriculum. Their progress will be monitored by both formative and summative assessments, as well as the MAP Mathematics and Reading Assessment. Classroom teachers, Title I teachers, special education teachers, and intervention teachers will meet in weekly PLCs to learn new teaching strategies, to analyze data, and to plan engaging instructional lessons. Teachers will use the progress monitoring data to differentiate instruction to meet students' needs. Teachers will use various math and reading resources such as Study Island, Touch Math, Envision Math, and Go Math supplemental resources to enhance student learning in math. Teachers will align our mathematics instruction more closely to the KACS. Teachers will participate in PLCs with the district math and reading consultants to learn new math strategies, implement them in the classroom, design formative and summative assessments that are aligned to KACS, analyze student data and improve student growth in mathematics. The STAR Reading assessment will be given three times a year (fall, winter, spring). Teachers will utilize STAR Reading reports for screening, instructional planning, progress monitoring, and state standards for college and career readiness benchmarking. Teachers will use the data to target skill-specific, actionable data to target instruction and practice, select students for intervention, and predict performance on summative exams. Teachers also use the report to

monitor student growth percentiles. To provide additional reading support, staff members work with select groups of struggling readers during the school day to provide tutorials in phonics, sight word growth, vocabulary enhancement, and comprehension. Teachers will use literacy centers to differentiate learning in the classroom. The centers are leveled by STAR and MAP data and designed to provide differentiated materials on students' ability levels to help students work independently or collaboratively (with partners or in small groups) to meet literacy goals. Students will receive differentiated reading instruction in small intervention/enrichment groups based on their needs. The leveled literacy intervention curriculum will be used for Tier III reading students. Enrichment students will use leveled readers, above level chapter books, and above level nonfiction texts. Differentiated literature circles will occur for approximately 45-60 minutes daily. Teachers will encourage the use of higher order questions and rich discussion between students to increase comprehension of the texts. All goals, objectives and strategies and/or activities are developed with the intent to increase student achievement and student confidence and to close the achievement gap. Teachers strive to meet the needs of each individual student.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. Professional Development

Rationale: Professional Development opportunities should be carefully planned to improve instruction related to priorities specified in the Needs Assessment.

Guiding Questions:

What measures were used to determine the school's professional development needs?
How was the professional development tied to the school's identified need?
Did the professional development improve instruction based on a thorough review of student achievement data?
How were principals, teachers, paraeducators, and other appropriate personnel such as health services coordinators, special education coordinators, and directors of Family Resource and Youth Service Centers included in the professional development?

Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs. We strive to offer professional development activities that will support teachers in any area of need. We utilize district content specialist to support teachers with any classroom need they may have. We also utilize the SESC Coop for specific needs. Teachers are also provided the opportunity to travel to other schools to observe strategies and programs being offered in other schools. After analyzing KPREP, MAP, IOWA, Brigance and summative assessment data, professional development is planned based on the needs found in that data. The district professional development coordinator sends out an email during the school year requesting professional learning needs from all teachers in the district. Teachers also give input throughout the year about needed areas of growth. Teachers are periodically asked for professional development needs and interests. We strive to use our time as effectively and efficiently as possible. We always try to seek out or plan professional development that is going to directly benefit our teachers and students. Teachers' input is sought out on areas of need and interest when planning professional development. Staff members who attend professional learning meet in PLC meetings to share each week about strategies that are working, need adjustment, or not working. Our staff works well together and are continually sharing resources and ideas. We also share ideas that are successful with other schools in our district. All professional learning opportunities are designed with specific goals, objectives, and strategies to promote student achievement and success and teacher effectiveness and efficiency. All staff members at Oak Grove play a vital role in the continuous improvement of our school. While teachers play a major role in our students' success, we rely heavily on our school nurse, school counselors, Save the

Children Coordinator, 21st Century Coordinator, and our Family Resource Center Coordinator to support the outstanding number of needs they have such as educational, emotional, social, and health related needs.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. Family Engagement

Rationale: Each school is required to conduct outreach to all parents and family members which may include implementation of the following: programs, activities, and procedures that involve parents and family member in Title I programs. In addition, written policies must be developed in collaboration with parents outlining expectations and objectives for meaningful parent and family involvement.

Guiding Questions:

How much Title I money was spent on family engagement?
What kind of programs, activities, and procedures were planned?
What was the outcome or effectiveness of the planned family engagement programs, activities, and procedures?

To promote community/school collaboration a variety of opportunities will be offered for teachers, parents, community, and businesses to cooperate with each other the enable the students and teachers more opportunities and resources to gain the maximum instructional and school experience. Our district wide Parents and Volunteer Educators (PAVE) Program encourages parents, guardians, grandparents, and community members to volunteer in the school. PAVE members must go through a screening process and a criminal background check before being approved for the program. Once being approved for the program, volunteers may volunteer at the school or chaperone during a field trip. All volunteers are required to sign in and out at the front office and wear an identification badge while in the school or on a field trip. Parents who are PAVE volunteers are often asked to work in classrooms with students. They are provided opportunities to read to students or help with various activities. Parents are often consulted on ideas and strategies that would help promote more student achievement for their child. We also have parent representatives on our SBDM Council who help make decisions about programs, selection of teachers, placement, and activities for our students. Our Family Resource Center (FRC) assists students and families by sponsoring programs to support families and enhance learning. They organize workshops and events to foster collaboration among the community and school. The FRC collaborates with teachers and administrators to implement programs to help students be successful. The Family Resource Coordinator plans with the school and community to make needed resources available to students and families. The FRC assists parents and caregivers with the many needs of supporting children such as educational, social and emotional needs of the child and the caregiver. FRC works with teachers to help plan activities for Family Nights. Title I supplies a healthy snack for each Family Night meetings. Collaboration between parents, students, and teachers is the key to success. Oak Grove Elementary plans a monthly Family Night partnered with the Family Resource Center in which students and parents are invited to attend. This opportunity is to increase parent/guardian involvement. Parents/guardians have the opportunity to read with their child or participate in math/reading centers to help stimulate student/parent collaboration in the education process. We have monthly Family math and reading nights to provide a specific time for parents to come into the school and work side by side with their children on reading and math activities in hopes of promoting student achievement in reading and math. We invite parents to come to Open House and parent teacher conferences throughout the school year. Parents are invited for various programs and school performances throughout the school year. Our school also hosts family meals in which the parents are invited to come to the school to eat a meal with their child or grandchild. We always welcome ideas from our parents about their

involvement in their child's educational program. Parents and community members are always invited and reminded of monthly SBDM meetings to give them the opportunity to have input on decision making for the school. We work closely with the parents at our school to provide support for the needs of our students. We specifically plan to have activities in our school to promote parental involvement. We try to work with parents when scheduling important school events such as awards day, parent teacher conferences, and open house to ensure it is timed so a larger amount of participation can take place. Our goal is to promote parental involvement while also promoting and stimulating student achievement.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Transitions (from Headstart/Pre-K to Kindergarten and other grade levels)

Rationale: An LEA that receives Title I funds is required to coordinate with Head Start programs and other early learning programs that serve children who will attend schools in the LEA regardless of whether the LEA uses Title I funds to operate an early education program.

Guiding Questions:

How did school and district administrators collaborate through funded programs such as Head Start?
What were the specific strategies used for helping students transition from preschool to elementary school, elementary school to middle school, or middle school to high school?
How effective were these strategies?
How were meetings involving parents, kindergarten, or elementary teachers, and Head Start teachers conducted to address the developmental needs of the children?

Oak Grove Elementary plans and develops strategies to ease the transition from Headstart/Pre-K to Kindergarten. The teachers review and share the preschool transition strategies during PLC meetings and at the Preschool/Head Start/ Early Head Start Orientation Parent Meetings at the beginning of the school year and at the end of the year. Parent committee meetings are held as needed. Staff also perform home visits on all students to distribute school readiness information to parents of incoming kindergarten students. All kindergarten students are screened using the Brigance Early Childhood Screener in order to recognize the areas of need to reduce barriers of proficiency. Information gathered from the BRIGANCE Early Childhood screener results will be utilized during instruction for reading and math as well as social and emotional growth. We invite incoming kindergartners and their parents to Preschool/Head Start/ Early Head Start Orientation Parent Meetings. Our kindergarten teachers also hold a transition meeting to inform parents of incoming kindergarten students of the differences they can expect compared to preschool. Third grade teachers at Oak Grove Elementary hold a transition meeting at the beginning of each year in order to prepare students and their parents for the changes in curriculum from second grade. The teachers go over responsibility and procedures for third grade as well as the KPREP test since this will be the first year for these students to take this assessment.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

6. Measures used to include teachers in decisions

Rationale: Classroom teachers are key shareholders and should be involved in the selection, use, and interpretation of school-based assessments to improve student achievement.

Guiding Questions:

How were all teachers included in the selection of academic assessments?

How did teachers participate in the analysis of data and the development of the overall instructional program in order to improve student achievement?

At Oak Grove Elementary, we ensure that teachers are included in the selection of academic assessments they are provided with daily common planning time. This allows the teachers to work in grade level PLC meetings to design and select appropriate academic assessments for students that are aligned to the Common Core Standards. Teachers also use assessments provided in the adopted reading and math series that are aligned with the CCS. Teachers are asked to participate in the analysis of data and development of instructional programs each year as they work in academic grade level academies during the summer and grade level PLC meetings during the school year to analyze data and develop curriculum maps and instruction to use throughout the school year. The teachers are constantly planning with fellow teachers, administrator, and district curriculum team to develop and revise curriculum based on student need. A grade level data is used to drive instruction and bridge the gap in achievement levels. During data meetings teachers are given the opportunity to express specific barriers or needs that would assist them in promoting more student success. One major objective for teachers is for them to have the flexibility to create and develop lessons and activities to differentiate instruction for math and literacy centers. They also seek out supplemental math and reading resources that will enhance their lessons. These programs play a major role in helping design various formative and summative assessments for each grade level to use throughout the school year. Our students have access to Reading Eggs and Study Island which provides differentiated instruction for each student. Teachers are frequently reminded that any materials or resources they need will be attained/provided for them if at all possible.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. Activities used to ensure students met Kentucky Academic Standards

Rationale: Activities deployed by schools should align with its Needs Assessment and should be delivered in a timely and additional fashion to students struggling to master the standards.

Guiding Questions:

How did the school provide effective, timely, and additional intervention to students in danger of not meeting state standards?

How were students and their needs identified for assistance?

How did teachers and paraeducators collaborate for planning and instruction?

How were the activities specified in the comprehensive school improvement plan (CSIP) monitored regularly for effectiveness?

Which activities were deemed successful and which ones are in need of change?

To ensure that Kentucky Academic Standards are being met, grade level teachers will collaborate in professional learning communities to plan lessons, analyze data, create formative/summative assessments, and identify any weaknesses or gifted and talented areas to make changes to the curriculum to enhance learning. Teachers will work in district wide curriculum teams to ensure lessons are aligned to Common Core Standards. Classroom teachers will analyze classroom performance, test grades, STAR, IOWA, Brigance and MAP data to allow them to differentiate instruction based on student, need, ability and performance. This will allow teachers the opportunity to present instruction in a small group setting based on the level and need of each student. A variety of opportunities will be offered for teachers, parents, community, and businesses to cooperate with each other the enable the students and teachers more opportunities and resources to gain the maximum instructional and school experience. In order to reduce math and reading achievement gaps, math and reading intervention programs and assessments will be implemented to focus on struggling students. Students performing below grade level will be

referred to programs such as Save the Children Literacy Program, 21st Century Program, Math Intervention services, Morning tutoring, and Title I reading and math services. RR and MIT teachers will provide students with small group instruction in order to improve math and reading scores. Students attending the Save the Children Program will participate during school and after school programs to enhance reading skills. Students attending the 21st Century afterschool program will have allotted times each day to practice reading and math skills and also work one on one or in a small group setting to receive individualized instruction needed for each student. Struggling students and gifted and talented students are offered these extended school services to focus on reading and math skills. Morning homework help sessions are also made available five days a week before school begins. Students receive one on one assistance for help with classwork. This offers the student more support in any content areas in which they may be struggling. Teachers at Oak Grove Elementary participate MDC and LDC activities to implement enhanced lessons in reading and math. Numerous forms of technology will be used to enhance student learning. Technology is also used to aid teachers while creating lessons, analyzing data, and searching for resources to aid in their own professional development. Teachers will use technology to aid in various ways to promote student and teacher success. Teachers will use technology to assist with teaching a specific content or skill. Teachers will use technology to create and present lessons in the classroom. They will use technology to search for resources to use in the classroom. Technology will be used to monitor and analyze test data. Examples of the technology resources in our school are: AIMSweb, Accelerated Reader, MAP, Type to Learn, Study Island, IXL, and Reading Eggs. Teachers can also access mobile iPads to use as a resource in their classrooms. To focus on language mechanics in writing teachers will follow new Houghton Mifflin Journeys basal text to teach language mechanics and writing. Additionally, 3rd through 6th grade teachers will use DOL and vocabulary building strategies and activities daily to supplement text and enrich curriculum. Students will be assessed by a 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. Teachers will monitor their progress and revise instruction as needed. Teachers and principal monitor student progress by meeting weekly to review student performance data from MAP, STAR, KPREP, IOWA, Brigance and weekly assessments to monitor students' instructional needs and performance. Grade level teachers meet in professional learning communities to analyze and disaggregate data to drive instruction. They also review student performance data relative to state, district, and school assessment systems. The Site Based Decision Making Council also periodically reviews student performance data to monitor progress. RR and Title I reading teachers use in-school literacy instruction in small groups to enhance student reading skills. Save the Children literacy program offers in-school and afterschool programs to support and enhance reading skills. Tutoring in reading is also offered to focus on students struggling in reading. Students also benefit from the Literacy Design Collaborative which is an instructional framework used to implement Kentucky's Academic Standards and improving teacher effectiveness by design. The instructional cycle includes teacher collaboration in designing instruction, analyzing student work, and adjusting instructional practice based upon data and lessons learned about students and their needs.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

8. Coordination and integration of programs

Rationale: A school should establish its improvement plan based on need and must be knowledgeable about how to use all available resources to meet its identified goals.

Guiding Questions:

Which federal, state, and local funds were made available to the school?

How did the school coordinate and integrate federal, state, and local programs and services to improve instruction and increase student achievement?
What measures were taken to ensure that Title I Part A funds were used to supplement, not supplant existing resources, programs, and staffing needs?

Oak Grove Elementary coordinates to integrate programs and funds available to implement the Title I School wide program. We offer support to students through activities and intervention teachers such as Title I Reading and Title I Math teachers. Funds are made available for Oak Grove Elementary to plan a monthly Family Night partnered with the Family Resource Center in which students and parents are invited to attend. This opportunity provides a means to increase parent/guardian involvement. Parents/guardians have the can read with their child or participate in math/reading centers to help stimulate student/parent collaboration in the education process. The funds provided for Family Reading and Math Nights help to make hands on activities during these events readily available. Title I teachers and resources are vital to the success of the students at Oak Grove Elementary School. These teachers and resources allow students to benefit from small group instruction and valuable instructional materials they would not have without Title I funding. Programs such as Title I, 21st Century, Save the Children, Math Intervention grant, and Reading Intervention grants help to provide specialized individual and small group instruction for students to improve achievement and enrichment activities. Students who receive services from these programs benefit from such activities as morning and afternoon tutoring, in school and after school one on one or small group reading instruction, practical living instruction, specialized instruction in reading and math, and various enrichment activities.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

2017-2018 Phase III: Closing the Achievement Gap

Phase III: Closing the Achievement Gap

Oak Grove Elementary School
Tonya Faulkner
4505 Cumberland Falls Hwy
Corbin, Kentucky, 40701
United States of America

Last Modified: 08/01/2018
Status: Locked

TABLE OF CONTENTS

I. Achievement Gap Group Identification 3
II. Achievement Gap Analysis 4
III. Planning the Work 8
ATTACHMENT SUMMARY 9

Phase III: Closing the Achievement Gap

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

Worksheet attached

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

The school climate at Oak Grove Elementary is very welcoming, cordial, inviting, and supportive. Our school is like a family. When you visit our school campus, you immediately get a sense of the positive school climate by watching the friendly interaction among school staff, students, and parents. Staff members are cheerful and affable, students are happily engaged with peers and staff and are clearly treated with fairness and respect, and parents feel welcome and valued. The attractiveness of the school's physical environment immediately grabs your attention. Our building and grounds are neat, clean, attractive, and full of school spirit. Classrooms are well-organized and inspiring with comfortable teacher-student ratios. Oak Grove has a walking track that is opened to the public during after school hours. School staff encourages ownership of the educational environment by actively engaging students, parents, and the community in decision-making processes. Students, families, and educators work together to develop and maintain a shared school vision and goal for our school. Oak Grove has high expectations for our students and the quality of instruction is high. The teachers model and nurture attitudes that emphasize the benefits gained from growing as learners. Each person contributes to the successful operation of the school and participates in the care of the environment. 77% of the student population is eligible for free/ reduced meals, and 16% of the student population receives special education services. Due to 93% of the student population making up the gap group, there is no distinction between the overall school climate and culture and that for the gap groups. Individual students' needs vary, but the staff of Oak Grove Elementary strive to make their top priority to meet the needs of all students.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

The gap between proficient/distinguished scores for students in the gap group and all students in reading and math is very minimal. For reading, 69.2% of all students scored a proficient/ distinguished and gap students scored 66.8%. In math, 53.6% of all students scored a proficient/ distinguished and gap students scored 49.6%. While there are no significant gaps in achievement at the moment in the areas of reading and math, and achievement differences between non-gap and gap populations for those subject areas, we watch these areas closely. We are aware of the necessity and will continue to use the strategies and activities outlined in the CSIP to meet the needs of all students, as the barriers that often lead to student failure continue to be present in our school and community. Although, there are no significant gaps, our focus will be on meeting our delivery targets. Oak Grove Elementary failed to meet our Delivery Targets in the following areas: Students with Disabilities in the area of reading; Students Eligible for Free/Reduced Meals in the area of mathematics; Students with Disabilities in the area of mathematics; Students Eligible for Free/Reduced Meals in the area of social studies; Students with Disabilities in the area of social studies; Students with Disabilities in the area of writing. Actual scores regressed in the following areas: Math (both gap groups); area of mathematics; Students with Disabilities in the area of mathematics; Students Eligible for Free/Reduced Meals in the area of social studies; Students with Disabilities in the area of social studies; Students with Disabilities in the area of writing. Actual scores regressed in the following areas: Math (both gap groups); Social Studies for Students with Disabilities; and Writing for Students with Disabilities.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

The actual score in the area of Reading for Students Eligible for Free/Reduced Meals increased from 65.6 in 2015-2016 to 66.2 in 2016-2017. With a score of 66.2, we met our Delivery Target of 64.9. The score in the area of Reading for Students with Disabilities increased from 73.5 in 2015-2016 to 75 in 2016-2017. The actual score in the area of Social Studies for Students Eligible for Free/Reduced Meals increased from 53.3 in 2015-2016 to 66.1 in 2016-2017. The score in the

area of Writing for Students Eligible for Free/Reduced Meals increased from 55.9 in 2015-2016 to 64.3 in 2016-2017. With a score of 64.3, we met our Delivery Target of 57.3. In the area of Reading, the percentage of Students Eligible for Free/Reduced Meals scoring in proficient/ distinguished increased from 42.8 in 2015 - 2016 to 65.7 in 2016-2017. The percentage of Students with Disabilities scoring proficient/distinguished was 34.6 in 2015 - 2016 and that increased to 76.0 in 2016-2017. In the area of Mathematics, the percentage of Students Eligible for Free/Reduced Meals scoring in proficient/distinguished increased from 39.8 in 2015 - 2016 to 49.2 in 2016-2017. Likewise the percentage of Students with Disabilities scoring proficient/distinguished was 19.2 in 2015 - 2016 and that increased to 74.0 in 2016-2017. In the area of Social Studies, the percentage of Students Eligible for Free/Reduced Meals scoring in proficient/distinguished increased from 44.9 in 2015 - 2016 to 67.9 in 2016-2017. Likewise the percentage of Students with Disabilities scoring proficient/distinguished was 25.0 in 2015 - 2016 and that increased to 41.7 in 2016-2017. In the area of Writing, the percentage of Students Eligible for Free/Reduced Meals scoring in proficient/distinguished increased from 44.1 in 2015 - 2016 to 66.1 in 2016-2017. The percentage of Students with Disabilities scoring proficient/distinguished was 16.7 in 2015 - 2016 and that increased to 41.7 in 2016-2017. In the area of Language Mechanics, the percentage of Students Eligible for Free/Reduced Meals scoring in proficient/distinguished increased from 42.3 in 2015 - 2016 to 54.4 in 2016-2017. Likewise the percentage of Students with Disabilities scoring proficient/distinguished was 6.7 in 2015 - 2016 and that increased to 38.5 in 2016-2017.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Despite gains in the percentage of students scoring proficient/distinguished for all gap groups, in all subject areas, Oak Grove Elementary failed to meet our Delivery Targets in the following areas: Students with Disabilities in the area of reading; Students Eligible for Free/Reduced Meals in the area of mathematics; Students with Disabilities in the area of mathematics; Students Eligible for Free/Reduced Meals in the area of social studies; Students with Disabilities in the area of social studies; Students with Disabilities in the area of writing. Actual scores regressed in the following areas: Math (both gap groups); Social Studies for Students with Disabilities; and Writing for Students with Disabilities.

E. Describe, in detail, the school's professional development plan and extended school services plan as related to its achievement gaps.

As the 2016-2017 K-Prep results indicate that all Gap Groups exceeded their delivery targets in reading but not in math. A data room was created to monitor the progress of each student and as a school developed a plan to help each student reach their goal. Professional development will continue to be based on individual teacher needs as evidenced by their professional growth plans and teacher evaluations. Extended school services will continue to be offered through the 21st CCLC programs which include before-school tutoring and homework help, after-school homework help, tutoring, and enrichment services. 21st CCLC will continue to use a needs assessment to determine programs to be offered to address specific instructional needs, and programs will be offered to all students, with at-risk students being encouraged to participate in programs specifically designed to address their deficiencies and advance their strengths. The district instructional specialist will continue to be utilized as a resource for team-teaching, locating resources, providing professional development, and analyzing student products. We match special need students with their proctors early in the year so they can work together and build a good bond so the student will be successful.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Student attendance has been a barrier that inhibits our ability to close the achievement gap. When analyzing student achievement data from K-Prep, MAP, STAR Reading, and STAR Early Literacy, teachers identified excessive absenteeism as a correlating factor to poor achievement. To address this issue, we have incentives in place to encourage regular attendance, such as end of the year trophies to reward perfect, excellent, and outstanding attendance. We are working closely with the district's DPP to help and monitor with truancy issues. Another barriers that has prevented us from closing the achievement gap is below grade-level performance by many of our students. Our pre-school program uses the Dial-4 assessment which provides standard deviation and percentile cutoff points by chronological age at two-month intervals for total and area scores for the areas of Motor, Concepts, Language, Self-Help, and Social Development. Our Kindergarten teachers use the Brigance to assess kindergarten readiness across key domains that align to Kentucky's definition of school readiness. According to data collected from the beginning of preschool and Kindergarten, many of our students' scores indicate they are not socially or academically prepared for school and are, therefore, already behind their same age peers when they enter school. Students identified in pre-school as having a developmental delay receive intervention services, as do students in Kindergarten who continue to perform below grade level. We will continue these interventions and continue to monitor their progress. In addition, we will continue to extend the school day, thereby providing supplemental instruction, through the 21st Century grant.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Our school has processes in place to involve teachers, leaders, and other stakeholders in the development and revision of the CSIP as well as to monitor its progress in meeting our goal of closing the achievement gap. First, data disaggregation and analysis is a continuous process which takes place throughout the school year. Teachers meet in PLC groups by grade levels on a weekly basis, and much of their time is spent analyzing student progress using formative and summative measures. Teachers also meet with their peers in other grade levels and specialty areas to ensure curriculum alignment, promote continuity of progress for students, and analyze and remedy curricular and/or instructional gaps. Instructional leaders, including the principal, teacher-leaders, and district level instructional specialists participate in these meetings. In addition to weekly PLCs, teachers, leaders, and other stakeholders participate in disaggregation of data when universal screening data from MAP, STAR, and AIMSWeb Plus measures are given, as well as when KPREP and IOWA assessment results are received. The findings from these strategic meetings are used to plan curriculum and instruction, place students, plan professional development, design programs such as 21st CCLC offerings to address student needs, and formulate goals, strategies, and activities outlined in the CSIP. The results of this collaboration are also reported to parents and other stakeholders, such as the SBDM. The ultimate goal of our SBDM Council is to enhance student achievement by developing policies that contribute either directly or indirectly to accomplishing our mission of improving teaching and learning at our school, which will in turn improve student achievement and success. The CSIP provides a focus for the school community in its combined efforts to enhance student achievement. Committees are formed to create and monitor the CSIP's development and effectiveness. Formation of the committees and the processes adhere to the school's Committee By-laws as described in the CSIP's Executive Summary. Committees are to be responsible for the following: • Reviewing and analyzing assessment data when it becomes available, identifying needs and causes, and recommending changes in programs and strategies when needed • Gathering, compiling, and evaluating information related to curriculum, instruction, and assessment • Developing and revising the CSIP, including identifying funding sources and professional development needs • Reporting twice per

year on the progress of implementation of the plan to the SBDM Council through the implementation and impact checks The CSIP is then sent to the district office for suggestions and approval. Following acceptance by the district, the CSIP is presented to and reviewed by the SBDM Council and other stakeholders at an open meeting.

III. Planning the Work

Review the following flowchart to aid in completing the work.

Closing the Gap

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.
Step 2: Complete your findings and answers.
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See attachment.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
Achievement Gap Chart	Identifying achievement gap percentages	I
Measureable Gap Goal	Measureable Gap Goal	III

Gap Group/Total number of students	Percentage of Total School Population
Free and Reduced Lunch/238	77%
Disability/50	16%

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Increase P/D in Math for students with disabilities by 10% for the 2017-2018 school year.	Design, align, and deliver math support processes with sub-group focus.	*Teachers will collaborate to identify individual and group weaknesses in math. *All teachers will collaborate with math specialist to model instructional strategies. *Analyze test data to identify math weakness areas for each child.	Instructional leaders, principal, regular classroom teachers, and special education teachers.	Analysis of student assessments and work. Watching progress in the data room.	No funds are needed.

2017-2018 Phase III: Goal Builder for Schools

Phase III: Goal Builder for Schools

Oak Grove Elementary School
Tonya Faulkner
4505 Cumberland Falls Hwy
Corbin, Kentucky, 40701
United States of America

Last Modified: 08/01/2018
Status: Locked

TABLE OF CONTENTS

Comprehensive School Improvement Plan 3
ATTACHMENT SUMMARY 4

Phase III: Goal Builder for Schools

Comprehensive School Improvement Plan

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to the DESIRED STATE. Here are the operational definitions of each integral component of the Goal Builder.

Goal: Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach inspired by the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the school/district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Upload your completed Goal Builder in the attachment area below:

You may enter an optional narrative about your Goal Builder below. If you do not have an optional narrative, enter N/A.

N/A

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
Oak Grove Elementary Goal Builder	Oak Grove Elementary Goal Builder	

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

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Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the school/district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:
  For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.
  For high school: Proficiency, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency

State your *Proficiency* **Goal**

Goal 1: Increase the average combined reading and math K-PREP scores for elementary and middle school students from 53.7% to 76% in 2019.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*

- KCWP1: Design and Deploy Standards - Continuous Improvement Activities
- KCWP2: Design and Deliver Instruction - Continuous Improvement Activities
- KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities
- KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities
- KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities
- KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities

Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Strategy/ Activity	Timeline	Person Responsible	Funding Source
1Ai	08/21/17 to 06/30/18	Kindergarten Teachers	No Fundir
1Aii	08/21/17 to 06/30/18	All Teachers and Administrators	General Fund/21st Century Grant
1Aiii	08/21/17 to 06/30/18	All Teachers, Administrators, Reading Recovery Teachers, and Save the Children Literacy Coordinator	General Fund/21st Century Grant
1Bi	08/21/17 to 06/30/18	Kindergarten Teachers, Preschool Teachers, Administrators, and Bell Whitley Staff	No Fundir
1Ci	08/21/17 to 06/30/18	All Teachers and Administrators	No Fundir
1Di	08/21/17 to 06/30/18	All Teachers and Administrators	No Fundir

Goal 1: Increase the average combined reading and math K-PREP scores for elementary and middle school students from 53.7% to 76% in 2019.

			1Ei	08/21/17 to 06/30/18	All Teachers, Administrators, Family Resource, PTA and Reading Recovery Teachers	Instructional

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase overall reading and math proficiency ratings for all students from 53.7% to 76% by 2019 as measured by KPREP delivery targets.	A. Design and Deliver Instruction	i) 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.	An increase in the number of students that are Kindergarten ready.	May 2018 – The Brigance will be monitored again at this date to determine the growth in all Kindergarten students.	$0 – No Funding Required
		ii) Math Resources – Math interventions are provided for students to have extra practice to reinforce the classroom skill or topic. Extended school services are offered for students that are struggling in math through the 21st Century Program.	An increase in mathematics KPREP scores as evidenced by the 2018 assessment.	September 2018 – Review of 2018 KPREP scores.	$1,500 – General Fund; $1,500 – 21st Century Grant
		iii) Literacy Programs – RTA and Reading Recovery teachers use in-school literacy based instruction in small groups to reduce class size and individualize instruction to enhance students' reading skills. Save the Children literacy program offers in-school and after-school programs to promote reading. We offer extended school services through 21st Century Bruins Stars Clubs and Save the Children to enhance reading instruction.	An increase in reading KPREP scores as evidenced by the 2018 assessment.	September 2018 – Review of 2018 KPREP scores.	$1,500 – General Fund $1,500 – 21st Century Grant
	B. Establishing Learning Culture and Environment	ii) 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.	An increase in the number of Preschool parents attending the meeting.	May 2018 – The Preschool/Kindergarten Transition Meeting is held at the end of each school year.	$0 – No Funding Required
	C. Design and Deploy Standards	i) Curriculum Planning - Teachers will meet to plan and reflect on lessons and assessments. This will help us identify areas of need to focus on in order to be proficient.	An increase in student MAP and KPREP scores.	Winter and Spring MAP Test Dates, as well as September 2018 – Review of 2018 KRPEP scores.	$0 – No Funding Required

Goal 1: Increase the average combined reading and math K-PREP scores for elementary and middle school students from 53.7% to 76% in 2019.					
	D. Review Analyze and Apply Data	i) Data Room – A space will be dedicated to serving as a Data Room. Weekly PLCs will meet in this room in order to analyze data, reflect on student progress, interventions, teaching practices, etc.	An increase in student MAP and KPREP scores.	Winter and Spring MAP Test Dates, as well as September 2018 – Review of 2018 KRPEP scores.	$0 – No Funding Required
	E. Design and Deliver Assessment Literacy	i) Reading Incentives – Students will be rewarded for the following accomplishments in Reading: Eager Reader, Independent Reader and various AR point recognitions. Also, once a student reaches one of these goals we recognize their accomplishment over the intercom during the morning praise reports and/or recognize them by their name being placed on a bulletin board dedicated for one of these reading accomplishments.	An increase in reading KPREP scores as evidenced by the 2018 assessment.	September 2018 – Review of 2018 KPREP scores.	$1,000 - Instructional

2: Gap

State your *Gap* **Goal**

Goal 2: Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap from 52.9% in 2015 to 73.9% in 2019 as measured by the KPREP delivery targets.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*

- KCWP1: Design and Deploy Standards - Continuous Improvement Activities
- KCWP2: Design and Deliver Instruction - Continuous Improvement Activities
- KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities
- KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities
- KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities
- KCWP6: Establishing Learning Culture and Environment - Continuous

Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Strategy/ Activity	Timeline	Person Responsible	Funding Source
1Ai	08/21/17 to 06/30/18	Title I and Classroom Teachers	General Fund
1Bi	08/21/17 to 06/30/18	Teachers and Administrators	No Funding
1Bii	08/21/17 to 06/30/18	Classroom and Resource Teachers	No Funding
1Ci	08/21/17 to 06/30/18	All Teachers and Administrators	No Funding

Goal 2: Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap from 52.9% in 2015 to 73.9% in 2019 as measured by the KPREP delivery targets.

	Improvement Activities	1Di	08/21/17 to 06/30/18	All Teachers, Program Coordinators/ Tteachers, and Administrators	No Funding
		1Dii	08/21/17 to 06/30/18	Teachers and Administrators	No Funding
		1Ei	08/21/17 to 06/30/18	Teachers and Administrators	General Fund/21st Century Grant
		1Fi	08/21/17 to 06/30/18	Title I, Community Liaison, Teachers, and Administrators	No Funding
		1Fii	08/21/17 to 06/30/18	Jodie Elliott, FRC Coordinator	No Funding
		1Fiii	08/21/17 to 06/30/18	Librarian, Math Teachers, Administrators, and District Title I Staff	Title I, Part A
		2Ai	08/21/17 to 06/30/18	Teachers and Administrators	No Funding
		2Bi	08/21/17 to 06/30/18	All Faculty and Staff, and Administrators	No Funding
		2Bii	08/21/17 to 06/30/18	Teachers, Administrators, and District	No Funding

Goal 2: Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap from 52.9% in 2015 to 73.9% in 2019 as measured by the KPREP delivery targets.

					Personnel	
			2Ci	08/21/17 to 06/30/18	Administration, Regular Classroom Tteachers, and Intervention Teachers	No Funding
			2Di	08/21/17 to 06/30/18	Administrators and Regular Classroom tTeachers	No Funding
			3Ai	08/21/17 to 06/30/18	Administration, MIT Teacher, and Regular Classroom Teachers	Math Achievement Fund
			3Bi	08/21/17 to 06/30/18	Classroom Teachers	No Funding

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 52.9% in 2015 to 58.2% by 06/30/2016 as measured by the KPREP delivery targets.	A. Design and Deliver Assessment Literacy	i)RTI – Students will be assessed 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.	Increase in the average combined reading and math proficiency rating as measured by the 2018 KPREP scores.	Ongoing	$400 – General Fund
	B. Design and Deploy Standards	i) 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.	Increase in the average combined reading and math proficiency rating as measured by the 2018 KPREP scores.	Ongoing – PLC Minutes	$0 – No Funding Required
		ii) Instructional Development and Assessment – Teachers will use the Kentucky Academic Standards to develop and create materials and assessments to teach the students. They will develop and plan these instructions and assessments during their common planning and during curriculum meetings.	Increase in the average combined reading and math proficiency rating as measured by the 2018 KPREP scores.	Ongoing - Lesson Plans	$0 – No Funding Required

Goal 2: Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap from 52.9% in 2015 to 73.9% in 2019 as measured by the KPREP delivery targets.					
	C. Review Analyze and Apply Data	i) Data Room – A space will be dedicated to serving as a Data Room. Weekly PLCs will meet in this room in order to analyze data, reflect on student progress, interventions, teaching practices, etc.	An increase in student MAP and KPREP scores.	Winter and Spring MAP Test Dates, as well as September 2018 – Review of 2018 KRPEP scores.	$0 – No Funding Required
	D. Design and Deliver Instruction	i) RTA teachers use in-school literacy based instruction in small groups to reduce class size and individualize instruction to enhance students' reading skills. Save the Children literacy program offers in school and after school programs to promote reading. We offer extended school services such as 21st Century Bruins Star Clubs and Save the Children after school programs to enhance math and reading achievement. Also, we provide math interventions for the students to attend weekly to reinforce the math lesson or skill that was taught in the classroom. These interventions are provided by the Math Achievement Fund.	Increase in the average combined reading and math proficiency rating as measured by the 2018 KPREP scores.	Ongoing - Walkthroughs, observations, lesson plans, and review of data.	$0 – No Funding Required
		ii) 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.	Increase in the average combined reading and math proficiency rating as measured by the 2018 KPREP scores.	Ongoing – Lesson plans, walkthroughs, observations, lesson plans, and review of data.	$0 – No Funding Required
	E. Design, Align, Deliver Support Processes	i) Technology/Digital Resources – Technology and digital resources will be provided for the teachers to use as a teaching tool. Teachers may use technology to assist with a skill or monitor student progress. Also, teachers are provided professional development opportunities when an area of need is identified. Examples of some of the digital resources that are used: Accelerated Reading, Starfall, AIMSweb, Tumbleweed, MAP, Reading Eggs, Type to Learn, and Study Island. We also provide our special education students with the access of iPads that contain age, grade, and ability learning apps.	Increase in the average combined reading and math proficiency rating as measured by the 2018 KPREP scores.	September 2018 – Review of 2018 KPREP scores.	$1,000 – General Fund $1,000 – 21st Century Grant
	F. Establishing Learning Culture and Environment	i) 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 background check to participate in this program. Once they become PAVE, they may volunteer at the school or during school activities/field trips. All PAVE volunteers must sign in at	Increase in the number of PAVE hours.	Ongoing – PAVE Sign in Sheets, Observations, and walkthroughs.	$0 – No Funding Required

Goal 2: Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap from 52.9% in 2015 to 73.9% in 2019 as measured by the KPREP delivery targets.					
		the office and wear and identification badge. The hours are calculated at the end and the data may be used for school grants.			
		ii) 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.	Increase in the average combined reading and math proficiency rating as measured by the 2018 KPREP scores.	FRC Records	$0 – No Funding Required
		iii) 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.	Increase in the average combined reading and math proficiency rating as measured by the 2018 KPREP scores.	Sign in Sheets	$2,000 – Title I, Part A
Objective 2: Collaborate to decrease the number of students scoring novice in reading by 10% by 2018 as measured by the School Report Card.	A. Design, Align, Deliver Support Processes	i) Monitoring Curriculum and Instruction – Administrators will perform regular walkthroughs, observations, review lesson plans, and attend PLC meetings to ensure teachers are using the best teaching practices, rigorous work, and assessment to enhance the core reading instruction.	A decrease in novice reading KPREP scores as evidenced by the 2018 assessment.	September 2018 – Review of 2018 KPREP scores.	$0 – No Funding Required
	B. Review Analyze and Apply Data	i) Data Analysis Meetings – The faculty and staff will use the early release day and PLC meetings to analyze data to identify ways to enhance student learning and to reduce novice scores in reading.	A decrease in novice reading MAP and KPREP score.	Winter and Spring MAP Test Dates, as well as September 2018 – Review of 2018 KRPEP scores.	$0 – No Funding Required
		ii) Data Room – A space will be dedicated to serving as a Data Room. Weekly PLCs will meet in this room in order to reflect on student progress, interventions, teaching practices, etc.	A decrease in novice reading MAP and KPREP score.	Winter and Spring MAP Test Dates, as well as September 2018 – Review of 2018 KRPEP scores.	$0 – No Funding Required
	C. Design and Deliver Instruction	i) Intervention Programs – Use intervention teachers to provide small group pull out lessons, individual lessons, and collaboration with K-3 regular classroom teachers to focus on the students who are struggling readers.	A decrease in novice reading KPREP scores as evidenced by the 2018 assessment.	September 2018 – Review of 2018 KPREP scores.	$0 – No Funding Required
	D. Design and Deliver Assessment Literacy	i) RTI – Students who have been identified at risk in reading will be a candidate for RTI. These students will be added to AIMSweb so we can monitor student progress. These students will receive differentiated	A decrease in novice reading KPREP scores as evidenced by the 2018	September 2018 – Review of 2018 KPREP scores.	$0 – No Funding Required

Goal 2: Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap from 52.9% in 2015 to 73.9% in 2019 as measured by the KPREP delivery targets.					
		instruction and their data will be monitored to determine future academic decisions.	assessment.		
Objective 3: Collaborate to decrease the number of students scoring novice in math by 10% by 2018 as measured by the School Report Card.	A. Design and Deliver Instruction	i) Math Intervention – Provide the students that are struggling in math with small group or individual services during the school day to work on best math practices, skills, and areas identified as a need.	A decrease in novice math KPREP scores as evidenced by the 2018 assessment.	September 2018 – Review of 2018 KPREP scores.	$0 – Math Achievement Fund
	B. Design and Deliver Assessment Literacy	i) RTI Differentiation Instruction – Students who have been identified at risk in math will be a candidate for RTI – These students will be added to AIMSweb so we can monitor student progress. These students will receive differentiated instruction and their data will be monitored to determine future decisions	A decrease in novice math KPREP scores as evidenced by the 2018 assessment.	September 2018 – Review of 2018 KPREP scores.	$0 – No Funding Required

3: Graduation rate

State your *Graduation rate* **Goal**

Goal 3:		
Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Goal 3:					
		• KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities			
Objective	**Strategy**	**Activities to deploy strategy**	**Measure of Success**	**Progress Monitoring Date & Notes**	**Funding**

4: Growth

State your *Growth* **Goal**

Goal 4: Increase the student growth percentile in math from 54.2% in 2017 to 60.2% in 2018.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*

- KCWP1: Design and Deploy Standards - Continuous Improvement Activities
- KCWP2: Design and Deliver Instruction - Continuous Improvement Activities
- KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities
- KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities
- KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities

Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Strategy/ Activity	Timeline	Person Responsible	Funding Source
1Ai	08/21/17 to 06/30/18	All Teachers and Administrators	General Fund/21st Century Grant
1Aii	08/21/17 to 06/30/18	Administration, MIT Teacher, and Regular Classroom Teachers	Math Achievement Fund

Goal 4: Increase the student growth percentile in math from 54.2% in 2017 to 60.2% in 2018.

		• KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	1Bi	08/21/17 to 06/30/18	Classroom Teachers	No Funding
			1Ci	08/21/17 to 06/30/18	All Teachers and Administrators	No Funding
			1Di	08/21/17 to 06/30/18	All Teachers and Administrators	No Funding
			1Ei	08/21/17 to 06/30/18	Teachers and Administrators	General Fund/21st Century Grant

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase the student growth percentile in math as measured by the KPREP assessment from 54.2% in 2017 to 60.2% in 2018.	A. Design and Deliver Instruction	i) Math Resources – Math interventions are provided for students to have extra practice to reinforce the classroom skill or topic. Extended school services are offered for students that are struggling in math through the 21st Century Program.	An increase in mathematics KPREP scores as evidenced by the 2018 assessment.	September 2018 – Review of 2018 KPREP scores.	$1,500 – General Fund; $1,500 – 21st Century Grant
		ii) Math Intervention – Provide the students that are struggling in math with small group or individual services during the school day to work on best math practices, skills, and areas identified as a need.	A decrease in novice math KPREP scores as evidenced by the 2018 assessment.	September 2018 – Review of 2018 KPREP scores.	$0 – Math Achievement Fund
	B. Design and Deliver Assessment Literacy	i) RTI Differentiation Instruction – Students who have been identified at risk in math will be a candidate for RTI – These students will be added to AIMSweb so we can monitor student progress. These students will receive differentiated instruction and their data will be monitored to determine future decisions	A decrease in novice math KPREP scores as evidenced by the 2018 assessment.	September 2018 – Review of 2018 KPREP scores.	$0 – No Funding Required
	C. Design and Deploy Standards	i) Curriculum Planning - Teachers will meet to plan and reflect on lessons and assessments. This will help us identify areas of need to focus on in order to be proficient.	An increase in student MAP and KPREP scores.	Winter and Spring MAP Test Dates, as well as September 2018 – Review of 2018 KRPEP scores.	$0 – No Funding Required

Goal 4: Increase the student growth percentile in math from 54.2% in 2017 to 60.2% in 2018.					
	D. Review Analyze and Apply Data	i) Data Room – A space will be dedicated to serving as a Data Room. Weekly PLCs will meet in this room in order to analyze data, reflect on student progress, interventions, teaching practices, etc.	An increase in student MAP and KPREP scores.	Winter and Spring MAP Test Dates, as well as September 2018 – Review of 2018 KRPEP scores.	$0 – No Funding Required
	E. Design, Align, Deliver Support Processes	i) Technology/Digital Resources – Technology and digital resources will be provided for the teachers to use as a teaching tool. Teachers may use technology to assist with a skill or monitor student progress. Also, teachers are provided professional development opportunities when an area of need is identified. Examples of some of the digital resources that are used: IXL, Study Island, Reflex Math, AIMSweb, MAP, and Superteacher.com. We also provide our special education students with the access of iPads that contain age, grade, and ability learning apps.	Increase in math scores as measured by MAP and KPREP scores.	Winter and Spring MAP Test Dates, as well as September 2018 – Review of 2018 KRPEP scores.	$1,000 – General Fund $1,000 – 21st Century Grant

5: Transition readiness

State your *Transition readiness* **Goal**

Goal 5: Increase the percentage of students scoring proficient/distinguished in 5th grade mathematics from 59.7% in 2017 to 69.7% in 2019 as measured by the KPREP assessment.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*

- KCWP1: Design and Deploy Standards - Continuous Improvement Activities
- KCWP2: Design and Deliver Instruction - Continuous Improvement Activities
- KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities
- KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities
- KCWP5: Design, Align and Deliver Support - Continuous Improvement

Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Strategy/ Activity	Timeline	Person Responsible	Funding Source
1Ai	08/21/17 to 06/30/18	All Teachers and Administrators	General Fund/21st Century Grant
1Aii	08/21/17 to 06/30/18	Administration, MIT Teacher, and Regular Classroom	Math Achievement Fund

		Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities			Teachers	
			1Bi	08/21/17 to 06/30/18	Classroom Teachers	No Funding
			1Ci	08/21/17 to 06/30/18	All Teachers and Administrators	No Funding
			1Di	08/21/17 to 06/30/18	All Teachers and Administrators	No Funding
			1Ei	08/21/17 to 06/30/18	Teachers and Administrators	General Fund/21st Century Grant

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase the percentage of students scoring proficient/distinguished in 5th grade mathematics from 59.7% in 2017 to 64.7% in 2018 as measured by the KPREP assessment.	A. Design and Deliver Instruction	i) Math Resources – Math interventions are provided for students to have extra practice to reinforce the classroom skill or topic. Extended school services are offered for students that are struggling in math through the 21st Century Program.	An increase in mathematics KPREP scores as evidenced by the 2018 assessment.	September 2018 – Review of 2018 KPREP scores.	$1,500 – General Fund; $1,500 – 21st Century Grant
		ii) Math Intervention – Provide the students that are struggling in math with small group or individual services during the school day to work on best math practices, skills, and areas identified as a need.	A decrease in novice math KPREP scores as evidenced by the 2018 assessment.	September 2018 – Review of 2018 KPREP scores.	$0 – Math Achievement Fund
	B. Design and Deliver Assessment Literacy	i) RTI Differentiation Instruction – Students who have been identified at risk in math will be a candidate for RTI – These students will be added to AIMSweb so we can monitor student progress. These students will receive differentiated instruction and their data will be monitored to determine future decisions	A decrease in novice math KPREP scores as evidenced by the 2018 assessment.	September 2018 – Review of 2018 KPREP scores.	$0 – No Funding Required
	C. Design and Deploy Standards	i) Curriculum Planning - Teachers will meet to plan and reflect on lessons and assessments. This will help us identify areas of need to focus on in order to be proficient.	An increase in student MAP and KPREP scores.	Winter and Spring MAP Test Dates, as well as September 2018 – Review of 2018 KRPEP scores.	$0 – No Funding Required
	D. Review Analyze and Apply Data	i) Data Room – A space will be dedicated to serving as a Data Room. Weekly PLCs will meet in this room in order to analyze data, reflect on student progress, interventions, teaching practices, etc.	An increase in student MAP and KPREP scores.	Winter and Spring MAP Test Dates, as well as September	$0 – No Funding Required

				2018 – Review of 2018 KRPEP scores.	
	E. Design, Align, Deliver Support Processes	i) Technology/Digital Resources – Technology and digital resources will be provided for the teachers to use as a teaching tool. Teachers may use technology to assist with a skill or monitor student progress. Also, teachers are provided professional development opportunities when an area of need is identified. Examples of some of the digital resources that are used: IXL, Study Island, Reflex Math, AIMSweb, MAP, and Superteacher.com. We also provide our special education students with the access of iPads that contain age, grade, and ability learning apps.	Increase in math scores as measured by MAP and KPREP scores.	Winter and Spring MAP Test Dates, as well as September 2018 – Review of 2018 KRPEP scores.	$1,000 – General Fund $1,000 – 21st Century Grant

6: Other (optional)

State your *Other* **Goal** (optional)

Goal 6:

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
• KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding

2017-2018 Phase III: Executive Summary for Schools

Phase III: Executive Summary for Schools

Oak Grove Elementary School
Tonya Faulkner
4505 Cumberland Falls Hwy
Corbin, Kentucky, 40701
United States of America

Last Modified: 08/01/2018
Status: Locked

TABLE OF CONTENTS

Executive Summary 3
ATTACHMENT SUMMARY 5

Phase III: Executive Summary for Schools

Executive Summary

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, a librarian, 2 Reading Recovery teachers, 1 Reading Recovery/RTA teacher, 1 math grant teacher (MAF/MDC), 1 speech-language pathologist, 4 special needs teachers, a fine arts teacher, a physical education teacher, 24 homeroom teachers, 5 preschool teachers, 15 instructional assistants, 2 secretaries, an attendance clerk, a FRC coordinator and assistant, 5 custodians, a school nurse and a 2 counselors. In the afternoon, students are provided with academic and enrichment opportunities through programs such as Save the Children and 21 Century Community Learning Centers. Oak Grove is governed by SBDM council. Currently, Oak Grove is servicing 548 students in Kindergarten-6th grade and 100 preschool children. Oak Grove is actively involved with the surrounding community and identifies with the importance of this collaboration. We have been active participants in various community support groups and events such as Children's Tumor Foundation, Wounded Warrior Project, Children's Heart Association, March of Dimes, Operation Thanksgiving, Project Angel Tree, Autism Awareness Month, American Cancer Society, Relay for Life, and National Better Hearing and Speech Month. Additionally, our teachers look for ways to involve community businesses and to use various community resources in planning and presenting lessons. Examples include having community members present information to students during career fair, inviting local first responders present information regarding emergency preparedness, and having dental professionals come in during dental health lessons to provide information and give students resources. To promote physical fitness, we provide a walking track for the community to use after school hours. The track is used by community members and parents of students. The National Cancer Society, Children's Tumor Foundation, and Relay for Life has also used the track Children's Tumor Foundation for awareness walks. Also, we are partners with Baptist Regional Medical Center to provide Project Fit America. One of the challenges faced by Oak Grove is the location of our school. We border the Corbin Independent School District and are several miles away from the other schools within our home district, which hinders collaboration somewhat. It also deters community support in some ways, as some businesses and community resources are solely committed to the city school district. One way that we have tried to overcome this challenge is by trying to give back to our community, as stated above, so that we may become more united. Over the last years, the biggest changes to our school include adjusting to the ever-changing Teacher/Principal Evaluation System, Common Core Standards, the Assessment and Accountability System, the increase of student disciplinary problems, and decrease in enrollment. However, as with any closely bonded team, we continue to work together to strive towards excellence.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

At Oak Grove we take great pride in our mission statement which is posted in each room in the building and recited by our students every morning. "The Mission of Oak Grove Elementary is to

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

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 and holds the district's largest elementary enrollment. Our school has maintained a reputation of being top ranked in all areas of team competition, including academic and sports. For the past couple of years, Oak Grove has met proficiency level on all state assessments and continued toward our mission of Excellence. Although, last year we showed a decrease in scores, we are striving to bring them back to proficiency. Since 2011-2012 Oak Grove has progressively improved according to KPREP data with a few decreases along the way. In all areas, with the exception of one, Oak Grove's has a higher percentage of proficient and distinguish scores compared to the state average. Since our largest drop last year was in the area of novice reduction we will be a focusing on targeting individual students. Our PLC's meet weekly in the data room to address each child's individual needs. Another notable achievement is that we have two National Board Certified teachers. Both have recently received their recertification as nationally certified teachers after their initial ten-year certificate.

ATTACHMENTS

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Additional Information

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

Since 1955, Oak Grove has under went many renovations. Including, a new library, additional classrooms, a gym, cafeteria, and a state of the art early childhood center. The early childhood center houses our preschool and kindergarten classes.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

2017-2018 Program Assurance Document

Program Assurance Document

Oak Grove Elementary School
Tonya Faulkner
4505 Cumberland Falls Hwy
Corbin, Kentucky, 40701
United States of America

Last Modified: 02/27/2018
Status: Locked

TABLE OF CONTENTS

Assurances must be completed, submitted and approved by midnight February 28, 2018. 3
Writing Program Assurances 4
Global Competency/World Languages Program Assurances 5
Visual and Performing Arts Program Assurances 6
Practical Living and Career Studies (PLCS) Program Assurances 7
K-3 Assurances 8
ATTACHMENT SUMMARY 10

Program Assurance Document

Assurances must be completed, submitted and approved by midnight February 28, 2018.

Program Assurances Document

- By completing these assurance statements schools, including principals and SBDM Council members, as well as superintendents, are documenting that foundational elements have been reviewed by school staff and are in place for the 2017-18 school year. This statement further ensures that review and approval prior to submission in eProve™ was completed on or before midnight on February 28, 2018.

Choose Yes or No for each statement

Writing Program Assurances

(*Required by all schools, elementary, middle and high*)

1. All students will be recipients of writing instruction/experiences throughout the school year.

- ● **Yes**
- ○ No

2. When writing is considered in the school, the implication is that a writing program consists of speaking, listening, writing, reading and language usage.

- ● **Yes**
- ○ No

3. Students will write for a variety of audiences and purposes throughout the school year.

- ● **Yes**
- ○ No

4. Consistent and timely feedback is provided to improve and guide students' writing skills.

- ● **Yes**
- ○ No

Global Competency/World Languages Program Assurances

*(Required for **middle and high schools only**. Elementary schools should respond with N/A.)*

1. Teachers instructing in the areas of world languages at the high school level (in cases where students are receiving credits for the classes) are certified in the area they are instructing in accordance with KRS 161.028 (1). (Required for High Schools only)

- ○ Yes
- ○ No
- ● **N/A**

2. Participation in one course does not prevent students from having an opportunity to participate in world languages courses.

- ● **Yes**
- ○ No

3. Schools uphold the KBE's commitment to making global readiness an explicit part of existing college-and-career ready agenda by ensuring all students are globally prepared to support communities and companies.

- ● **Yes**
- ○ No

4. Schools uphold the KBE's commitment to making global readiness an explicit part of existing college-and-career ready agenda by ensuring all students are globally-aware citizens and workers who understand how to cooperate and compete in an increasingly globally-connected economy.

- ● **Yes**
- ○ No

Visual and Performing Arts Program Assurances

(*Required by all schools, elementary, middle and high*)

1. Teachers instructing in the areas of the visual and performing arts are certified in the area they are instructing in accordance with KRS 161.028 (1).

- ● **Yes**
- ○ No

2. At the high school level, a variety of courses are offered that fall into each of the visual and performing arts sub-categories: dance, theater, music, media art and visual art. (Required for **high schools only**. Elementary and middle schools should respond with N/A.)

- ○ Yes
- ○ No
- ● **N/A**

3. Participation in one course does not prevent students from having an opportunity to participate in visual and performing arts courses.

- ● **Yes**
- ○ No

4. Schools address all five areas of the visual and performing arts: music, dance, theater, media art and visual art.

- ● **Yes**
- ○ No

5. Arts teachers have access to equitable resources and space to implement successful programs.

- ● **Yes**
- ○ No

Practical Living and Career Studies (PLCS) Program Assurances

(*Required by all schools, elementary, middle and high*)

1. Teachers instructing in the areas of physical education and health are certified in the area they are instructing in accordance with KRS 161.028 (1).

- ● **Yes**
- ○ No

2. At the high school level, a variety of courses are offered that to fall into each of the PLCS sub categories: physical education, health, career studies and consumerism. (Required for **high schools only**. Elementary and middle schools should respond with N/A.)

- ○ Yes
- ○ No
- ● **N/A**

3. Participation in one course does not prevent students from having an opportunity to participate in PLCS courses.

- ● **Yes**
- ○ No

4. Schools address all four areas of the PLCS: physical education, health education, consumer studies and career studies.

- ● **Yes**
- ○ No

5. PLCS teachers have access to equitable resources and space to implement successful programs.

- ● **Yes**
- ○ No

K-3 Assurances

(*Required by all schools housing any, or all of these grade levels*)

1. A core instructional program for all K-3 students that provides equitable access to all required Kentucky Academic Standards.

- ● **Yes**
- ○ No
- ○ N/A

2. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Support for early intervention is provided through a multi-tiered system of support including differentiated as well as targeted, intensive academic and behavioral interventions.

- ● **Yes**
- ○ No
- ○ N/A

3. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Universal screening and diagnostic assessments are used to determine individual student needs and baseline performance. Multiple sources of data are used when determining the level of intervention services needed.

- ● **Yes**
- ○ No
- ○ N/A

4. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Academic and behavioral interventions are research-based and vary in intensity and duration to meet the needs and to maximize the achievement of the individual student.

- ● **Yes**
- ○ No
- ○ N/A

5. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Interventions are implemented with fidelity and delivered by individuals qualified to provide the intervention services.

- ● **Yes**
- ○ No
- ○ N/A

6. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Advancement of the individual student is monitored through a comparison of baseline data collected prior to intervention and ongoing progress data, including documentation of assessments, measures of behavior, progress during instruction and evaluation, at regular intervals for continuous need analysis.

- **Yes**
- No
- N/A

7. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Individual student reports are shared with the parents/guardians of each student in kindergarten through grade 3 that summarize the student's skills in mathematics, reading and writing, the student's behavior and any other intervention plans and services being delivered.

- **Yes**
- No
- N/A

8. A continuous improvement process is in place for the K-3 program.

- **Yes**
- No
- N/A

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
SBDM Program Assurance	SBDM signatures	

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

Amy Meadors 02.12.18

Dewayne 2/12/18

Dawn Gilreath 2/12/18

2/12/18

Lisa Johnson 2/12/18

Sonya Faulkner 2/12/18

e Prove diagnostics