2018-2019 Phase One: Continuous Improvement Diagnostic

Phase One: Continuous Improvement Diagnostic

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

Last Modified: 09/25/2018
Status: Locked

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

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. We have also participated in school wide staff training to deal with safety concerns. 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. As a result, the number of behavior incidences dropped 15% from the 2016-2017 school year to the 2017-2018 school year.
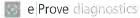
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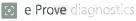
Part II:

2. How will the school engage a variety of stakeholders 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
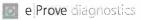
School District Special Education Director, Whitley County School District Director of Pupil Personnel, Whitley County School District School Resource Officer, school counselors, Oak Grove Family Resource (FRC), Oak Grove's PTA, and Oak Grove's SBDM. A volunteer committee was assembled and informed of 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.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

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Phase Two: School Safety Report

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

Last Modified: 10/26/2018
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Phase Two: School Safety Report

School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one several weather drill, one earthquake drill, and one lockdown drill. In addition to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

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1. Has the school council or, where applicable, the principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?
If the answer is "no," please explain below.

Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.

Yes

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2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?
If the answer is "no," please explain below.

Yes

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3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?
If the answer is "no," please explain below.

Yes

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4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?
If the answer is "no," please explain below.

Yes

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5. Was the school's emergency plan reviewed at the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?
If the answer is "no," please explain below.

Please provide the most recent date of review/revision of the school's emergency plan in the district.
Yes, 4/27/18

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6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

If the answer is "no," please explain below.

Please provide the date the school completed this discussion.

Yes. 8/23/18

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7. During the first 30 instructional days of the <u>current</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?
If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are <u>not</u> being asked to certify that here.

Yes

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8. During the month of January during the <u>prior</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?
If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are <u>not</u> being asked to certify that here.

Yes

ATTACHMENTS
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ATTACHMENT SUMMARY

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Phase Two: School Assurances

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

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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

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School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
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Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
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Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
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4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- ● **Yes**
- ○ No

○   N/A

COMMENTS

ATTACHMENTS
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Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- ● **Yes**
- ○   No
- ○   N/A

COMMENTS

ATTACHMENTS
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Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- ● **Yes**
- ○   No
- ○   N/A

COMMENTS

ATTACHMENTS
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7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- ● **Yes**
- ○   No
- ○   N/A

COMMENTS

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Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
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Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

Oak Grove Elementary does not have any teachers who are not highly qualified.

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Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ● **Yes**

    O   No

    O   N/A

COMMENTS

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Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- ● **Yes**
- O No
- O N/A

COMMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

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Phase Two: The Needs Assessment for Schools

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

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Phase Two: The Needs Assessment for Schools

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 stakeholder 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. 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 gap students scored proficient on KPREP Reading.

-We saw a 10% increase among gap students in Reading from 2017 to 2018.

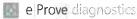-34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

-Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.

-The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

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

Our fifth and sixth grade students showed an increase in the percentage of students scoring novice in reading. Our fifth grade students showed an increase in the percentage of students scoring novice in math. The reports indicate that we are not on track in fifth grade math in the area of Number and Operations in Base Ten. Schoolwide we will continue to focus on growth for all individual students. These are the most critical areas in which we will focus much of our attention for this school year. Reading Consolidated student group Novice – 5.9% Apprentice – 11.8% Proficient – 33.3% Distinguished – 49.0% Reading Free/Reduced lunch students Novice – 11.3% Apprentice – 18.9% Proficient – 39.6% Distinguished – 30.2% Math Consolidated student group Novice – 3.9% Apprentice – 21.6% Proficient – 49.0% Distinguished – 25.5% Math Free/Reduced lunch students Novice – 8.5% Apprentice – 34.0% Proficient – 41.0% Distinguished – 16.5% 7.1% of third grade students scored novice on reading KPREP. 3.6% of third grade students scored novice on math KPREP. 14.7% of fourth grade students scored novice on reading KPREP. 9.3% of fifth grade students scored novice on reading KPREP. 12.0% of fifth grade students scored novice on math KPREP. 8.5% of sixth grade students scored novice on reading KPREP. 4.2% of sixth grade students scored novice on math KPREP. Some non-academic areas we focus on would be attendance, behavior, and students with free and reducedlunch. The student population who qualify for free and reduced lunch receive the same quality education instruction and opportunities of those students who exceed the income guidelines. Additional enrichment opportunities are offered through the Save the Children Program, Gifted and Talented services, and morning tutoring sessions. Often times, teachers, administration, and even parents refer students to participate in the after school and morning tutoring sessions. Attendance plays a vital role in student performance. Classroom teachers and administrators offer recognition and incentives for maintaining high attendance. Our teachers/paraprofessionals make personalized phone calls daily to each student who is absent. These contacts allow teachers to communicate with parents/guardians regarding assignments, lessons, projects, etc. Teachers gather and organize 'make-up' work for students and parents. These interactions often times bridge the instructional gap accompanied with absences. Additionally, the District's DPP and our school's Family Resource personnel make home visits to students with attendance concerns. Counseling is an asset our school utilizes to meet student needs and to help students with behavior concerns. Teachers, administrators, and often parents refer a child to receive counseling services on site. Our school's counselors offer after school and summer programs to support identified/referred students. Within these programs they provide character education on topics such as: goal setting, consequences, decision making, anti-drug, anti-bullying, relationship building, and improving self-esteem. Also, we have a school wide behavior plan that helps us work on student behaviors.

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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 students scoring 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. Although, we had an increase of distinguished in most areas last year, we have seen a trend in the decrease of distinguished over the past few years. The data room will help us identify these students so that we can focus on getting the proficient students to the distinguished level. Another trend that could be identified would be the association of students with a high absentees and low achievement. Attendance plays a vital role in student performance. Classroom teachers and administrators offer recognition and incentives for maintaining high attendance. Our teachers/paraprofessionals make personalized phone calls daily to each student who is absent. These contacts allow teachers to communicate with parents/guardians regarding assignments, lessons, projects, etc. Teachers gather and organize 'make-up' work for students and parents. These interactions often times bridge the instructional gap accompanied with absences. Additionally, the District's DPP and our school's Family Resource personnel make home visits to students with attendance concerns.

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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 Key Core Work Processes outlined below:

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

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 consolidated student 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. During PLC meetings in our data room, we will look at individual students and what we can do for each student to help them grow to reach their full potential. Our overall goal is working towards increasing student achievement so that all students can reach proficiency.
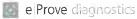
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Strengths/Leverages

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 2017-2018 • The percentage of third grade students scoring in the P/D category was above the state average in the achievement areas of reading (+71.4%), and math (+63.1%). • The percentage of fourth grade students scoring in the P/D category was above the state average in the achievement areas of reading (+61.3%), math (+52.0%). • The school-wide percentage of our consolidated students scoring in the P/D increased in the areas of reading (+82.3%), and math (+74.5%). • The school-wide percentage of our free/reduced-price students in the P/D category increased in the areas of reading (+69.8%), and math (+57.5%). • The KPREP school summary report showed that all grades tested in reading are on track and is performing well on this content skill. All grade but fifth is on track in all areas of math. IOWA Achievement Test 2018 • Kindergarten had a 87% national percentile ranking in English Language Arts (ELA), an 93% national percentile ranking in math, and an 91% national percentile ranking in Core Composite score. • First Grade had a 78% national percentile ranking in English Language Arts (ELA), an 79% national percentile ranking in math, and a 80% national percentile ranking in Core Composite score. • Second Grade had a 73% national percentile ranking in English Language Arts (ELA), a 85% national percentile ranking in math, and a 79% national percentile ranking in Core Composite score. Brigance Screener School – Wide Data 2017 • 45.8% percent of our students were Kindergarten ready.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

eProve diagnostics

Phase Three: Executive Summary for Schools

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

Last Modified: 12/27/2018
Status: Locked

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

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. Our school is served by a principal, one assistant principal, a librarian, 1 Reading Recovery teacher, 1 Reading Recovery/RTA teacher, 1 math intervention teacher (MAF), 1 speech-language pathologist, 4 special needs teachers, a fine arts teacher, a physical education teacher, 23 homeroom teachers, 6 preschool teachers, 19 instructional assistants, 2 secretaries, an attendance clerk, a FRC coordinator and assistant, 5 custodians, a school nurse and 2 counselors. In the afternoon, students are provided with academic and enrichment opportunities through programs such as Save the Children and 21st Century Community Learning Centers. Oak Grove is governed by SBDM council. Currently, Oak Grove is servicing 580 students in Kindergarten-6th grade and 117 preschool children. The faculty and students are English speaking, predominantly Caucasian, with 77% economically disadvantaged, 13% special needs, less than 1% formally identified gifted and talented, and around 8% in the primary talent pool. 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, Diabetes Awareness, 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 to present information regarding emergency preparedness, and having dental professionals come in during dental health lessons to provide information and give students resources. Some classes are afforded opportunities to take field trips to local businesses as well. 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 have also utilized the track for awareness walks. We are also 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 are very near in proximity to our neighboring 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 few 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, decrease in enrollment, and making changes to our building to address needs for school safety. However, as with any closely bonded team, we continue to work together to strive towards excellence.

<u>ATTACHMENTS</u>

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 in school and after school Save the Children program. In school small group sessions provided intense focus on reading. After school, Save the Children provides our students with more focus on their reading studies and includes them in activities focused on healthy choices, as well as fostering parent engagement. Title 1, Reading Recovery, and MAF (Math Achievement Fund), are used to assist students in individual or small group interventions in the areas of reading and mathematics. 21st CCLC provides morning homework help and afterschool tutoring and enrichment activities in areas such as reading, math, STEM, visual and performing arts, practical living, etc. Special Education services are provided 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

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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. Each year we are striving to reach and maintain proficiency and continue showing student growth. Since 2011-2012 Oak Grove has progressively improved according to KPREP data with a few decreases along the way. Oak Grove has a higher percentage of proficient and distinguished scores compared to the state average in all areas with the exception of 5th grade math. Total percentages of proficient and distinguished scores in Reading in all grade levels, On Demand Writing, and Social Studies, Mathematics in 3rd, 4th, and 6th grades were all higher than the state average. We will continue focusing on novice reduction and targeting individual students. Our PLC's meet weekly in the data room to address each child's individual needs. Teachers, administrators, and district level personnel meet to look at student data and discuss strategies to meet needs and help improve student achievement. We place each student's name and MAP scores on a "data wall" so that we can visually see the progress or any regression, and collaboratively discuss best practices to help each individual student. 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. Science,

attendance and growth are areas of focus for Oak Grove this year. We are collaborating with district personnel to provide needed curriculum resources for our students in the area of science, and discussing best practices during PLC meetings to address the science standards. This year, Oak Grove is participating in several activities to foster better attendance. We are having a "competition" with another district elementary school, and we are looking more closely at attendance interventions for those with chronic absenteeism. Furthermore, growth is something that we are looking at more closely this year. We were happy with our increase in the number of students scoring proficient/distinguished on the 2017 KPREP assessment, however, we are looking at ways of differentiating the curriculum to meet the needs of the higher performing students as well to ensure growth in all students.

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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.

N/A

ATTACHMENTS
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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

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Phase Three: Comprehensive Improvement Plan for Schools

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

Last Modified: 12/28/2018
Status: Locked

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

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

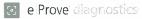**Strategy:** Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

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.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

N/A
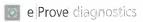
ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
OG CSIP Goals and Activities	OG CSIP Goals and Activities	

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1Understanding 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:

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 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 combined reading and math percentage of Proficient/Distinguished students from 67.3% in 2018 to 70% by 2021 as measured by the state's accountability NAPD calculation.

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	**Strategy/Activity Timeline Person Responsible Funding Source** 1A 8/18—5/19 Teachers & SBDM Council No funding required 1B 8/18—5/19 Teachers No funding required 2A 8/18—5/19 Teachers No funding required 2B 8/18—5/19 Teachers No funding required 3A 8/18—5/19 Teachers and Principal 21st CCLC funds 3B 8/18—5/19 Teachers Instructional & 21st CCLC funds 3C 8/18—5/19 Teachers and Principal PD funds

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 K-Prep scores for all students from 67.3 in 2018 to 68.3 by 2019 as measured by the state's new accountability NAPD calculation.	1.Review, Analyze and Apply Data	A. Teachers and SBDM council will analyze student universal assessment results to monitor progress. Teachers will use their findings to plan instructional strategies, place students in groups, and close curricular gaps during weekly PLC meetings. Plans for improvement will be shared with SBDM council.	Summative assessment measures, such as STAR Reading, MAP, IOWA, Common Assessments, and K-Prep	8/18—5/19 PLC and SBDM Minutes	See chart above
		B. Teachers will keep data notebooks to monitor individual student progress toward meeting group and individual instructional goals. Instruction will be driven by student needs, as evidenced by student data.	Student growth as measured by STAR Reading, MAP, IOWA, Common Assessments, and K-Prep	8/18—5/19 Data Notebooks and PLC Minutes	See chart above

Goal 1: Increase the combined reading and math percentage of Proficient/Distinguished students from 67.3% in 2018 to 70% by 2021 as measured by the state's accountability NAPD calculation.

	2.Design and Deploy Standards	A. Teachers will participate in district curriculum alignment sessions and will collaborate within grades, between grades, and between content areas to ensure curricular maps and instructional materials are aligned with common core standards.	Summative assessment measures, such as STAR Reading, MAP, IOWA, Common Assessments, and K-Prep	8/18—5/19 PD Logs, Teachers' Meeting Agendas, and PLC Minutes	See chart above
		B. Teachers will emphasize to students the importance of applying the 8 mathematical practices when teaching math and will actively lead students in applying the practices during instruction.	Increase in math achievement, as evidenced by MAP, IOWA, Common Assessments, and K-Prep	8/18—5/19 Lesson Plans and Formal/ Informal Observations	See chart above
	3.Design and Deliver Instruction	A. Teachers and principal will conduct needs assessment to design learning opportunities for the 21st CCLC program to provide remediation, homework help, and enrichment for all students through before-school, after-school, and summer school programs.	Growth & achievement, as measured by STAR Reading, MAP, IOWA, Common Assessments, and K-Prep	8/18—5/19 21st CCLC Program offerings and attendance	See chart above
		B. Teachers will use Study Island, IXL, Reading Eggs, Google Classroom, Prodigy Math, MyOn, Flocabulary, Read Theory, News ELA, River Deep, Renaissance Place (A.R.), Wordly Wise, IReady, Scholastic Magazine, Time for Kids, and BrainPOP in order to enhance instruction in all subject areas, increase student engagement, and provide more individualized instruction to all students.	Summative assessment measures, such as STAR Reading, MAP, IOWA, Common Assessments, and K-Prep and attendance in 21st CCLC	8/18—5/19 Lesson Plans, Program Reports, and Formal/ Informal Observations	See chart above (Striving Readers Grant: Wordly Wise, IReady, Scholastic Magazine, Time for Kids)
		C. Teachers will participate in Literacy Design Collaborative and Math Design Collaborative meetings and will share research-proven instructional strategies with peers during PLC meetings and/or professional development sessions. Job-embedded professional development on the most current, research-proven teaching practices will ensure teachers are able to maximize math and reading instruction for all students.	Increase in math and reading achievement, as measured by MAP, STAR Reading, IOWA, Common Assessments, and K-Prep	8/18—5/19	See chart above (Striving Readers: LDC)

Goal 1: Increase the combined reading and math percentage of Proficient/Distinguished students from 67.3% in 2018 to 70% by 2021 as measured by the state's accountability NAPD calculation.					
Objective 2:					

2: Separate Academic Indicator

State your *separate academic indicator* **Goal**

Goal 2: Increase the percentage of all students scoring at the Proficient/Distinguished level from 67.9% to 70% in the area of Science, from 82.1% to 85% in the area of Social Studies, and from 82.8% to 85% in the area of writing, by 2021 as measured by the state's new accountability calculator.

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.
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the percentage of all students scoring at the Proficient/ Distinguished level from 67.9% to 70% in Science;	1. Review, Analyze and Apply Data	A. Teachers and SBDM council will analyze student universal assessment results to monitor progress. Teachers will use their findings to plan instructional strategies, place students in groups, and close curricular gaps during weekly PLC meetings. Plans for improvement will be shared with SBDM council.	Summative assessment measures, such as IOWA, MAP Language, Common Assessments, and K-Prep	8/18—5/19 PLC and SBDM Minutes	See chart above

Goal 2: Increase the percentage of all students scoring at the Proficient/Distinguished level from 67.9% to 70% in the area of Science, from 82.1% to 85% in the area of Social Studies, and from 82.8% to 85% in the area of writing, by 2021 as measured by the state's new accountability calculator.

from 82.1% to 85% in Social Studies; and from 82.8% to 85% by 2019 as measured by the state's new accountability calculator.		B. Teachers will use scrimmage tests in the areas of Science, Social Studies, and Writing to evaluate student progress toward mastery of standards. Results will be analyzed and used to inform instructional strategies, to make recommendations for remediation, re-teaching, and/or enrichment, and to identify need for supplemental resources.	Increase in science, social studies, and writing achievement, as evidenced by scrimmage results, Common Assessments, and K-Prep	8/18—5/19 Lesson Plans and Formal/Informal Observations	See chart above
		C. Teachers will collaborate with District Science Instructional Coach, as well as with grade-level team members, teachers across grade levels, and Special Education instructors/Interventionists to analyze student data results and will cooperate to make instructional decisions.	Growth in student data as provided by IOWA, Common Assessments, classroom data, and K-Prep	9/2018—5/2019 PLC minutes and Data Notebooks	See chart above
		D. Teachers will collaborate with District Writing Coach to evaluate student writing products, analyze student strengths and weaknesses, and individualize writing instruction to maximize student performance.	Student performance on K-Prep, as well as individual performance on formative and summative writing products	8/2018—5/2019 Scrimmage Test results, Data Notebooks, and PLC Minutes	See above table
		E. Students will track their progress in writing, will set growth goals for themselves, and will participate in writing activities that are specifically designed for their developmental-levels and interest levels. Students in 5th and 6th Grades, for example, will be presented with on-demand tasks that address situations encounter in and/or important to middle school aged students. These strategies will increase student engagement, self-awareness, and motivation.	Student performance on K-Prep, as well as individual performance on formative and summative writing products	8/2018—5/2019 Data notebooks & Scrimmage Test Results	See above table
	2. Design, Align and Deliver Support	A. Teachers and principal will collaborate to design learning opportunities for the 21st CCLC program to provide remediation, homework help, and enrichment in the area of Science, Technology, Engineering, Arts, and Math (STEAM) for all students through before-school, after-school, and summer school programs. The five themes of Social Studies and Writing tasks will be embedded in 21st CCLC activities.	Growth & achievement, as measured by IOWA, Common Assessments, classroom data, and K-Prep	8/18—6/18 21st CCLC Program offerings and attendance	See chart above

Goal 2: Increase the percentage of all students scoring at the Proficient/Distinguished level from 67.9% to 70% in the area of Science, from 82.1% to 85% in the area of Social Studies, and from 82.8% to 85% in the area of writing, by 2021 as measured by the state's new accountability calculator.

		B. Teachers will use Study Island, IXL, Google Classroom, MyOn, Flocabulary, News ELA, Renaissance Place (A.R.), BrainPOP, and other digital resources in order to enhance instruction in Science, Social Studies, and Writing; increase student engagement; and provide more individualized instruction to all students.	Summative assessment measures, IOWA, Common Assessments, classroom data, and K-Prep and attendance in 21st CCLC	8/18—5/19 Lesson Plans and Formal/Informal Observations	See chart above
		C. Teachers in accountability grades will administer Science, Social Studies, and Writing assessments in formats similar to K-Prep in order to acclimate students to the rigor of the assessment. They will use scoring guides similar to those used on K-Prep assessments and will teach students to use self-evaluation as a tool to enhance their writing literacy and test taking skills.	Student performance on K-Prep, as well as individual performance on formative and summative products	8/2018—5/2019 Data notebooks and Scrimmage Test results	See above table
		D. 21st CCLC staff will collaborate with classroom teachers and Special Education instructors to differentiate, provide remediation, extend learning, and enrich instructional content for students attending before-school, after-school, and summer school programs.	Student achievement and growth, as evidenced by IOWA, common assessments, classroom data, and K-Prep.	On-going Data notebooks, K-Prep results	See chart above
	3. Establishing Learning Culture and Environment	A. School staff will communicate high expectations for all students, students will be included in analyzing their own learning results, and student achievements will be celebrated. Staff will communicate learning goals and expectations to students and parents and will share educational progress with students and parents at regular intervals through progress reports, report cards, and exit criteria. Students will set goals for achievement and growth and will identify strategies to meet their goals.	Student achievement and growth, as evidenced by classroom data, IOWA, and K-Prep; data from Tell KY Survey	On-going Student data notebooks	See chart above
	4. Design and Deploy Standards	A. Teachers in all grade levels will ensure that Science, Social Studies, and Writing are being taught at optimal instructional levels to promote success. Teachers will collaborate to design instruction and activities that are aligned with New Generation Science Standards, KY Academic Standards for Social Studies, and Common Core Writing Standards along with the district writing plan. Students will be provided differentiation to address their individualized needs. Teachers in all grade levels will incorporate the Ready Writer supplemental curriculum into writing activities along with the Wordly Wise supplemental resources.	Student achievement and growth, as evidenced by classroom data, common assessments, scrimmage results, and K-Prep.	8/18—5/19 Lesson Plans, PLC minutes, Data notebooks, Formal/Informal observations, K-Prep results	See chart above (Striving Readers: Wordly Wise and IReady)

3: Gap

State your *Gap* **Goal**

Goal 3: Increase the average combined reading and math proficiency ratings for all students in the consolidated (GAP) group from 78.45% in 2018 to 80% by 2021 as measured by the state's NAPD calculation.

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.
1. KCWP 1: Design and Deploy Standards 2. KCWP 2: Design and Deliver Instruction 3. KCWP 3: Design and Deliver Assessment Literacy 4. KCWP 4: Review, Analyze and Apply Data 5. KCWP 5: Design, Align and Deliver Support 6. 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	**Strategy/Activity** **Timeline Person Responsible Funding Source** 1A 9/18-5/19 Teachers MIT, RTA, STC grants 1B On-going Teachers Instructional 1C 9/18-5/19 Teachers MIT, RTA, STC grants 2A On-going Teachers Instructional, MIT, RTA, STC grants 2B On-going Teachers Instructional 2C On-going Teachers & Principal Instructional & 21st CCLC 2D On-going Teachers & Principal Instructional & 21st CCLC 2E On-going 21st CCLC staff, FRC staff, teachers & principal 21st CCLC funds & McKinney-Veto Grant/FRC 3A On-going Teachers & Principal No funding required

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the average combined reading and math proficiency ratings for all students in the	1. Review, Analyze and Apply Data	A. Universal screeners will be used to identify students at-risk in reading, math, and language in order to place students in RTA, MIT, Save the Children, and Title I groups, to plan for instructional differentiation, and to identify students in need of RTI.	Student growth, as evidenced by MAP and STAR Reading results; RTA, MIT, & Title I schedules	9/2018—5/2019 Progress Reports and Data Sheets for students receiving services	See chart above

Goal 3: Increase the average combined reading and math proficiency ratings for all students in the consolidated (GAP) group from 78.45% in 2018 to 80% by 2021 as measured by the state's NAPD calculation.					
consolidated gap group from 78.45% in 2018 to 80% by 2019 as measured by the accountability calculator.		B. Students identified as at-risk in reading, math, and/or language will be screened using AIMS Web Plus to determine level of need for RTI, and progress monitoring will be used to assess further need for intervention. Students with behavioral issues which impact achievement will be monitored using Review 360.	Student growth, as evidenced by MAP, STAR Reading, & AIMS Web Plus measures and data provided through progress monitoring	On-going Progress monitoring data	See chart above
		C. Teachers will collaborate with RTA, MIT, STC, Title I, and Special Education instructors to analyze student data results and will cooperate to make instructional and placement decisions.	Growth in student data as provided by MAP, STAR Reading, AIMS Web Plus, IOWA, Common Assessments, classroom data, and K-Prep	9/2018—5/2019 PLC minutes and Progress monitoring data	See chart above
	2. Design, Align and Deliver Support	A. RTA, MIT, STC, Title I, and Special Education instructors will collaborate with classroom teachers and each other to provide small-group instruction, one-on-one instruction, and in-class collaboration. Tier II and Tier III intervention services will be provided, in addition to support for Tier I interventions.	Growth in student data as provided by MAP, STAR Reading, AIMS Web Plus, IOWA, Common Assessments, classroom data, and K-Prep	On-going Student data notebooks and teacher schedules	See chart above
		B. Teachers will collaborate with their peers, instructional leaders, district curriculum specialists, and instructional coaches to employ research-driven instructional strategies and identify resources necessary to provide highly engaging, content-rich instruction for all students.	Student growth as evidenced by MAP, STAR Reading, AIMS Web Plus, IOWA, Common Assessments, classroom data, and K-Prep	On-going Lesson Plans, PLC minutes, and Formal/ Informal observations	See chart above
		C. Technology will be integrated in all subject areas to provide differentiation and increase student engagement. IXL, Study Island, Prodigy Math, River Deep, MyOn, Read Theory, Flocabulary, News ELA, Google Classroom, and BrainPOP will be utilized across content areas and grade levels as remediation, enrichment, and to extend learning.	Student achievement and growth, as evidenced by MAP, STAR Reading, IOWA, and K-Prep.	On-going Lesson Plans and Formal/Informal observations	See chart above
		D. 21st CCLC staff will collaborate with classroom teachers, RTA, MIT, Title I, and Special Education instructors to differentiate, provide remediation, extend learning, and enrich instructional content for students attending before-school, after-school, and summer school programs.	Student achievement and growth, as evidenced by MAP, STAR Reading, IOWA, and K-Prep.	On-going MAP, STAR Reading, K-Prep results	See chart above

Goal 3: Increase the average combined reading and math proficiency ratings for all students in the consolidated (GAP) group from 78.45% in 2018 to 80% by 2021 as measured by the state's NAPD calculation.				
		E. Family Resource Center staff, along with 21st CCLC staff will collaborate with teachers, parents, and the community to provide services to reduce barriers to learning and to facilitate family involvement. A variety of outreach services to target specific needs identified in surveys conducted throughout the year, as well as opportunities for families to participate in educational activities will be employed to ensure all students are able to overcome obstacles and learn at high levels.	Student achievement and growth, as evidenced by MAP, STAR Reading, IOWA, and K-Prep; data from Tell KY Survey	On-going Survey results and Sign-in sheets for 21st CCLC, FRC, and school events	See chart above
	3. Establishing Learning Culture and Environment	A. School staff will communicate high expectations for all students, students will be included in analyzing their own learning results, and student achievements will be celebrated. Staff will communicate learning goals and expectations to students and parents and will share educational progress with students and parents at regular intervals through progress reports, report cards, and exit criteria. Students will set goals for achievement and growth and will identify strategies to meet their goals.	Student achievement and growth, as evidenced by MAP, STAR Reading, IOWA, and K-Prep; data from Tell KY Survey	On-going Student data notebooks	See chart above

5: Growth

State your *Growth* **Goal**

Goal 5: Increase the average combined reading and math growth in grades 4th – 6th from a growth indicator of 17.9% in 2018 to 20% by 2021.

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.
1. KCWP 1: Design and Deploy Standards 2. KCWP 2: Design and Deliver Instruction 3. KCWP 3: Design and Deliver Assessment Literacy 4. KCWP 4: Review, Analyze and Apply Data 5. KCWP 5: Design, Align and Deliver Support 6. 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	**Strategy/ Activity Timeline Person Responsible Funding Source** 1A 8/18-5/19 Teachers MIT grant 1B 8/18-5/19 Teachers MIT, RTA, STC grants 1C 8/18-5/19 Teachers & Principal Instructional & 21st CCLC 2A 8/18-5/19 Teachers PD funds 2B 8/18-5/19 Teachers 21st CCLC, MIT, RTA, STC grants 2C 8/18-5/19 Teachers 21st CCLC grant funds 3A 8/18-5/19 Teachers & Principal No funding required

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the student growth percentile from the current score of 17.9% to 18.9% in 2019.	1. Design, Align and Deliver Support	A. Students will be actively engaged in a mathematics curriculum that is rigorous and aligned with common core standards. Teachers will collaborate with MIT, Title I Interventionist, Special Education teachers, and the District Math Coach to provide research-based teaching strategies and differentiation for students performing at all levels.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	8/2018—5/2019 Data notebooks and PLC minutes	See chart above
		B. Students will be actively engaged in a reading curriculum that is rigorous and aligned with common core standards. Teachers will collaborate with RTA, Save the Children, Special Education teachers, and the District Reading Coach to provide research-based teaching strategies and differentiation for students performing at all levels.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	8/2018—5/2019 Data notebooks and PLC minutes	See chart above

Goal 5: Increase the average combined reading and math growth in grades 4th – 6th from a growth indicator of 17.9% in 2018 to 20% by 2021.					
		C. Teachers will use IXL, Prodigy Math, Study Island, Reading Eggs, MyOn, Google Classroom, Read Theory, Flocabulary, News ELA, Google Classroom, Renaissance Place, BrainPOP, Wordly Wise, Scholastic Magazines, Time for Kids, and River Deep to supplement math and reading instruction in order to extend learning, provide remediation and enrichment, and increase student engagement.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	8/2018—5/2019 Program reports and Data notebooks	See chart above (Striving Readers: Wordly Wise, Scholastic Magazines, Time for Kids)
	2. Review, Analyze and Apply Data	A. Teachers will meet weekly in PLC meetings to analyze student performance and make adjustments in instructional plans and strategies. They will use this time to also engage in professional development to learn new strategies to address student difficulties and to maximize instructional effectiveness.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	8/2018—5/2019 PLC minutes, Lesson Plans, and Data notebooks	See chart above
		B. Teachers will analyze MAP data after the Fall, Winter, and Spring assessment windows to identify students in need of intervention, adjust instructional plans, and make placement decisions. Students failing to make adequate progress will be referred for intervention programs, such as small group work with interventionists, RTI, special education referral, or extended learning through the 21st CCLC program.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	8/2018—5/2019 Data notebooks and RTI/Referral notes	See chart above
		C. 21st CCLC program managers will work with classroom teachers to plan before school, after school, and summer school programs to address student needs and promote growth for students performing at all levels. MAP, IOWA, and K-Prep data will be used to identify instructional needs.	MAP, IOWA, K-Prep results, data notebooks, and PLC minutes	8/2018—5/2019 21st CCLC program data	See chart above
	3. Design and Deliver Assessment Literacy	A. All students in Grades 3-6 will participate in a testing scrimmage each semester. The scrimmage will include subjects tested at each grade level, will be formatted and timed in a manner similar to K-Prep testing, and will be scored and reviewed with students to provide feedback. Teachers will analyze results to assess individual weaknesses and curricular gaps and will use findings to adjust instructional practices as needed.	Scrimmage test results	12/2018—5/2019 Scrimmage test data and PLC minutes	See chart above

Goal 5: Increase the average combined reading and math growth in grades 4th – 6th from a growth indicator of 17.9% in 2018 to 20% by 2021.				
Objective 2:				

6: Transition readiness

State your *Transition readiness* **Goal**

Goal 6: Increase the percentage of students who are transition ready by increasing the average proficiency and separate academic indicators from 81.9 to 85% in 2021.		
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.)* 1. KCWP 1: Design and Deploy Standards 2. KCWP 2: Design and Deliver Instruction 3. KCWP 3: Design and Deliver Assessment Literacy 4. KCWP 4: Review, Analyze and Apply Data 5. KCWP 5: Design, Align and Deliver Support 6. 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** 1A 8/18-5/19 Teachers & Principal No funding required 1B 8/18-5/19 Teachers Instructional & 21st CCLC 1C 8/18-5/19 Teachers & Principal No funding required 2A 8/18-5/19 Teachers & Principal No funding required 2B 8/18-5/19 Teachers No funding required

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

Goal 6: Increase the percentage of students who are transition ready by increasing the average proficiency and separate academic indicators from 81.9 to 85% in 2021.					
Objective 1: Increase the percentage of students who are transition ready by increasing the average proficiency and separate academic indicators from 81.9% to 83% in 2019.	1. Design and Deliver Instruction	A. Teachers in all grade levels will ensure that all core subjects are being taught at the optimal instructional level to promote success. Instruction will be aligned with common core curriculum, NGSS, and KY Academic Standards. Students will be provided differentiation to address their individualized needs.	Student performance on K-Prep, as well as individual performance on formative and summative assessments	8/2018—5/2019 Data notebooks, PLC minutes, and formal/ informal observation	See above table
		B. Teachers in all grade levels will use digital content to provide differentiation for all students, with remediation for struggling learners and enrichment for students who excel an integral part of meeting the needs of individual students. Teaches will collaborate with 21st CCLC staff to further address individual strengths and weaknesses during after-school and summer school programs.	Student achievement on K-Prep, MAP, Common Assessments, Scrimmage Tests, classroom tasks, and reports from digital programs	8/2018—5/2019 Data notebooks, MAP data, and Scrimmage Test results	See above table
		C. Teachers in accountability grades will administer assessments and in formats similar to K-Prep in order to acclimate students to the rigor of the assessment. They will design Scrimmage Tests to evaluate student levels of student mastery in accountability areas and will use the results to analyze strengths and weaknesses, which will then be utilized to inform instruction.	Student performance on formative and summative assessments and Scrimmage Tests	8/2018—5/2019 Data notebooks, assessment data, and Scrimmage Test results	See above table
	2. Design, Align and Deliver Support Review, Analyze and Apply Data	A. Teachers will collaborate with District Reading, Math, Science, and Writing Coaches to evaluate student performance on common assessments, LDC, MDC, TCT, CER, and Scrimmage tasks, analyze student strengths and weaknesses, and individualize instruction to maximize student performance.	Student performance on LDC, MDC, TCT, CER, tasks, common assessments, and Scrimmage Test results	8/2018—5/2019 Scrimmage Test results, assessment data and PLC Minutes	See above table (Striving Readers: LDC)
		B. Teachers will work with special education staff and interventionists to provide RTI for students at risk, as evidenced by MAP data, K-Prep data, or other universal screeners. Interventions will be provided to ensure all students have the opportunity to be successful.	Student performance on K-Prep, MAP Assessments, and universal screeners	8/2018—5/2019 K-Prep reports, MAP reports, and universal screener reports	See above table

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.
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:					
Objective 2:					

2018-2019 Phase Three: Closing the Achievement Gap Diagnostic

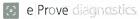Phase Three: Closing the Achievement Gap Diagnostic

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

Last Modified: 12/28/2018
Status: Locked

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Phase Three: Closing the Achievement Gap Diagnostic

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.

Attached

ATTACHMENTS

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

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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. 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. 73% of the student population is eligible for free/ reduced meals, and 15% of the student population receives special education services. Due to 88% 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.

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 Economically Disadvantaged increased from 65.6 in 2015-2016 to 82.4 in 2017-2018. The score in the area of Reading for Students with Disabilities increased from 73.5 in 2015-2016 to 88.1 in 2017-2018. The actual score in the area of Social Studies for Economically Disadvantaged increased from 53.3 in 2015-2016 to 53.7 in 2017-2018. The score in the area of Writing for Students Eligible for Free/Reduced Meals increased from 55.9 in 2015-2016 to 59.2 in 2017-2018. In the area of Mathematics, the percentage of Economically Disadvantaged scoring in proficient/distinguished increased from 39.8 in 2015 - 2016 to 57.5 in 2017-2018. Likewise the percentage of Students with Disabilities in Math scoring proficient/ distinguished was 19.2 in 2015 - 2016 and that increased to 78.6 in 2017-2018

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 percentages in all subject areas, except for social studies, of students scoring proficient/distinguished for all gap groups we will continue to monitor all areas. In social studies we

decreased in the consolidated student group from 64.4% in 2016-2017 to 30.0% in 2017-2018. In reading, the consolidated student group increased in p/d level from 67.4% in 2016-2017 to 82.3% in 2017-2018. In math, the consolidated student group increased in p/d level from 50.9% in 2016-2017 to 74.5% in 2017-2018. In social studies, the consolidated student group decreased in p/d level from 64.4% in 2016-2017 to 30% in 2017-2018. In writing, the consolidated student group increased in p/d level from 61% in 2016-2017 to 70% in 2017-2018.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.
(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

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. We will continue to offer math and reading interventions and extended day services.

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 also have a competition with a partner school to help increase attendance. We utilize tickets for classes with perfect attendance that are used in a competition between classrooms. We use drawings for prizes and other incentives to encourage students to attend school on a regular basis. We are working closely with the district's DPP to help and monitor truancy issues. Another barrier 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 and Save the Children grants.

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

Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Increase the percentage of students with disabilities scoring P/D level in the area of science from 55.6% to 65% for the 2018-2019 assessment year. Increase the percentage of students with disabilities scoring P/D level in the area of social studies from 30% to 40% for the 2018-2019 assessment year.

ATTACHMENTS

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

Closing the Gap

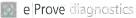Step 1: Download the Closing the Achievement Gap Summary spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

Attached

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)
Measurable Gap Goal Spreadsheet	Oak Grove's Measurable Gap Goal Spreadsheet	III
OG Achievement Gap Group Identification Spreadsheet	OG Achievement Gap Group Identification Spreadsheet	III

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Increase the percentage of students with disabilities scoring P/D level in the area of science from 55.6% to 65% for the 2018-2019 assessment year.	*Design, align, and deliver support processes with sub-group focus. *Design and deploy standards.	Teachers will collaborate to identify and group weaknesses in Science. *Teachers will ensure that the lessons are aligned with NGSS standards and that Science is being taught at optimal levels with rigor, and high expectations for all students. *Teachers will utilize technology such as Study Island, IXL Science, and Brainpop to provide differentiation and increase student engagement in Science. *21st Century programming will include STEM programs. *All teachers will collaborate other district science specialist to model instructional strategies, identify resources, team teach, and analyze student data	Instructional leaders, regular classroom teachers, science teacher, and special education teachers.	Analysis of student products, use of rubrics and student growth goals, and semester test scrimmages.	No additional funding is necessary.
Increase the percentage of students with disabilities scoring P/D level in the area of social studies from 30% to 40% for the 2018-2019 assessment year.	*Design, align, and deliver support processes with sub-group focus. *Design and deploy standards.	Teachers will collaborate to identify and group weaknesses in social studies. *Teachers will ensure that the lessons are aligned with standards and that social studies is being taught at optimal levels with rigor, and high expectations for all students. *Teachers will utilize technology such as Study Island, IXL Social Studies, and Brainpop to provide differentiation and increase student engagement in Social Studies. *21st Century programming will include social studies programs. *All 5th grade teachers will collaborateother district social studies teachers to model instructional strategies, identify resources, team teach, and analyze	Instructional leaders, regular classroom teachers, 5th grade social studies teacher, and special education teachers.	Analysis of student products, use of rubrics and student growth goals, and semester test scrimmages.	No additional funding is necessary.

Gap Group/Total number of students							Percentage of Total School Population
Free and Reduced Lunch/233 Students							73%
Disability/46 Students							15%

Phase Three: Title I Annual Review

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

Last Modified: 12/28/2018
Status: Locked

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Phase Three: Title I Annual Review

Title I Annual Review

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under 34 CFR §200.26 and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the Title I Handbook and 34 CFR §200.26.

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Title I Annual Review

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

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, STAR Early Literacy assessment results, 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 discussion revolves around individual students and consists of academic as well as non-cognitive data. We have implemented the PDSA cycle (Plan, Do, Study, Act) which has been effective both in daily instruction and student achievement. According to the 2017-2018 K-Prep Assessment Results, 73.1% of Oak Grove Elementary students scored at the Proficient/Distinguished level in Reading. In Math, 61.5% of Oak Grove Elementary students scored at the Proficient/Distinguished level. In reading 82.4% of the Oak Grove Elementary Consolidated Student Group scored at the P/D level. In math, 74.5% of Oak Grove Elementary Consolidated Gap group scored at the P/D level. In the area of Science (40.8%), Social Studies (60.6%), and Writing (66.2%) of Oak Grove students scored at the P/D level. Our performance levels increased in all areas except for Social Studies. In the Consolidated Student Group, all subject areas increased except for Social Studies. Based on analysis of the 2017-2018 K-Prep Assessment, a primary concern is 4th grade Science, as only 40.8% of our students are at the Proficient/Distinguished level, while the district percentage is 45.5%. Another concern is our growth score. Our growth score for reading was 21.8%, for math was 14% and total growth indicator was 17.9%.

ATTACHMENTS

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Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. *Please attach any supporting documentation which is named according to the section it supports.*

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. Achievement scores show only positive trends in the areas in which Title I services are offered and indicate that the expenditure of Title I funding has been successful. Reduced class size will continue to be one of the strategies used to address content area priorities. MAP growth scores also support the effectiveness of current Title I strategies, as students show growth in Math, Reading, and Language from the beginning of the year benchmark to the end, and STAR Assessment results show measurable gains in instructional reading levels from the beginning of the year to the end of the year. Title I funds have been and will continue to be used to reduce class sizes by funding teacher salaries and supporting reading and math intervention teachers. Smaller class sizes and the use of MIT, RTA, and Title I teachers to pull at-risk students, while classroom teachers work with students in small groups allow for greater differentiation to address individual strengths and weaknesses.

ATTACHMENTS

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Parent and Family Engagement (ESSA Section 1116)

Rationale:

• Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.

• Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
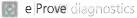
• As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards (ESSA Section 1116(d)).

• Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).

• To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

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.
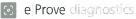
ATTACHMENTS

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3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

To encourage more parental involvement in Family Math and Reading nights, the new District Ed News APP will be utilized along with Oak Grove Elementary Facebook page. Also, newsletters will be sent home monthly to all grade levels to keep the parents up to date on events and provide resources and activities to help students and parents at home. Next year, we hope to provide more parent involvement activities to help children with homework, and other activities.

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Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

Oak Grove Elementary will use our Data Room to analyze student data and to make sure all individual needs are being met. K-PREP, IOWA, NWEA MAP, STAR. STAR Early Literacy assessment results, Brigance data, Tell KY Survey, and TPGES data was used to evaluate the schoolwide Title I program. Following the release of the K-Prep Assessment school report card link, and a disaggregation template designed to assist with organizing K-Prep, IOWA, and Brigance data. Each team completes the first round of data analysis and presents their findings to others. Significant weaknesses, gaps, and concerns are recorded and shared at the S.B.D.M. Council's next meeting. The next round of analysis involves a similar process, but includes additional analysis and comparisons to in-house universal assessments: MAP Assessments, STAR Reading, grade level common assessments, and other pieces of relevant data. with continued close monitoring of areas of concern. This continued monitoring generally occurs during PLC meetings, which are documented in PLC minutes and used to made adjustments to programs.

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4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

The data room, support systems, procedures, and protocols that are firmly in place for at-risk students has been most effective in student achievement. Because of teachers' knowledge of various interventions, protocols and strategies, interventions are quickly assigned once a student's needs have been identified. The expertise of program managers can assist in effectively matching the most appropriate intervention and recommend benchmark assessments. As student progress is analyzed against the intervention they received data-based decisions can be made throughout the intervention period. One area in need of attention is monitoring the integrity of the implementation of an intervention. Tier I and Tier II interventions can be implemented within the classroom and/or in a resource setting by a certified teacher or a paraprofessional. Several factors could influence the effectiveness of an intervention's implementation. In order to determine an intervention's effectiveness valid data is critical.

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4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

Interventions and programs will continue as currently implemented. However, more emphasis will be placed on student growth and science integration. More funds will be spent on supplemental materials aligned to New Generation Science Standards and Common Core. We will meet weekly

during PLC's to analyze data to identify areas of need and to provide interventions for the students falling in the novice area and not showing growth.

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