

Warren County Public Schools  
Comprehensive School Improvement Plan Goals  
Mr. Shaun Stice, Principal

**State Assessment Results in Reading and Mathematics**

Goal 1:  
By 2026, Oakland Elementary will increase the reading/math indicator score from 36.2 to 47.06 as measured by state assessment.

**State Assessment Results in Science, Social Studies and Writing**

Goal 2: By 2026, Oakland Elementary will increase its Separate Academic Indicator score from 51.9 to 67.65 as measured by state assessment.

**Achievement Gap**

Goal 3: Oakland Elementary will increase the reading/math indicator score in the African American student group from 23.4 to 40.25 by 2026 as measured by state assessments. Oakland Elementary will increase the

**English Learner Progress**

Goal 4: Goal 2: By 2026, Oakland Elementary will increase its English Learner Progress score from 28.6 to 75.53 as measured by state assessment and Access.

**Quality of School Climate and Safety**

Goal 5: - By 2025, increase our school's Quality of School Climate and Safety score from 67.8 to 75 as measured by state assessment.

**Finance/Operations**

Goal 6: Warren County Public Schools will work to meet the following goals by 2024:  
-Reduce the amount of energy consumption, measured in kilowatt hours, from 16.97 million to 15.5 million by June 30, 2024.  
-Increase district revenue per pupil.  
-Increase transparency and understanding of financial decisions as measured by item #11 on the EE survey from 4.00 to 4.05 and the top box to 35% by June 2024.  
-Monitor the district's standing with regards to regionally competitive pay for certified and classified staff. Gradually and consistently increases placing WCPS in the top third of regional districts.

### Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

### Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

Our school is identified as TSI in the area of African American. There is concern over the lack of progress in reading and math for this gap group. On the 2022 KSA, our African American students had an index score of 32.8. On the 2023 KSA, our African American students had an index score of 26.9. For all students, our math 2023 KSA scores decreased significantly. We went from an index score of 36.7 to 29.4. In the area of separate academic indicator, all areas decreased from the previous year. The most significant decrease was in the area of social studies.

### Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

KCWP 1: Design and Deploy Standards  
Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success? Areas identified for focus: ensure tasks and lessons are designed to the rigor of the standard.  
Processes: identified area through district instructional rounds. Develop plan to instruct teachers are how to develop tasks and questions that utilize Antonetti’s Powerful Task Rubric for Designed Student Work and HMM’s Rigor Rubric.

### Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	Low	Decline
State Assessment Results in science, social studies and writing	Low	Decline
English Learner Progress	Medium	Increase
Quality of School Climate and Safety	Low	Maintain
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

## State Assessment Results in Reading and Mathematics

<b>Goal 1:</b> <b>By 2026, Oakland Elementary will increase the reading/math indicator score from 36.2 to 47.06 as measured by state assessment.</b>							
Pillar	Objective	Strategy	Activities	Measure of Success	Progress Monitoring & Person Responsible	Funding	
<b>Student Achievement</b>  Develop independent, lifelong learners so that they may become successful problem-solvers and critical thinkers who contribute to society.	Objective 1: By May of 2025, Oakland Elementary will increase the reading/math indicator score from 36.2 to 39.82 as measured by state assessment.	Design and Deliver Instruction to improve the quality of Tier 1 instruction all students receive.	Professional Development and coaching to ensure students have an understanding of learning expectations (learning targets, goal setting, purpose and know the criteria for success. Curriculum Coordinator and instructional coach will provide support to teachers during PLCs, monthly faculty learning meetings, and through walk-through feedback.	PLC Agendas and notes; Walkthrough documentation with feedback; .Lesson plans – staff reflection. Guided planning calendar;	Monthly and Quarterly; Curriculum Coordinator, instructional coach, and school principal	\$10,000 using the following funds: Title I; Title II; SBDM; PD; RTA grant	
			Blended Learning Approach – Implementation and use of various technology programs such as IXL,HMH Online Resources for math and reading, etc. to supplement instruction. Teachers will listen to Amira passages weekly and provide feedback directly to students.	Program Implementation Records; Student progress monitoring.	Monthly and Quarterly; Curriculum Coordinator, instructional coach, and school principal	\$7500 Title 1	
			Engagement Strategies - Teachers will design instructional practices that use Kagan engagement strategies with fidelity. Process will be for teachers to receive Kagan Coaching while using a Kagan structure in the classroom. Teachers will receive feedback while implementing the structure.	Documentation of Kagan Coaching sessions along with feedback form	Weekly, Quarterly and Monthly; Curriculum Coordinator, instructional coach, school principal, and teachers.	\$2000 Title 1	
		Review, Analyze, and Apply Data to ensure students' learning toward mastery of the standards	Each student is screened using Iready and HMH growth measure. Data is analyzed in child student team meetings monthly to determine which students are in need of explicit intervention primarily in literacy. Reading Interventionist will work with ECC, instructional coach, and district coaches to develop intervention plans for students in tier 2 and tier 3 interventions. Students will complete CBMs for progress monitoring purposes.	CST data and notes; IC notes in intervention tab; intervention progress monitoring data.	Monthly; Curriculum Coordinator, instructional coach, school principal, reading intervention teacher, and teachers	Read to Achieve Grant - reading intervention teacher salary	
			Enduring reading and math standards will be identified and student progress tracked throughout the school year. Rubrics will be created for these standards. Student progress will be tracked in weekly PLCs based on weekly formative assessments.	Student data; PLC meeting notes; rubrics	Weekly; Curriculum Coordinator, instructional coach, school principal, classroom teachers, and intervention staff	\$500 Title 1	
			Each student is screened for reading fluency. Based on data, students may also be screened with a phonetic awareness screener. These assessments will be given throughout the year to determine growth and intervention areas. Intervention groups and ESS invitations will be created utilizing this data. Instructional assistant will have a schedule developed for intervention purposes based on data.	Student progress data; ESS records; PLC meeting notes;IC intervention tab.	Monthly and Quarterly; Curriculum Coordinator, instructional coach, school principal, reading intervention teacher and teachers.	Title 1 - Instructional Assistant Salary and benefits; RTA grant for reading intervention teacher salary	
			Teachers will implement lessons based on the rigor rubric. Students will be exposed to activities that meet the intent and rigor of reading and math standards. Teachers and students will utilize the Q chart to create questions of high rigor.	Student progress data; guided planning session notes; PLCs	Monthly and Quarterly; Curriculum Coordinator, instructional coach, school principal, and teachers.	\$500 Title 1	
		Design, Align, Deliver Support Processes to reduce barriers to learning	Instructional Support Services – Special education and ESL schedules will be evaluated and created to ensure equal access to grade level standards and rigor for all students. Special education, ESL, and regular education teachers will be trained on co-teaching and collaboration to meet the needs of all their students. Support and training will occur through curriculum coordinator, district coaches, etc.	Master schedule; PD records of co-teaching and collaboration trainings; IEPs; Progress monitoring; Sped and ESL PLC agendas	Monthly; school principal; special education and EL staff	\$225000 using the following funds: District Funds; Title III; Title I	
			Establishing Learning Culture and Environment	Develop timelines that stakeholders are informed of their student's progress towards standards mastery. Conduct opportunities at least twice a year for parent/teacher conferences. Provide opportunities for parents to attend informational sessions about literacy, math, and STEM.	Timelines; parent/teacher conferences sign in sheets; informational sessions sign in sheets	Quarterly; school principal; curriculum coordinator; teachers	\$2500 SBDM
		Implementation of student data notebooks for student goal setting and progress monitoring of their goals. Align reading and math classroom goals/WIGS with our school goals and each is posted in the classroom.		Data notebooks; WIGS in classroom and schoolwide WIGS	Quarterly; curriculum coordinator; school principal; teachers	\$2500 Title 1	

## State Assessment Results in Science, Social Studies and Writing

Goal 2: By 2026, Oakland Elementary will increase its Separate Academic Indicator score from 51.9 to 67.65 as measured by state assessment.						
Pillar	Objective	Strategy	Activities	Measure of Success	Progress Monitoring & Person Responsible	Funding
<b>Student Achievement</b>  Develop independent, lifelong learners so that they may become successful problem-solvers and critical thinkers who contribute to society.	Objective 1 - By May of 2025, Oakland Elementary will increase the combined writing indicator score from 56.7 to 62.37 as measured by state assessment.	Design and Deliver Instruction to improve the quality of instruction that students receive.	Schoolwide writing guide and expectations- Continue with the use of the school wide writing framework that focuses on writing progression and expectations from kindergarten to 6th grade. All teachers will use the guidelines and teaching strategies to provide structure and longitudinal progression of writing skills.	Training materials; lesson plans; student work samples	Monthly; Curriculum Coordinator, instructional coach, and school principal	\$1000 using the following funds: Title 1; Title 11; SBDM
			During weekly PLC's, teachers will bring student sentence and paragraph writing booklets to be analyzed and to provide specific feedback to students on their answers and use of our school-wide writing expectations.	PLC notes; student sentence/paragraph writing booklets; student progress data	Weekly; Curriculum Coordinator, instructional coach, school principal, and teachers.	\$5000 Title 1
		Design, Align, Deliver Support Processes to reduce barriers of learning.	Instructional Support Services – Specially designed instruction will be developed, implemented, and monitored for students who are not meeting proficiency goals. This will include at-risk groups, such as, special education and ESL students. Extended School Services will be provided for targeted students.	IEPs; PSPs, progress monitoring; ESS records	Monthly; Curriculum Coordinator, ESS Coordinator, and school principal	\$225000 using the following funds: District; Title I; Title III; ESS

## Achievement Gap

**Goal 3: Oakland Elementary will increase the reading/math indicator score in the African American student group from 23.4 to 40.25 by 2026 as measured by state assessments. Oakland Elementary will increase the reading/math indicator score in the economically disadvantaged student group from 34.5 to 44.85 by 2026 as measured by state assessments.**

Pillar	Objective	Strategy	Activities	Measure of Success	Progress Monitoring & Person Responsible	Funding
<b>Student Achievement</b>  Develop independent, lifelong learners so that they may become successful problem-solvers and critical thinkers who contribute to society.	Objective 1: Oakland Elementary will increase the reading/math indicator score in the African American student group from 23.4 to 26.74 by 2025 as measured by state assessments.	Design and Deliver Instruction to improve the quality of Tier 1 instruction all students receive.	Implementation of language comprehension and word recognition strategies to build connections and strengthen reading comprehension with an intentional focus on increasing African American students' literacy proficiency.	PLC Agendas and notes; Walkthrough documentation with feedback; Lesson plans – staff reflection.	Monthly; Curriculum Coordinator, instructional coach, and school principal	\$2500 using the following funds: Title I; Title II; SBDM
			Intentionally develop lessons around the interdisciplinary literacy practices and KAS standards during daily instruction.	PLC agendas; guided planning documentation; observation and walkthrough data	Monthly; Curriculum Coordinator, instructional coach, and school principal	N/A
			Ensure read-alouds depict characters of African American culture on a regular basis.	Lesson plans; guided planning documentation;	Quarterly; Curriculum Coordinator, instructional coach, and school principal	\$1000 Title 1
<b>Family &amp; Community</b>  Become a community with shared values where all stakeholders serve and engage in partnerships that cultivate student success in all areas. Create and sustain an inclusive and respectful environment that embraces and celebrates a diverse community at every level.	Objective 2: Oakland Elementary will increase the reading/math indicator score in the economically disadvantaged student group from 34.5 to 37.95 by 2025 as measured by state assessments.	Design, Align, Deliver Support Processes to reduce barriers to learning	Plan and implement active student engagement strategies – through the use of PLC's and coaching from curriculum coordinator, instructional coach, and Kagan teacher leaders.	PLC Agendas; walkthrough data; PD logs for teachers	Quarterly; Curriculum Coordinator, instructional coach, school principal, and teachers.	\$3500 using the following funds: Title I; Title II
			FRC – Family Resource Coordinator will work with families and community partners to remove non-academic barriers to learning. This will include but not limited to: food pantry, clothing assistance, medical and dental assistance, school supplies, parent education, attendance support, home visits, social skills instruction, character education, and mentoring.	FRC Records, IC reports, Advisory council minutes	Quarterly; Family Resource Coordinator and School Principal.	\$50,000 FRC
		Establish Learning Culture and Environment to build positive relationships, provide social emotional assistance, and meet the mental health needs of students.	PBIS – Ensure fidelity of instruction of PBIS expectations. Universal team will meet monthly to analyze data and to develop proactive approaches to student behavior. The Targeted Assistance Team/Child Study team will meet monthly to discuss Tier 2/3 behavior supports and to develop behavior plans for students.	Meeting agendas and minutes; Behavior plans; Progress monitoring	Quarterly; monthly meetings; PBIS Coach, Behavior Interventionist, and School Principal.	\$2000 using the following funds: SBDM; Title I
			Behavior Interventionist/student service coordinator and assistant will be utilized to provide behavior supports to students. They will provide training to faculty on research and evidence-based practices that will improve the learning environment. They will provide individual and small group instruction to students.	Training materials; Behavior plans and progress monitoring	Quarterly; Behavior Interventionist/Student Service Coordinator and School Principal.	Salary for Behavior Interventionist/Student Support Specialist and assistant - Title 1
			Parent Engagement and Support – Open communication between teachers and parents will occur throughout the year using various forms of communication. Teachers will keep communication logs. Students will be provided with an agenda and communication folders. These items will be utilized for communication purposes. Various parent involvement events will occur during the school year.	Communication Logs; Newsletters; Sign in sheets;	Quarterly; Classroom teachers and School Principal	\$1000 Title 1
			Leader in Me - Continued implementation of LIM. Students will be taught the 7 Habits and will be recognized for their leadership qualities. Students will have class and school-wide leadership positions that will be rotated quarterly.	LIM lesson plans; Morning Meeting slides; leadership positions rosters per quarter	Quarterly; School Principal and Culture Committee	\$1000 using the following funds: Title I; SBDM
			Student Field Trips – students will be given opportunities to explore our community through field trips and other real world experiences.	Field Trip Requests	Quarterly; School Principal, homeroom teachers	\$3,000 using the following funds: Title I; SBDM
			Provide individual and small group instruction to students who need behavior interventions based on Tier 2 and Tier 3 data.	CST meeting notes; Small group schedules;	Behavior interventionist; school counselor; district counselor	N/A
			Gifted Education Scholarships – provide scholarships to gifted students to attend school break workshops, Super Saturdays, and other enrichment activities.	Scholarship documentation; Registration documentation	Bi-Annually; Curriculum Coordinator	\$1,000 SBDM
			Each student is screened using Iready and HMH growth measure. Data is analyzed in child student team meetings monthly to determine which students are in need of explicit intervention primarily in literacy. Reading Interventionist will work with ECC, instructional coach, and district coaches to develop intervention plans for students in tier 2 and tier 3 interventions. Students will complete CBMs for progress monitoring purposes. In PLCs, data is analyzed by subgroups to compare school performance to other schools in the district.	CST data and notes; IC notes in intervention tab; intervention progress monitoring data.	Monthly; Curriculum Coordinator, instructional coach, school principal, reading intervention teacher, and teachers	Read to Achieve Grant - reading intervention teacher salary

		<p>Review, Analyze, and Apply Data to ensure students' learning toward mastery of the standards</p>	<p>Enduring reading and math standards will be identified and student progress tracked throughout the school year. Rubrics will be created for these standards. Student progress will be tracked in weekly PLCs based on weekly formative assessments.</p>	<p>Student data; PLC meeting notes; rubrics</p>	<p>Weekly; Curriculum Coordinator, instructional coach, school principal, classroom teachers, and intervention staff</p>	<p>\$500 Title 1</p>
			<p>Each student is screened for reading fluency. Based on data, students may also be screened with a phonetic awareness screener. These assessments will be given throughout the year to determine growth and intervention areas. Intervention groups and ESS invitations will be created utilizing this data. Instructional assistant will have a schedule developed for intervention purposes based on data. Data will be analyzed to pinpoint gaps in subgroups on an ongoing basis.</p>	<p>Student progress data; ESS records; PLC meeting notes; IC intervention tab.</p>	<p>Monthly; Curriculum Coordinator, instructional coach, school principal, reading intervention teacher and teachers.</p>	<p>Title 1 - Instructional Assistant Salary and benefits; RTA grant for reading intervention teacher salary</p>

## English Learner Progress

Goal 4: Goal 2: By 2026, Oakland Elementary will increase its English Learner Progress score from 28.6 to 75.53 as measured by state assessment and Access.

Pillar	Objective	Strategy	Activities	Measure of Success	Progress Monitoring & Person Responsible	Funding
<b>Student Achievement</b>  Develop independent, lifelong learners so that they may become successful problem-solvers and critical thinkers who contribute to society.	Objective 1 - By May of 2025, Oakland Elementary will increase their English Learner Progress score from 58.1 to 66.8 as measured by state assessment.	Design, Align, Deliver Support Processes to reduce barriers to learning	Plan and implement active student engagement strategies – through the use of PLC’s and coaching from curriculum coordinator, instructional coach, and Kagan teacher leaders.	PLC Agendas; walkthrough data; PD logs for teachers	Quarterly; Curriculum Coordinator, instructional coach, school principal, and teachers.	\$10,000 using the following funds: Title I; Title II
Instructional Support Services – ESL schedules will be evaluated and created to ensure equal access to grade level standards and rigor for all students. ESL and regular education teachers will be trained on co-teaching and collaboration to meet the needs of all their students. Support and training will occur through curriculum coordinator, district coaches, etc.			Master schedule; PD records of co-teaching and collaboration trainings; PSPs; Progress monitoring	Quarterly; Curriculum Coordinator, instructional coach, school principal, and teachers.	\$225000 using the following funds: District Funds; Title III; Title I	
<b>Family &amp; Community</b>  Become a community with shared values where all stakeholders serve and engage in partnerships that cultivate student success in all areas. Create and sustain an inclusive and respectful environment that embraces and celebrates a diverse community at every level.		Design, Align, Deliver Support Processes to reduce barriers of learning.	Instructional Support Services – Specially designed instruction will be developed, implemented, and monitored for students who are not meeting proficiency goals. This will include at-risk groups, such as, special education and ESL students. Extended School Services will be provided for targeted students.	IEPs; PSPs, progress monitoring; ESS records	Quarterly; Curriculum Coordinator, ESS Coordinator, and school principal	\$225000 using the following funds: District; Title I; Title III; ESS

## Quality of School Climate & Safety

Goal 5: - By 2025, increase our school's Quality of School Climate and Safety score from 67.8 to 75 as measured by state assessment.

Pillar	Objective	Strategy	Activities	Measure of Success	Progress Monitoring & Person Responsible	Funding
<p><b>Safety &amp; Wellness</b></p> <p>Prioritize a safe and protected environment with clearly communicated expectations that foster healthy relationships.</p>	<p>Objective 1 - Increase our school's score on the following questions on the Quality of School Climate and Safety survey: 1. Students being mean or hurtful to other students is NOT a problem for this school. Increase score from 33.0 to 40 by 2025 as measured by state assessment. 2. Students being mean or hurtful to other students online - increase score from 49.5 to 57.</p>	<p>Design, Align, and Deliver Support Processes</p>	<p><b>Social Emotional Learning:</b> -Implementation of Social Emotional Learning (SEL) curriculum. SEL time is blocked in the schedule. Walkthroughs will be conducted for fidelity.</p> <p><b>Behavior Support:</b> -Leader in Me implementation -Ongoing behavior support and coaching by behavior interventionist and district coaches</p>	<p>SEL implementation fidelity measures</p> <p>Social Academic Emotional and Behavior Screener (SAEBRS)</p>	<p>Quarterly; Walkthrough data; SAEBS data; Principal, Julie Gardner, Molly Grimes, Stephanie Elder, and Heather Centers</p>	<p>District funds for SAEBS screener; Title 1</p>
<p><b>Family &amp; Community</b></p> <p>Become a community with shared values where all stakeholders serve and engage in partnerships that cultivate student success in all areas. Create and sustain an inclusive and respectful environment that embraces and celebrates a diverse community at every level.</p>		<p>Ensure classes are implementing team building and class building activities to increase positive interactions among students.</p>	<p>Documentation of team and class building activities in lesson plans</p>	<p>Monthly; Walkthrough data; lesson plans; principal, ECC, Instructional coach, and teachers</p>	<p>N/A</p>	
		<p>Provide character development lessons in guidance classes; speakers; Leader in Me; SEL lessons; Morning Meeting;</p>	<p>Documentation of guidance lessons; LIM documentation in lesson plans; Morning Meeting attendance records</p>	<p>Monthly; Lesson plans and records; guidance counselor, classroom teachers, STLP; School librarian, and school principal.</p>	<p>\$1000 Title 1</p>	
		<p>Establish Learning Culture and Environment to build positive relationships, provide social emotional assistance, and meet the mental health needs of students.</p>	<p>Re-implementation of House system in intermediate grades. Houses will provide students with a sense of belonging and create positive relationships with peers. For re-implementation, staff will attend workshops such as Ron Clark Academy.</p>	<p>Agendas for house meetings; Teachpoint records for PD visits</p>	<p>Quarterly; School principal; House committee; intermediate teachers</p>	<p>\$3000 Title 1</p>