



2020-21 Phase One: Continuous Improvement Diagnostic for Schools

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

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

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2020-21 Phase One: Continuous Improvement Diagnostic for Schools

. The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2020-21 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Professional Development Plan for Schools

Phase Four: January 1 - December 31

- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

Schools - Generated on 01/05/2021

Oak Grove Elementary School

Tonya Faulkner 8/31/20



2020-21 Phase Two: The Needs Assessment for Schools

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01/05/2021

Oak Grove Elementary School

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01/05/2021

Oak Grove Elementary School

2020-21 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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 (e.g. 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 (i.e. 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, 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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school 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 could 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, district 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. The process of evaluating assessment data will involve continual review and refinement by PLC, team leaders, the entire faculty, the school administration, SBDM Council, and other stakeholders. Implementation of the improvement goals included in our CSIP is expected to meet all school improvement goals including state and federal grant requirements. The plan is expected to serve as the primary focus for accessing resources to meet the needs of the entire school community and ultimately transform our school so that we maximize student achievement. Because the school staff and faculty, through the school's standing committees, were instrumental in designing the plan, ownership is ensured. Teachers and instructional staff members, school and district administrators, the school technology coordinator, the youth service center director, employers, community members, parents, students, and all SBDM Council members were involved in the development and evaluation of the CSIP. Oak Grove Elementary will be taking many steps in the future to address areas of concern. Our PLC meetings will be refocused on data analysis and student growth. Due to the pandemic, testing data from the 2019-2020 school year will not be available. We will be using projected data from the KPREP Data Forecasting Report and past testing data to set goals and target areas.

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:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Due to the pandemic, we have no KPREP data for the 2019-2020 school year. We will be using previous data on the 2018-2019 K-PREP and K-PREP Data Forecast to determine our current academic state. Current Academic State: -Our target in Math for all students for the 2020-2021 on the K-PREP Data Forecast is 57.1 -Our target in Math for students with disabilities for the 2020-2021 on the K-PREP Data Forecast is 92.1 -Our target in Math for students that are economically disadvantaged for the 2020-2021 on the K-PREP Data Forecast is 52.4 -Our target in Math for male students for the 2020-2021 on the K-PREP Data Forecast is 71.9 -Our target in Math for female students for the 2020-2021 on the K-PREP Data Forecast is 43.3 -Our target in Reading for all students for the 2020-2021 on the K-PREP Data Forecast is 74.7 -Our target in Reading for students with disabilities for the 2020-2021 on the K-PREP Data Forecast is 90.2 -Our target in Reading for students that are economically disadvantaged for the 2020-2021 on the K-PREP Data Forecast is 72.0 -Our target in Reading for male students for the 2020-2021 on the K-PREP Data Forecast is 78.2 -Our target in Reading for female students for the 2020-2021 on the K-PREP Data Forecast is 70.7 -Our target in Social Studies for all students for the 2020-2021 on the K-PREP Data Forecast is 56.4 -Our target in Writing for all students for the 2020-2021 on the K-PREP Data Forecast is 56.4 -65.6% of economically

disadvantaged students scored proficient/ distinguished on K-PREP Reading -68.6% of all students scored proficient/distinguished on K-PREP Reading -Our students scored a higher percentage of proficient/distinguished in 3rd grade reading than the state and district percent. -58.3% of economically disadvantaged students scored proficient/distinguished on K-PREP Math -61.0% of all students scored proficient/distinguished on K-PREP Math -40.9% of all students scored proficient/distinguished on K-PREP Science -34.8% of all economic disadvantaged students scored proficient/distinguished on K-PREP Science -51.1% of all students scored proficient/distinguished on K-PREP Social Studies -51.9% of all economic disadvantaged students scored proficient/distinguished on K-PREP Social Studies -60.3% of all students scored proficient/distinguished on K-PREP Writing -61.5% of all economic disadvantaged students scored proficient/distinguished on K-PREP Writing Indicator Scores:Proficiency High Separate Academic: High Growth: Medium STAR Rating 4 Non-Academic Current State:Teacher Attendance: Teacher attendance rate was 89% for the 2018 school year – an increase from 87% in 2017. -The number of behavior referrals has decreased to 195 in 2018 from 276 in 2017. -The ADA% decreased from 93.37% in 2017 to 93.35% in 2018. In addressing the nonacademic data utilized to meet student needs we take into consideration these areas: - Students who are economically disadvantaged 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, 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 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.

Priorities/Concerns

. Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Priorities and 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. Our fifth grade showed an increase in the percentage of students scoring novice in reading, math, social studies, and on demand writing. Our sixth-grade students showed an increase in the percentage of students scoring novice in the area of math. Our reports indicate that we "need work" in the area of Number and Operations in Base Ten and Number and Operations – Fractions. Furthermore, we have a "need work" status in the area of geography for 5th grade social studies, and all reporting categories for 4th grade science. School wide we will continue to focus on growth for all individual students. Some specific concerns include the largest percentage of students in fifth grade math scored apprentice. To address these concerns we are focusing on the rigor of the curriculum and instruction for this area. The percentage of students scoring distinguished in writing decreased by 10.7%. We have changed the scheduling for this subject to include more instructional time in this area. 28.6% more males scored proficient/ distinguished in science than females. To address this issue teachers will increase their inclusion of females in science questioning and laboratory experiments. Also, males had a higher novice rate in all areas. We will increase pullout and intervention services of all students scoring novice. These are the most critical areas in which we will focus much of our attention for this school year. Reading All Students Novice – 6.9% Apprentice – 24.5% Proficient – 43.1% Distinguished – 25.5% Reading Economically Disadvantaged Students Novice – 7.9% Apprentice – 26.4% Proficient – 42.7% Distinguished – 22.9% Math All Students Novice – 7.6% Apprentice – 31.4% Proficient – 39% Distinguished – 22.1% Math Economically Disadvantaged Students Novice – 9.3% Apprentice – 32.6% Proficient – 37% Distinguished – 21.1% 2.8% of third grade students scored novice on reading KPREP. 1.4% of third grade students scored novice on math KPREP. 6.8% of fourth grade students scored novice on reading KPREP. 10.2% of fourth grade students scored novice on math KPREP. 9.5% of fifth grade students scored novice on reading KPREP. 11.1% of fifth grade students scored novice on math KPREP. 8.8% of sixth grade students scored

novice on reading KPREP. 7.4% of sixth grade students scored novice on math KPREP. Some non-academic areas we focus on would be attendance, behavior, and students who are economically disadvantaged. The student population who are economically disadvantaged 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, 21st Century programs, Gifted and Talented services, and morning tutoring sessions. Oftentimes, teachers, administration, and even parents refer students to participate in after school and morning tutoring sessions. In regards to attendance, our ADA percentage has decreased only slightly, from 93.37% in 2017 to 93.35% in 2018. However, this is an area of concern for us, as student 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. These interactions oftentimes bridge the instructional gap accompanied with absences. Additionally, the District's DPP and our school Family Resource personnel make home visits to students with attendance concerns. Behavior issues are improving, from 276 referrals in 2017 to 195 in 2018, but we would still like to see the number of behavior referrals significantly lower. Disruptions to the learning environment affect student performance, and a school wide behavior plan is in place to keep those to a minimum. Counseling is an asset our school utilizes to meet student needs and to help students with behavior concerns. Teachers, administrators, and often parents refer children 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. Another area of concern is due to the pandemic, students are having to learn virtually from home instead of in-person. This will be a source of concern, as we identify the effects this has taken on student learning.

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 number of students scoring novice in social studies and writing has increased over the past two years. Overall, this year, we saw a decrease in the percentage of students scoring proficient/distinguished in reading in all grade levels. We have a data room to identify and monitor the progress of all students. Utilizing the data room, we can focus on getting the growth of all students. We use this information to determine what students could benefit from small group pull out or after school services. We are also purchasing Chromebooks and applying for Chromebooks through Donors Choose in an effort to offer more ways of differentiating for each student. Another trend that could be identified would be the association of students with high absenteeism 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. These interactions oftentimes bridge the instructional gap accompanied with absences. Additionally, the District's DPP and our school Family Resource personnel make home visits to students with attendance concerns.

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. We will focus on the key core work processes of designing and deploying standards to increase rigor in the curriculum and instruction as well as reviewing, analyzing, and applying the data to focus on the growth of all students. K-PREP 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.

Strengths/Leverages

. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

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

K-PREP 2018-2019•Overall, we saw an increase in the percentage of students scoring distinguished in math. •The percentage of third grade students scoring in the P/D category was above the state and district averages in the achievement areas of reading (69%) and math (71.8%). The percentage of third grade students scoring novice on both areas of the K-PREP test was well below district and state averages. •The percentage of fourth grade students scoring in the P/D category was above the state and average in the achievement areas of math (60.2%) and science (40.9%).•The percentage of fifth grade students scoring in the P/D category was above the state and average in the achievement areas of reading (68.3%) and social studies (57.1%), and above the state and district averages in the achievement area of on-demand writing (60.3%).•The percentage of sixth grade students scoring in the P/D category was above the state and average in the achievement areas of reading (77.9%) and math (63.2%).•The KPREP school summary report showed that all grades tested in reading are on track and are performing well on this content skills. All grades, but fifth are on track in all areas of math. IOWA Achievement Test 2019•Kindergarten had a 90% national percentile ranking in English Language Arts (ELA), an 88% national percentile ranking in math, and an 86% national percentile ranking in Core Composite score. •First Grade had an 81% national percentile ranking in English Language Arts (ELA), an 80% national percentile ranking in math, a 74% national percentile ranking in social studies, an 81% national percentile ranking in science, and a 76% national percentile ranking in Complete Composite score. •Second Grade had a 71% national percentile ranking in English Language Arts (ELA), an 83% national percentile ranking in math, an 80% national percentile ranking in social studies, an 81% national percentile ranking in science, and a 79% national percentile ranking in Complete Composite score. Brigance Screener School – Wide Data 2018•47.9% of our students are Kindergarten ready. 52.1% were ready with interventions.

01/05/2021

Oak Grove Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: School Assurances

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Oak Grove Elementary School

Tonya Faulkner

4505 Cumberland Falls Hwy

Corbin, Kentucky, 40701

United States of America

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2020-21 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies 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.

Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of “ineffective” as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the [Kentucky Equitable Access to Effective Educators Survey](#). Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has accurately completed the [Kentucky Equitable Access to Effective Educators Survey](#) by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

☒ Yes

☐ No

☐ N/A

COMMENTS

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

☒ Yes

☐ No

☐ N/A

COMMENTS

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to

improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

☒ Yes

☐ No

☐ N/A

COMMENTS

9. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

10. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

☐ Yes

☐ No

☒ N/A

COMMENTS

11. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

12. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

☐ Yes

☐ No

☒ N/A

COMMENTS

13. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

14. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

15. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

16. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

17. If the school is implementing a targeted assistance school program, the school serves

participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

18. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

COMMENTS

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

All School Programs

20. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

☒ Yes

☐ No

☐ N/A

COMMENTS

21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

COMMENTS

22. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family

engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☒ Yes

☐ No

☐ N/A

COMMENTS

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☒ Yes

☐ No

☐ N/A

COMMENTS

25. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☒ Yes

☐ No

☐ N/A

COMMENTS

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☒ Yes

☐ No

☐ N/A

COMMENTS

27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

☒ Yes

☐ No

☐ N/A

COMMENTS

29. The school jointly develops 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 standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☒ Yes

☐ No

☐ N/A

COMMENTS

30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☒ Yes

☐ No

☐ N/A

COMMENTS

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☒ Yes

☐ No

☐ N/A

COMMENTS

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☒ Yes

☐ No

☐ N/A

COMMENTS

33. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

34. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☒ Yes

☐ No

☐ N/A

COMMENTS

35. To the extent practicable, the school provides 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), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☒ Yes

☐ No

☐ N/A

COMMENTS

Attachment Summary

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2020-21 Phase Two: School Safety Report

2020-21 Phase Two: School Safety Report

Oak Grove Elementary School

Tonya Faulkner

4505 Cumberland Falls Hwy

Corbin, Kentucky, 40701

United States of America

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2020-21 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 severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, 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 in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

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 in the comment box.

Yes

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 in the comment box.

Yes

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 in the comment box.

Yes

5. Was the school's emergency plan reviewed following 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)?

Please provide the most recent date of review/revision of the school's emergency plan in the district in the comment box. If the answer is "no", please explain in the comment box.

Yes. 7-6-2020

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)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes. 8-11-2020

7. During the first 30 instructional days of the current 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(5)?

If the answer is "no", please explain in the comment box.

Yes

8. During the month of January during the prior 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(5)?

If the answer is "no", please explain in the comment box.

Yes

9. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

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2020-21 Phase Three: Professional Development Plan for Schools

2020-21 Phase Three: Professional Development Plan for Schools

Oak Grove Elementary School

Tonya Faulkner

4505 Cumberland Falls Hwy

Corbin, Kentucky, 40701

United States of America

Generated on 01/05/2021

Oak Grove Elementary School

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2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the school's mission?

The professional development mission of Oak Grove Elementary is to actively engage all members of the school community in continuous professional growth, designed to increase the success of all students. Through an environment of collegiality and collaboration, all employees will have opportunities to increase knowledge, improve performance, learn new technology, and enhance professional satisfaction.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two priorities** for

professional development that support continuous improvement?

1. Growth (Reading & Math) 2. Remote Learning Instruction

3. How do the identified **top two priorities** of professional development relate to school goals?

Our chosen two critical area priorities of professional development derive directly from our Comprehensive School Improvement Plan. Our CSIP goal to increase our overall growth score in grades 4th-6th from a growth indicator score of 55.7 in 2019 to 60.0 by 2022 and to increase the reading and math percentage of proficient/distinguished students from 68.6% in 2019 to 72.9% by 2022 in reading and 61.0% in 2019 to 66.3% by 2022 in math as measured by the state's accountability NAPD calculation are just two goals that we used to determine these critical areas.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

1. Monitor and provide support offered during professional development that promotes student growth for all students through new and existing educational resources such as Into Reading Series by Houghton Mifflin, Study Island, Go Math Series, IXL, Math Achievement Fund, Read to Achieve, Americorp, Elgin Principal Cohort, Southeast South-Central Cooperative partnered with New Teacher Center grant, etc. 2. Utilize teaching staff to increase coaching capacity in implementing effective strategies that will empower teachers to enhance reading and math instruction that promotes growth among all students in the areas of reading and math.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

1. Be able to use the teaching resources in the most effective way. 2. Utilize our staff to increase coaching and teaching capacity. 3. Increase student growth in reading and math. The desired student outcome from utilizing staff and resources will be that students' reading and math growth scores will not only rise but maintain at a high level.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Our indicators of success for meeting medium growth or higher will be based on yearly K-PREP scores, MAP scores, along with student weekly performance data.

4d. Who is the targeted audience for the professional development?

Primary targeted audience of the Professional Development will be teachers/staff. The secondary targeted audience will be the students.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Stakeholders impacted by professional development include students, parents, teachers, principals and district leaders.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Resources needed for professional development include time and funding. Allocated staff and materials will also be included through district and grant funding.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Staff will receive ongoing support in the forms of online and on-site courses, meetings, and instruction that will develop or expand their knowledge and skills, along with allowing them the opportunities to share emerging ideas and address problems associated with the practice. The Read to Achieve Reading Grant and the Math Achievement Grant also allows for ongoing implementation, monitoring, and improvement through yearly training that allows for different teachers, other than the initial Math and Reading Achievement Grant teachers, to be trained on new reading and math strategies. Staff will also receive coaching to allow reflection and reviewing of results. The RTA (Read to Achieve) teacher is in the process of completing Litcom training which will give her access to 300+ sessions on reading/writing strategies to be used with elementary students. The RTA teacher will then share those trainings and information to coach other teaching staff on such strategies. The MAF (Math Achievement Fund) instructor will be attending the STEM Conference 2020. The sessions will focus on training educators in the areas of engineering, math, and science utilizing dynamic and engaging virtual learning as the mode of instruction.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

The professional development will be monitored through documentation of observations, along with assignment analysis to determine if students are being required to use higher order thinking, the degree of scaffolding being used, and if assignments are linked to skills being assessed. Assigned individuals from the Read to Achieve Grant, the Math Achievement Grant, and the New Teacher Center collaborate with school administration and teachers to monitor and assess the implementation and progress of the training being received.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

1. Seek out and implement professional development in technology that will provide strategies and resources that will ensure student growth in both a virtual setting and during in seat instruction. 2. Utilize available online resources to enhance student learning

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Improve teaching practice when teaching virtual with emphasis on increasing practices shown to be highly effective and improving student academic outcomes.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Our indicators of success for increasing the percentage of students scoring proficient/distinguished on yearly K-PREP scores, mastering standards, along with student weekly performance data.

5d. Who is the targeted audience for the professional development?

Primary targeted audience of the Professional Development will be teachers/staff. The secondary targeted audience will be the students.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Stakeholders impacted by professional development are teachers and students and include parents, principals and district leaders.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Resources needed for professional development include time and funding. Allocated staff and materials will also be included through district and grant funding.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Staff will receive ongoing support in the forms of online and on-site courses, meetings, and instruction that will develop or expand their knowledge and skills, along with allowing them the opportunities to share emerging ideas and address problems associated with the practice. The Read to Achieve literacy grant, which encompasses both reading and writing, also allows for ongoing implementation, monitoring, and improvement through yearly training that allows for a different teacher, other than the initial RTA teacher, to be trained on new reading and writing strategies. Staff will also receive coaching to allow reflection and reviewing of results. Our school is also partnered with the Southeast/South-Central Cooperative, Elgin Principal Cohort, Americorps, and the New Teacher Center that provides sessions including School Leaders and Coaches: A Partnership for School Success. This partnership will offer training for multiple years to teachers (adding new teachers each year) that will focus on strategies to support teacher/coach collaboration and acceleration of practices, along with identifying site-specific action steps and leadership support for immediate and ongoing implementation, monitoring, and improvement.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

The professional development will be monitored through documentation of observations, along with assignment analysis to determine if students are being required to use higher order thinking, the degree of scaffolding being used, and if assignments are linked to skills being assessed. Assigned individuals from the Read to Achieve Grant and the New Teacher Center collaborate with school

administration and teachers to monitor and assess the implementation and progress of the training being received.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Generated on 01/05/2021

Oak Grove Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-2021 Phase Three: Comprehensive School Improvement Plan

2020-2021 Phase Three: Comprehensive School Improvement Plan

Oak Grove Elementary School

Tonya Faulkner

4505 Cumberland Falls Hwy

Corbin, Kentucky, 40701

United States of America

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2020-21 Phase Three: Comprehensive School Improvement Plan

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Goal: Long-term three to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *Shipley*, *Baldrige*, etc.).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

[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](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

. a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).

b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.


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

See attachment

Plan - Generated on 01/05/2021

Oak Grove Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Oak Grove Comprehensive Improvement Plan 2020		.

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *Shiple*y, *Baldrige*, etc.).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

- [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](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes listed above or another established improvement approach (i.e. <i>Six</i>	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The measures may be quantitative or qualitative but are observable in some way.	Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<i>Sigma, Shipley, Baldrige, etc.).</i>				

1: Proficiency Goal

Goal 1: Increase the reading and math percentage of proficient/distinguished students from 68.6% in 2019 to 72.9% by 2022 in reading and 61.0% in 2019 to 66.3% by 2022 in math as measured by the state’s accountability NAPD calculation.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the average reading K-Prep proficiency score for all students from 68.6% in 2019 to 70.0% by 2021 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	9/20-9/21 PLC and SBDM Minutes Teachers and SBDM Council	Funding for Assessments provided through board of education funds and approved grants
		B. Teachers will keep data notebooks to monitor individual student progress toward meeting group and individual 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	9/20-9/21 Data Notebooks and PLC Minutes Teachers and Administrators	Funding for Assessments provided through board of education funds and approved grants
	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 Kentucky Academic Standards.	Summative assessment measures such as STAR Reading, MAP, Iowa, Common Assessments, and K-Prep	9/20-9/21 PD Logs, Teachers’ Meeting Agendas, and PLC Minutes Teachers and District Curriculum Team	Funding for Assessments provided through board of education funds and approved grants

Goal 1: Increase the reading and math percentage of proficient/distinguished students from 68.6% in 2019 to 72.9% by 2022 in reading and 61.0% in 2019 to 66.3% by 2022 in math as measured by the state’s accountability NAPD calculation.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	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	9/20-9/21 21st CCLC Program offerings and attendance Teachers and Administrators	21 st Century Grant
		B. Teachers will use Study Island, IXL, Reading Eggs, Google Classroom, MyOn, Flocabulary, Read Theory, News ELA, River Deep, Renaissance Place (AR), Wordly Wise, IReady, Scholastic Magazine, Time for Kids, and Brain POP in order to enhance instruction in all subject areas, increase student engagement, and provide more individualized instruction to all students.	Summative assessment measures by STAR Reading, MAP, IOWA, Common Assessments, and K-Prep and attendance in 21 st CCLC	9/20-9/21 Lesson Plans, Program Reports, and Formal/Informal Observations Teachers	Striving Readers Grant: Wordly Wise, IReady, Scholastic Magazine, Time for Kids, and Instructional funds.
		C. Teachers will participate in Literacy 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	Increase reading achievement as measured by MAP, STAR Reading, IOWA, Common Assessment, and K-Prep	9/20-9/21 Teachers	Striving Readers Grant: LDC

Goal 1: Increase the reading and math percentage of proficient/distinguished students from 68.6% in 2019 to 72.9% by 2022 in reading and 61.0% in 2019 to 66.3% by 2022 in math as measured by the state’s accountability NAPD calculation.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		the most current, research-proven teaching practices will ensure teachers are able to maximize reading instruction for all students.			
	4. Establishing Learning Culture and Environment	A. Teachers will participate in technology trainings for Google Classroom, Google Forms, Zoom, etc. in order to ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful during this time of remote learning.	Participation in Google Classroom, participation in Zoom sessions, and achievement as measured by STAR Reading, MAP, Common Assessments, IOWA, and KPREP	8/20 – 8/21	Funding for assessments and professional development provided through board of education funds and approved grants
Objective 2: Collaborate to increase the average math K-Prep proficiency score for all students from 61.0% in 2019 to 62.8% by 2021 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 MAP, IOWA, Common Assessments, and K-Prep	9/20-9/21 PLC and SBDM Minutes Teachers and SBDM Council	Funding for Assessments provided through board of education funds and approved grants
		B. Teachers will keep data notebooks to monitor individual student progress toward meeting group and	Student growth as measured by MAP, Iowa, Common	9/20-9/21 Data Notebooks and PLC Minutes	Funding for Assessments provided through

Goal 1: Increase the reading and math percentage of proficient/distinguished students from 68.6% in 2019 to 72.9% by 2022 in reading and 61.0% in 2019 to 66.3% by 2022 in math as measured by the state’s accountability NAPD calculation.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		individual goals. Instruction will be driven by student needs, as evidenced by student data.	Assessments, and K-Prep	Teachers and Administrators	board of education funds and approved grants
	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 Kentucky Academic Standards.	Summative assessment measures such as MAP, Iowa, Common Assessments, and K-Prep	9/20-9/21 PD Logs, Teachers’ Meeting Agendas, and PLC Minutes Teachers and District Curriculum Team	Funding for Assessments provided through board of education funds and approved grants
		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	9/20-9/21 Lesson Plans and Formal/Informal Observations Teachers	Funding for Assessments provided through board of education funds and approved grants
	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 MAP, IOWA, Common Assessments, and K-Prep	9/20-9/21 21st CCLC Program offerings and attendance Teachers and Administrators	21 st Century Grant
		B. Teachers will use Study Island, IXL, Google Classroom, Prodigy	Summative assessment measures by MAP,	9/20-9/21	Instructional funds and 21 st Century

Goal 1: Increase the reading and math percentage of proficient/distinguished students from 68.6% in 2019 to 72.9% by 2022 in reading and 61.0% in 2019 to 66.3% by 2022 in math as measured by the state’s accountability NAPD calculation.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Math, River Deep, and Brain POP in order to enhance instruction in all subject areas, increase student engagement, and provide more individualized instruction to all students.	IOWA, Common Assessments, and K-Prep and attendance in 21 st CCLC	Lesson Plans, Program Reports, and Formal/Informal Observations Teachers	
		C. Teachers will participate in 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 instruction for all students.	Increase in math as measured by MAP, IOWA, Common Assessment, and K-Prep	9/20-9/21 Teachers	Instructional funds, Grant: MAF
	4. Establishing Learning Culture and Environment	A. Teachers will participate in technology trainings for Google Classroom, Google Forms, Zoom, etc. in order to ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to	Participation in Google Classroom, participation in Zoom sessions, and achievement as measured by MAP, Common Assessments, IOWA, and KPREP	8/20 – 8/21	Funding for assessments and professional development provided through board of education funds and approved grants

Goal 1: Increase the reading and math percentage of proficient/distinguished students from 68.6% in 2019 to 72.9% by 2022 in reading and 61.0% in 2019 to 66.3% by 2022 in math as measured by the state’s accountability NAPD calculation.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		be successful during this time of remote learning.			

2: Separate Academic Indicator

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 40.9% to 49.0% in the area of Science, from 57.1% to 63.0% in the area of Social Studies, and from 60.3% to 65.7% in the area of writing, by 2022 as measured by the state’s new accountability calculator.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the percentage of all students scoring at the proficient/distinguished level from 40.9% in 2019 to 43.6% by 2021 in the area of Science as measured by the state’s new accountability calculator.	1. Review, Analyze and Apply Data	A. Teachers and SBDM council will analyze student 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, Common Assessments, and K-Prep	9/20-9/21 PLC and SBDM Minutes Teachers and SBDM Council	Funding for Assessments provided through board of education funds and approved grants.
		B. Teachers will use scrimmage tests 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 achievement as evidenced by scrimmage results, Common Assessments, and K-Prep	9/20-9/21 Lesson Plans and Formal/Informal Observations Teachers	No funding needed.
		C. Teachers will collaborate with District Instructional Coaches, as well as with grade level team members, teachers across grade levels, and Special Education instructors/Interventionists to analyze student data results	Growth in student data as provided by IOWA, Common Assessments, Classroom data, and K-Prep	9/20-9/21 PLC minutes and Data Notebooks Teachers, District Curriculum Team and Special Needs Staff	No funding needed.

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 40.9% to 49.0% in the area of Science, from 57.1% to 63.0% in the area of Social Studies, and from 60.3% to 65.7% in the area of writing, by 2022 as measured by the state’s new accountability calculator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	2. Design, Align, and Deliver Support	and will cooperate to make instructional decisions.			
		A. Teachers and principal will collaborate to design learning opportunities for the 21 st CCLC program to provide remediation, homework help, and enrichment in the area of Science for all students through before-school, after-school, and summer school programs.	Growth & achievements, as measured by IOWA, Common Assessments, Classroom data, and K-Prep	9/20-9/21 21 st CCLC Program offerings and attendance Teachers and Administrators	21 st Century Grant
		B. Teachers will use Study Island, IXL, Google Classroom, Brain Pop, and other digital resources in order to enhance instruction in Science, 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 21 st CCLC	9/20-9/21 Lesson Plans and Formal/Informal Observations Teachers	Striving Readers Grant; 21 st Century Grant; Instructional Funds
		C. Teachers in accountability grades will administer Science assessments in formats similar to those used on K-Prep in order to acclimate students to the rigor of the assessment. They will use scoring guides like those used on K-Prep assessments and will teach students to use self-evaluation as a tool to enhance their	Student performance on K-Prep, as well as individual performance on formative and summative products	9/20-9/21 Scrimmage Test results Teachers	No funding needed.

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 40.9% to 49.0% in the area of Science, from 57.1% to 63.0% in the area of Social Studies, and from 60.3% to 65.7% in the area of writing, by 2022 as measured by the state’s new accountability calculator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		writing literacy and test taking skills.			
		D. 21 st 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 programs	Student achievement and growth as evidenced by IOWA, common assessments, classroom data, and K-Prep	On-going Data notebooks, K-Prep results Regular Education Teachers; Special Education Teachers; 21 st Century Staff	21 st Century Grant
	3. Design and Deliver Instruction	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 Impact KY Survey	On-going Student data	No funding needed.
	4. Design and Deploy Standards	A. Teachers in all grade levels will ensure that Science is being taught at optimal instructional	Student achievement and growth as	9/20-9/21	

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 40.9% to 49.0% in the area of Science, from 57.1% to 63.0% in the area of Social Studies, and from 60.3% to 65.7% in the area of writing, by 2022 as measured by the state’s new accountability calculator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		levels to promote success. Teachers will collaborate to design instruction and activities that are aligned with New Generation Science Standards, Students will be provided differentiation to address their individual needs.	evidenced by classroom data, common assessments, scrimmage results, and K-Prep	Lesson Plans, PLC minutes, Formal/Informal Observations, K-Prep results Teachers	Striving Readers Grant: Wordly Wise and IReady
	5. Establishing Learning Culture and Environment	A. Teachers will participate in technology trainings for Google Classroom, Google Forms, Zoom, etc. in order to ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful during this time of remote learning.	Participation in Google Classroom, participation in Zoom sessions, and achievement as measured by Common Assessments, IOWA, and KPREP	8/20 – 8/21	Funding for assessments and professional development provided through board of education funds and approved grants
Objective 2: Collaborate to increase the percentage of all students scoring at the proficient/distinguished level from 57.1% in 2019 to 59.1% by 2021 in the area of Social Studies as measured by the state’s new accountability calculator.	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, Common Assessments, and K-Prep	9/20-9/21 PLC and SBDM Minutes Teachers and SBDM Council	Funding for Assessments provided through board of education funds and approved grants.

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 40.9% to 49.0% in the area of Science, from 57.1% to 63.0% in the area of Social Studies, and from 60.3% to 65.7% in the area of writing, by 2022 as measured by the state’s new accountability calculator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		B. Teachers will use scrimmage tests 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 social studies achievement as evidenced by scrimmage results, Common Assessments, and K-Prep	9/20-9/21 Lesson Plans and Formal/Informal Observations Teachers	No funding needed.
		C. Teachers will collaborate with District Instructional Coaches, 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	9/20-9/21 PLC minutes Teachers, District Curriculum Team and Special Needs Staff	No funding needed.
	2. Design, Align, and Deliver Support	A. Teachers will use Study Island, IXL, Google Classroom, MyOn, Flocabulary, News ELA, Renaissance Place (AR), Brain Pop, and other digital resources in order to enhance instruction in Social Studies, increase student engagement; and provide more individualized instruction to all students.	Growth & achievements, as measured by IOWA, Common Assessments, Classroom data, and K-Prep	9/20-9/21 21 st CCLC Program offerings and attendance Teachers and Administrators	21 st Century Grant

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 40.9% to 49.0% in the area of Science, from 57.1% to 63.0% in the area of Social Studies, and from 60.3% to 65.7% in the area of writing, by 2022 as measured by the state’s new accountability calculator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		B. Teachers in accountability grades will administer Social Studies assessments in formats similar to those used on K-Prep in order to acclimate students to the rigor of the assessment. They will use scoring guides like 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.	Summative assessment measures, IOWA, Common Assessments, classroom data, and K-Prep and attendance in 21 st CCLC	9/20-9/21 Lesson Plans and Formal/Informal Observations Teachers	Striving Readers Grant; 21 st Century Grant; Instructional Funds
		C. 21 st 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 programs	Student performance on K-Prep, as well as individual performance on formative and summative products	9/20-9/21 Scrimmage Test results Teachers	No funding needed.
		D. 21 st 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 programs.	Student achievement and growth as evidenced by IOWA, common assessments, classroom data, and K-Prep	On-going K-Prep results Regular Education Teachers; Special Education Teachers; 21 st Century Staff	21 st Century Grant

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 40.9% to 49.0% in the area of Science, from 57.1% to 63.0% in the area of Social Studies, and from 60.3% to 65.7% in the area of writing, by 2022 as measured by the state’s new accountability calculator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	3. Establishing Learning Culture and Environment	A. Teachers will participate in technology trainings for Google Classroom, Google Forms, Zoom, etc. in order to ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful during this time of remote learning.	Participation in Google Classroom, participation in Zoom sessions, and achievement as measured by Common Assessments, IOWA, and KPREP	8/20 – 8/21	Funding for assessments and professional development provided through board of education funds and approved grants
Objective 3: Collaborate to increase the percentage of all students scoring at the proficient/distinguished level and from 60.3% in 2019 to 62.1 by 2021 in writing as measured by the state’s new accountability calculator	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	9/20-9/21 PLC and SBDM Minutes Teachers and SBDM Council	Funding for Assessments provided through board of education funds and approved grants.

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 40.9% to 49.0% in the area of Science, from 57.1% to 63.0% in the area of Social Studies, and from 60.3% to 65.7% in the area of writing, by 2022 as measured by the state’s new accountability calculator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		B. Teachers will use scrimmage tests in the areas of 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 writing achievement as evidenced by scrimmage results, Common Assessments, and K-Prep	9/20-9/21 Lesson Plans and Formal/Informal Observations Teachers	No funding needed.
		C. Teachers will collaborate with District Instructional Coaches, 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	9/20-9/21 PLC minutes and Data Notebooks Teachers and District Curriculum and Special Needs Staff	No funding needed.
		D. Teachers will collaborate with District Instructional Coaches 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	9/20-9/21 Scrimmage Test results, Data Notebooks, and PLC Minutes Teachers and District Instructional Coaches	No funding needed.

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 40.9% to 49.0% in the area of Science, from 57.1% to 63.0% in the area of Social Studies, and from 60.3% to 65.7% in the area of writing, by 2022 as measured by the state’s new accountability calculator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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 level. Students in 5 th and 6 th , for example, will be presented with on-demand tasks that address situations encountered 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	9/20-9/21 Teachers	No funding needed.
	2. Design, Align, and Deliver Support	A. Teachers and principal will collaborate to design learning opportunities for the 21 st CCLC program to provide remediation, homework help, and enrichment in the area of Writing tasks will be embedded in 21 st CCLC activities.	Growth & achievements, as measured by IOWA, Common Assessments, Classroom data, and K-Prep	9/20-9/21 21 st CCLC Program offerings and attendance Teachers and Administrators	21 st Century Grant
		B. Teachers will use Study Island, IXL, Google Classroom, MyOn, Flocabulary, News ELA, Renaissance Place (AR), Brain Pop, and other digital resources in order to enhance instruction in Writing; increase	Summative assessment measures, IOWA, Common Assessments, classroom data, and K-Prep and attendance in 21 st CCLC	9/20-9/21 Lesson Plans and Formal/Informal Observations Teachers	Striving Readers Grant; 21 st Century Grant; Instructional Funds

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 40.9% to 49.0% in the area of Science, from 57.1% to 63.0% in the area of Social Studies, and from 60.3% to 65.7% in the area of writing, by 2022 as measured by the state’s new accountability calculator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		student engagement; and provide more individualized instruction to all students.			
		C. Teachers in accountability grades will administer Writing assessments in formats similar to those used on K-Prep in order to acclimate students to the rigor of the assessment. They will use scoring guides like 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	9/20-9/21 Data Notebooks and Scrimmage Test results Teachers	No funding needed.
		D. 21 st 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 programs.	Student achievement and growth as evidenced by IOWA, common assessments, classroom data, and K-Prep	On-going Data notebooks, K-Prep results Regular Education Teachers; Special Education Teachers; 21 st Century Staff	21 st Century Grant
	3. Establish 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	Student achievement and growth as evidenced by classroom data IOWA, and K-Prep; data from Impact KY Survey	Ongoing Student data notebooks Teachers	No funding needed.

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 40.9% to 49.0% in the area of Science, from 57.1% to 63.0% in the area of Social Studies, and from 60.3% to 65.7% in the area of writing, by 2022 as measured by the state’s new accountability calculator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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.			
		B. Teachers will participate in technology trainings for Google Classroom, Google Forms, Zoom, etc. in order to ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful during this time of remote learning.	Participation in Google Classroom, participation in Zoom sessions, and achievement as measured by MAP Language, Common Assessments, IOWA, and KPREP	8/20 – 8/21	Funding for assessments and professional development provided through board of education funds and approved grants
	4. Design and Deploy Standards	A. Teachers in all grade levels will ensure Writing is being taught at optimal instructional levels to promote success. Teachers will collaborate to design instruction and activities that are aligned with Kentucky Academic Writing Standards along with district writing plan.	Student achievement and growth as evidenced by classroom data, common assessments, scrimmage results, and K-Prep	9/20-9/21 Lesson Plans, PLC minutes, Data Notebooks, Formal/Informal Observations, K-Prep results Teachers	Striving Readers Grant: Wordly Wise and IReady

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 40.9% to 49.0% in the area of Science, from 57.1% to 63.0% in the area of Social Studies, and from 60.3% to 65.7% in the area of writing, by 2022 as measured by the state’s new accountability calculator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Students will be provided differentiation to address their individual needs. Teachers in all grade levels will incorporate the Ready Winter supplemental curriculum into writing activities along with Wordly Wise supplemental resources.			

3: Achievement Gap

Goal 3: Increase the reading and math proficiency scores for students in economically disadvantaged population from 58.1% in 2019 to 63.8% by 2022 in math and for reading from 65.6% in 2019 to 70.3% in 2022 as measured by the state’s NAPD calculation.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the proficiency score in reading for students in the economically disadvantaged population from 65.6% in 2019 to 67.2% in 2021 as measured by the state’s NAPD calculation.	1. Review, Analyze and Apply Data	A. Universal screeners will be used to identify students at-risk in reading, and language in order to place students in RTA, 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, & Title I	9/20-9/21 Progress Reports and Data Sheets for students receiving services Teachers	RTA, Title I funding, and Board of Education funds and approved grants.
		B. Students identified as at -risk in reading, and/or language will be screened using AIMS Web Plus, 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 and data provided through progress monitoring	Ongoing Progress monitoring data Teachers	Funding for assessments provided through Board of Education funds and approved grants.
		C. Teachers will collaborate with RTA, 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	9/20-9/21 PLC minutes and Progress monitoring Teachers	RTA, Title I funding, and Board of Education funds and approved grants.
	2. Design, Align, and Deliver Support	A. RTA, STC, Title I, and Special Education instructors will collaborate with classroom teachers and each other to	Growth in student data as provided by MAP, STAR Reading, AIMSWeb Plus, IOWA,	Ongoing Student data notebooks and teacher schedules	Funding for assessments provided through Board of Education

Goal 3: Increase the reading and math proficiency scores for students in economically disadvantaged population from 58.1% in 2019 to 63.8% by 2022 in math and for reading from 65.6% in 2019 to 70.3% in 2022 as measured by the state’s NAPD calculation.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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.	Common Assessments, classroom data, and K-Prep	Teachers	funds and approved grants.
		B. Teachers will collaborate with their peers, instructional leaders, district curriculum design 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	Ongoing Lesson Plans, PLC minutes, and Formal/Informal observations Teachers and District Curriculum Team	Funding for assessments provided through Board of Education funds, approved grants.
		C. Technology will be integrated in all subject areas to provide differentiation and increase student engagement. IXL, Study Island, 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	Ongoing Lesson Plans, PLC minutes, and Formal/Informal observations Teachers	Funding for assessments provided through Board of Education funds, approved grants, and instructional funds.
		D. 21 st CCLC staff will collaborate with classroom teachers, RTA, Title I, and Special Education instructors to differentiate,	Student achievement and growth as evidenced by MAP,	Ongoing	Funding for assessments provided through

Goal 3: Increase the reading and math proficiency scores for students in economically disadvantaged population from 58.1% in 2019 to 63.8% by 2022 in math and for reading from 65.6% in 2019 to 70.3% in 2022 as measured by the state’s NAPD calculation.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		provide remediation, extend learning, and enrich instructional content for students attending before-school, after-school, and summer school programs.	STAR Reading, IOWA, and K-Prep	Lesson Plans and Formal/Informal observations Teachers	Board of Education funds, approved grants, 21 st Century Grant, RTA, MAF Grants, and Title I Funding.
		E. Family Resource Center staff, along with 21 st CCLC staff will collaborate with teachers, parents, and the community to provide services to reduce barriers 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 Impact KY Survey	Ongoing Sign-in sheets for 21 st CCLC, FRC, and school events Teachers, FRC Staff, and 21 st Century Staff	FRC, 21 st Century Grants, funding for assessments provided through Board of Education funds and approved grants.
	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	Student achievement and growth as evidenced by MAP, STAR Reading, IOWA, and K-Prep; data from Impact KY Survey	Ongoing Student data notebooks Teachers	Funding for assessments provided through Board of Education funds and approved grants.

Goal 3: Increase the reading and math proficiency scores for students in economically disadvantaged population from 58.1% in 2019 to 63.8% by 2022 in math and for reading from 65.6% in 2019 to 70.3% in 2022 as measured by the state’s NAPD calculation.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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.			
		B. Teachers will participate in technology trainings for Google Classroom, Google Forms, Zoom, etc. in order to ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful during this time of remote learning.	Participation in Google Classroom, participation in Zoom sessions, and achievement as measured by STAR Reading, MAP, Common Assessments, IOWA, and KPREP	8/20 – 8/21	Funding for assessments and professional development provided through board of education funds and approved grants
Objective 2: Increase the proficiency score in math for students in the economically disadvantaged population from 58.1% in 2019 to 60.0% in 2021 as measured by the state’s NAPD calculation.	1. Review, Analyze and Apply Data	A. Universal screeners will be used to identify students at-risk in math, and language in order to place students in MIT and Title I groups, to plan for instructional differentiation, and to identify students in need of RTI.	Student growth as evidenced by MAP results, MIT, & Title I	9/20-9/21 Progress Reports and Data Sheets for students receiving services Teachers	RTA, MAF Grants, Title I funding, and Board of Education funds and approved grants.
		B. Students identified as at -risk in math will be screened using AIMS Web Plus, and progress	Student growth, as evidenced by MAP, &	Ongoing	Funding for assessments

Goal 3: Increase the reading and math proficiency scores for students in economically disadvantaged population from 58.1% in 2019 to 63.8% by 2022 in math and for reading from 65.6% in 2019 to 70.3% in 2022 as measured by the state’s NAPD calculation.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		monitoring will be used to assess further need for intervention. Students with behavioral issues which impact achievement will be monitored using Review 360.	AIMS Web Plus and data provided through progress monitoring	Progress monitoring data Teachers	provided through Board of Education funds and approved grants.
		C. Teachers will collaborate with MIT, 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, AIMS Web Plus, IOWA, Common Assessments, classroom data, and K-Prep	9/20-9/21 PLC minutes and Progress monitoring Teachers	MAF Grant, Title I funding, and Board of Education funds and approved grants.
	2. Design, Align, and Deliver Support	A. MIT, 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, AIMSWeb Plus, IOWA, Common Assessments, classroom data, and K-Prep	Ongoing Student data notebooks and teacher schedules Teachers	Funding for assessments provided through Board of Education funds and approved grants.
		B. Teachers will collaborate with their peers, instructional leaders, district curriculum design specialists, and instructional coaches to employ research driven instructional strategies and identify resources necessary to provide	Student growth as evidenced by MAP, AIMS Web Plus, IOWA, Common Assessments, classroom data, and K-Prep	Ongoing Lesson Plans, PLC minutes, and Formal/Informal observations Teachers and District Curriculum Team	Funding for assessments provided through Board of Education funds, approved grants.

Goal 3: Increase the reading and math proficiency scores for students in economically disadvantaged population from 58.1% in 2019 to 63.8% by 2022 in math and for reading from 65.6% in 2019 to 70.3% in 2022 as measured by the state’s NAPD calculation.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		highly engaging, content-rich instruction for all students.			
		C. Technology will be integrated in all subject areas to provide differentiation and increase student engagement. IXL, Study Island, Prodigy Math, River Deep, 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, IOWA, and K-Prep	Ongoing Lesson Plans, PLC minutes, and Formal/Informal observations Teachers	Funding for assessments provided through Board of Education funds, approved grants, and instructional funds.
		D. 21 st CCLC staff will collaborate with classroom teachers, 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, IOWA, and K-Prep	Ongoing Lesson Plans and Formal/Informal observations Teachers	Funding for assessments provided through Board of Education funds, approved grants, 21 st Century Grant, MAF Grant, and Title I Funding.
		E. Family Resource Center staff, along with 21 st CCLC staff will collaborate with teachers, parents, and the community to provide services to reduce barriers and to facilitate family involvement. A variety of outreach services to target specific needs identified in	Student achievement and growth as evidenced by MAP, IOWA, and K-Prep; data from Impact KY Survey	Ongoing Sign-in sheets for 21 st CCLC, FRC, and school events Teachers, FRC Staff, and 21 st Century Staff	FRC, 21 st Century Grants, funding for assessments provided through Board of Education funds and approved grants.

Goal 3: Increase the reading and math proficiency scores for students in economically disadvantaged population from 58.1% in 2019 to 63.8% by 2022 in math and for reading from 65.6% in 2019 to 70.3% in 2022 as measured by the state’s NAPD calculation.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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.			
	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, IOWA, and K-Prep; data from Impact KY Survey	Ongoing Student data notebooks Teachers	Funding for assessments provided through Board of Education funds and approved grants.
		B. Teachers will participate in technology trainings for Google Classroom, Google Forms, Zoom, etc. in order to ensure equitable access to a meaningful and rigorous	Participation in Google Classroom, participation in Zoom sessions, and achievement as measured by MAP,	8/20 – 8/21	Funding for assessments and professional development provided through board of education

Goal 3: Increase the reading and math proficiency scores for students in economically disadvantaged population from 58.1% in 2019 to 63.8% by 2022 in math and for reading from 65.6% in 2019 to 70.3% in 2022 as measured by the state’s NAPD calculation.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful during this time of remote learning.	Common Assessments, IOWA, and KPREP		funds and approved grants

4: Growth

Goal 1: Increase our overall growth score in grades 4th-6th from a growth indicator score of 55.7 in 2019 to 60.0 by 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the student growth indicator score of 55.7 in 2019 to 57.0 by 2021.	1. Design, Align, and Deliver Support	A. Students will be actively engaged in a mathematics curriculum that is rigorous and aligned with Kentucky Academic Standards. Teachers will collaborate with MIT, Title I Interventionists, Special Education teachers, and the District Instructional Coaches 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	9/20-9/21 Data notebooks and PLC minutes Teachers, MIT Teacher, Special Education Dept., and District Instructional Coaches.	MAF Grants, Title I funding, and Board of Education funds and approved grants.
		B. Students will be actively engaged in a reading curriculum that is rigorous and aligned with Kentucky Academic Standards. Teachers will collaborate with RTA, Save the Children, Special Education teachers, and District Instructional Coaches 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	9/20-9/21 Data notebooks and PLC minutes Teachers, STC, RTA Teacher, District Instructional Coaches, and Special Education Dept.	RTA Grant, Save the Children Grant, and funding for assessments provided Board of Education funds and approved grants.
		C. Teachers will use IXL, Prodigy Math, Study Island, Reading Eggs, MyOn, Google Classroom, Read Theory, Flocabulary,	MAP, formative and summative assessment data, K-Prep results,	9/20-9/21 Program reports and Data notebooks	Striving Readers Grant: Scholastic Magazines, Time for Kids, and funding for

Goal 1: Increase our overall growth score in grades 4th-6th from a growth indicator score of 55.7 in 2019 to 60.0 by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		News ELA, Renaissance Place, Brain POP, 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 engagement.	data notebooks, and PLC minutes	Teachers	assessments provided through the Board of Education funds.
	2. Review Analyze and Apply	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	9/20-9/21 PLC minutes, Lesson Plans, and Data notebooks Teachers	Funding for assessments provided through the Board of Education funds.
		B. Teachers will analyze MAP data after 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	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	9/20-9/21 Data notebooks and RTI/Referral notes Teacher, Interventionists, Special Education Dept., and 21 st Century Staff.	21 st Century grant, and funding for assessments provided through the Board of Education funds.

Goal 1: Increase our overall growth score in grades 4th-6th from a growth indicator score of 55.7 in 2019 to 60.0 by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		education referral, or extended learning through the 21 st CCLC program.			
		C. 21 st 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, K-Prep results, data notebooks, and PLC minutes	9/20-9/21 21st CCLC Program data Teachers, and 21 st Century Staff	21 st Century Grant, and funding for assessments provided through the Board of Education funds.
	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.	Scrimmage test results	9/20-9/21 Scrimmage test data and PLC minutes Teachers	No funding needed
	4. Establishing Learning Culture and Environment	A. Teachers will participate in technology trainings for Google Classroom, Google Forms, Zoom, etc. in order to ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their	Participation in Google Classroom, participation in Zoom sessions, and achievement as measured by STAR Reading, MAP,	8/20 – 8/21	Funding for assessments and professional development provided through board of education funds and approved grants

Goal 1: Increase our overall growth score in grades 4th-6th from a growth indicator score of 55.7 in 2019 to 60.0 by 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		character, and helps them to be successful during this time of remote learning.	Common Assessments, IOWA, and KPREP		



2020-21 Phase Three: Executive Summary for Schools

2020-21 Phase Three: Executive Summary for Schools

Oak Grove Elementary School

Tonya Faulkner

4505 Cumberland Falls Hwy

Corbin, Kentucky, 40701

United States of America

01/05/2021

Oak Grove Elementary School

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. 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, 17 instructional assistants, 2 secretaries, an attendance clerk, a FRC coordinator and assistant, 5 custodians, a school nurse and 2 counselors. In the afternoon, students are provided with academic and enrichment opportunities through programs such as Save the Children and 21st Century Community Learning Centers. Oak Grove is governed by SBDM council. Currently, Oak Grove is servicing 562 students in Kindergarten-6th grade and 105 preschool children. The faculty and students are English speaking, predominantly Caucasian, with 76% economically disadvantaged, 13% special needs, less than 1% formally identified gifted and talented, and around 8% in the primary talent pool. Also, we just received the AmeriCorp grant which provides us with a math tutor during the school day. 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, Kentucky Academic 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. Last year, we were faced with a new challenge of learning virtual due to the pandemic. However, as with any closely bonded team, we continue to work together to strive towards excellence.

. 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, RTA (Read to Achieve), 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. We also just received the AmeriCorps grant which provides a math tutor in school for grades 3rd-5th. Special

Education services are provided for students who may have academic, behavior, and health 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.

. 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. Oak Grove is currently being recognized as a 4-star rating school and has a classification of High in the areas of proficiency and separate academic indicator. Our 3rd grade math scores are top in the district. 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 combined 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 a National Board Certified teacher that recently received their recertification as nationally certified teachers after their initial ten-year certificate. Science, 5th grade math, 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" among classrooms, and we are looking more closely at attendance interventions for those with chronic absenteeism. Also, we are having a competition among staff to improve faculty and staff attendance. Furthermore, growth is something that we are looking at more closely this year. We had a small decrease in the number of students scoring proficient/distinguished on

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the 2018 KPREP assessment, 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.

. **CSI/TSI Schools (including ATSI) Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Oak Grove Elementary School

Tonya Faulkner

4505 Cumberland Falls Hwy

Corbin, Kentucky, 40701

United States of America

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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

. Complete the [Achievement Gap Group spreadsheet](#) and attach it.

See attachment.

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement 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. 78.4% of the students fall in the population of economically disadvantaged, and 18.9% of the student population receives special education services. Due to a large percentage 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. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

The gap between proficient/distinguished scores for students in the gap group versus the students in non gap group are minimum with none closed.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

The gap between proficient/distinguished scores for students in the gap group versus the students in the non gap group are minimum with none closed. The proficiency score in the area of math with students in the Economically Disadvantaged population, increased from 57.5% in 2017-2018 to 58.1% in 2018-2019. The proficiency score in the area of Writing for Economically Disadvantaged, increased from 59.2 % in 2017-2018 to 61.6% in 2018-2019. According to the K-PREP Data Forecast for the 2020-2021 school year, Oak Grove Elementary is expected to show an increase in the mathematics proficiency score for students with a disability from 76.7% in 2018-2019 to 92.1% in 2020-2021. The forecast for the reading proficiency score for all students is expected to increase from 68.6% in 2018-2019 to 83.7% in 2020-2021, for students with a disability from 76.7% in 2018-2019 to 100% in 2020-2021, and for economically disadvantaged from 65.6% in 2018-2019 to 80.5% in 2020-2021. The forecast for the social studies proficiency score for all students is expected to increase from 57.1% in 2018-2019 to 63% in 2020-2021, and for the writing proficiency score for all students from 60.3% in 2018-2019 to 73.9% in 2020-2021.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

Although, over the years we have noticed an increase in all gap areas, we decreased in almost all areas compared to the previous year. The actual proficiency score in the area of Reading for Economically Disadvantaged, decreased from 69.8% in 2017-2018 to 65.6% in 2018-2019. The proficiency score in the area of Reading for Students with Disabilities decreased 88.1% in 2017-2018 to 76.8% in 2018-2019. The proficiency score in the area of Math for Students with Disabilities decreased 78.6% in 2017-2018 to 76.7% in 2018-2019. In the area of Science, the Economically Disadvantaged decreased in proficiency from 39.2% in 2017-2018 to 34.9% in 2018-2019. The proficiency score in the area of Social Studies for Economically Disadvantaged, decreased last year from 53.7% in 2017-2018 to 51.9% in 2018-2019. According to the K-PREP Data Forecast for the 2020-2021 school year, Oak Grove Elementary is expected to show a decrease in the mathematics proficiency score for all students from 61% in 2018-2019 to 57.1% in 2020-2021, and for economically disadvantaged from 58.1% in 2018-2019 to 52.4% in 2020-2021.

E. 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. When we are in person, we address this issue, by providing 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 among classes 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. During NTI days, classroom teachers encourage zoom participation with grades, bonus points, or prizes. School administration calls and send out letters praising students for their accomplishments. We are working closely with the district's DPP to help and monitor truancy issues. Due to the COVID-19 Pandemic, students are participating in remote learning. Not being in person has created a barrier to closing the achievement gap. 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. We will attend technology trainings and collaborate with district curriculum team to develop quality instruction for our students during remote learning. In addition, we will continue to extend the school day, thereby providing supplemental instruction, through the 21st Century, AmeriCorps, and Save the Children grants. We have purchased some instructional supplies along with adding more technology to get students more interested and to meet the needs of all students. Remote learning has posed a barrier for Oak Grove Elementary in closing the achievement gaps. We have been operating on Non-Traditional Instruction since March of 2020.

F. 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.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing

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the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools 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 develop 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. For the past two years, our district offered professional development for High Yield Strategies (which target students with special needs), Small Group Reading, Flexible Reading Centers, Number Talks, Guided Reading, Vocabulary, Flipgrid, Google Classroom, Google Forms, Zoom, Screencastify, EdPuzzle, etc.

III. Planning the Work

. 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).

See attachments.

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

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

See attachments.



ATTACHMENTS

Attachment Name

Generated on 01/05/2021

Oak Grove Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Oak Grove Elementary Achievement Gap Group	Gap Groups with numbers and the percentage of total school population.	• I
 Oak Grove Measurable Gap Goal	Measurable gap goal, strategies, activities, and progress.	• III

Gap Group/Total number of students	Percentage of Total School Population
Students with Disability/103	19.40%
Economically Disadvantaged/463	78.40%

[illegible]