



# **KDE Comprehensive School Improvement Plan**

Owen County Elementary/Primary School

Owen County

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## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Owen County Elementary School is home to approximately eight hundred fifty preschool-fourth grade students. The lower building houses preschool, kindergarten, and first grade students. The upper building includes second, third, and fourth grades. The school is the "heart" of Owenton, Kentucky, a rural community of supportive parents and community members. We are identified as a school-wide Title I school with sixty-five percent of the student population qualifying for free and reduced lunch. Despite the lack of access to cultural and educational opportunities, our dedicated staff members provide a safe and academically rich learning environment.



## **School's Purpose**

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

Owen County Elementary School is in the second year of The Leader in Me implementation. Based on Stephen Covey's principles, The Leader in Me equips students with the self-confidence and leadership skills needed to succeed in today's competitive society. The 7 Habits, taught in a ubiquitous fashion, is integrated into the curriculum and traditions at OCES.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

2015 KPREP results showed that third grade students scoring novice in reading were 3.4% below the state average. In addition, OCES third grade students scored 1.4% higher than the state average in the proficient/distinguished category in reading.

In math, third grade students scored 3.1% lower than the state average in the novice category, while the same students scored 1.7% higher than the state average in the proficient/distinguished category.

Fourth grade students scored 1.7% lower than the state average in the novice category in language mechanics.

Math continues to be a focus area, not only at OCES, but in the entire district. The Engage New York Math Program has been adopted to improve the rigor of math instruction. Teachers at all grade levels are in the process of aligning the ELA curriculum to the KCCS.

## **Additional Information**

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

N/A

# **2015-2016 CSIP**

## Overview

### Plan Name

2015-2016 CSIP

### Plan Description

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Owen County Elementary School will ensure that every student is taught by an effective teacher.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
2	Owen County Elementary School will be led by an effective principal.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
3	Create meaningful professional learning communities during common planning.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
4	OCES third and fourth grade students will increase the reading proficient/distinguished percentage. It will increase from 50.2% in 2015 to 57.9% in 2016.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$15000
5	All students at Owen County Elementary School will improve reading scores.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$33000
6	All students at Owen County Elementary School will improve math scores.	Objectives: 1 Strategies: 2 Activities: 10	Academic	\$29000
7	OCES third and fourth grade students will increase the math proficient/distinguished percentage. The percentage will increase from 43.3% in 2015 to 48.7% in 2016.	Objectives: 1 Strategies: 2 Activities: 10	Academic	\$86000
8	Increase the average reading proficiency ratings for all students in the non-duplicated gap group. Students' reading will increase from 42.1% to 50.6% in 2016.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$33000
9	OCES students will increase the average math proficiency ratings for all students in the non-duplicated gap group. Students will increase from 32.9% to 42.6% in 2016.	Objectives: 1 Strategies: 2 Activities: 10	Academic	\$86000
10	All incoming kindergarten students will be ready to learn and participate in a successful kindergarten experience.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$10000
11	All Program Review areas will receive a Distinguished Rating.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$0

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12	Students scoring in the novice category in reading will be reduced by 10%.	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$15000
13	Students scoring in the novice category in math will be reduced by 10%.	Objectives: 1 Strategies: 3 Activities: 13	Academic	\$32000

## Goal 1: Owen County Elementary School will ensure that every student is taught by an effective teacher.

**Measurable Objective 1:**

collaborate to provide professional learning to all teachers on the TPGES by 12/30/2016 as measured by observations and classroom walkthroughs.

**Strategy 1:**

TPGES Monitoring - Certified staff will be monitored on the Teacher Professional Growth Effectiveness System.

Category: Professional Learning & Support

Activity - TPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During staff meetings and PLCs, staff will be trained in "look fors" for each domain of the TPGES.	Professional Learning	01/04/2016	12/30/2016	\$0	No Funding Required	Principal
Activity - Professional Growth Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified staff will collaborate, throughout the year, with the principal to develop their yearly PGP, discuss progress to the plan, and update, as needed.	Professional Learning	01/04/2016	12/30/2016	\$0	No Funding Required	Principal
Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified staff will collaborate with the principal to identify and develop Student Growth Goals. These goals will be monitored in CIITS.	Professional Learning	01/04/2016	12/30/2016	\$0	No Funding Required	Principal
Activity - Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walkthroughs will be conducted in all classrooms, focusing on reading and math and Domains 2 and 3 of the TPGES.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, Instructional Supervisor

## Goal 2: Owen County Elementary School will be led by an effective principal.

**Measurable Objective 1:**

demonstrate a proficiency in performance reviews which focus on accountability, data analysis, and professional improvement by 12/30/2016 as measured by self assessment, the TELL Survey, and the PPGES..



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### Strategy 1:

Collaboration - The principal will collaborate with the district instructional supervisor, superintendent, district data manager, and OVEC cognitive coaches.

Category: Professional Learning & Support

Activity - Leadership Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Owen County's Instructional Leadership Team will meet monthly to discuss plans for improvements to instruction and student learning. The team will be responsible for communicating the plan to stakeholders at the respective schools.	Professional Learning	01/04/2016	12/30/2016	\$0	No Funding Required	Members of Owen County's Administrative /Leadership Team

### Strategy 2:

TPGES/PPGES - Administrators will receive updated training on both the TPGES and the PPGES.

Category: Professional Learning & Support

Activity - Effectiveness System Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will meet, collaborate, and recalibrate on the TPGES and the PPGES	Professional Learning	01/04/2016	12/30/2016	\$0	No Funding Required	District Leadership Team

## Goal 3: Create meaningful professional learning communities during common planning.

### Measurable Objective 1:

collaborate to develop meaningful Professional Learning Communities by 05/01/2017 as measured by the TELL Survey.

### Strategy 1:

PLC Meetings - PLC meetings will be held twice weekly during common planning time. Teachers, along with the principal, will review student achievement data, identify student needs, reflect on instructional practices, monitor outcomes, and critically examine what does/doesn't work.

Category: Professional Learning & Support

Research Cited: Education World November 24, 2015

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers work in collaborative planning teams to examine critically and discuss standards-based learning expectations for students.	Professional Learning	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, grade level teachers

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Activity - Curriculum Selection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will select evidence-based instructional strategies/activities for meeting the standards.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, Instructional Supervisor
Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams develop a common lesson plan incorporating the selected strategies/activities and identify the type of student work each teacher will use to demonstrate learning.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, grade level teachers
Activity - Review/Reflect	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams review and reflect on student work, discuss student understanding of the standards, and make needed modifications to instruction.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, grade level teachers

## **Goal 4: OCES third and fourth grade students will increase the reading proficient/distinguished percentage. It will increase from 50.2% in 2015 to 57.9% in 2016.**

**Measurable Objective 1:**

A 8% decrease of Third and Fourth grade students will demonstrate a proficiency to improve student growth in Reading by 08/31/2016 as measured by 2015-2016 KPREP.

**Strategy 1:**

ELA Curriculum Alignment - Grade level teachers will continue work with an ELA Cognitive Coach to further align the curriculum to the Common Core Standards.

Category: Professional Learning & Support

Research Cited: Common Core State Standards Initiative

Activity - Curriculum Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will use four curriculum days to plan and develop ELA curriculum maps, pacing guides, and lesson plans aligned with the CCS.	Professional Learning	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, grade level teachers

**Strategy 2:**

Reading Instruction - Students will be exposed to direct, explicit instruction for skill development in the context of authentic literature. Writing and content area connections will also be integrated in reading instruction.

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Category: Teacher PGES

Research Cited: Florida Center for Reading Research

Activity - Daily 5/CAFE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students select from five authentic reading and writing choices, working independently toward personalized goals, while the teacher meets individual needs through whole-group and small-group instruction, as well as one-on-one conferring.	Direct Instruction	01/04/2016	12/30/2016	\$5000	Title I Schoolwide	Principal, Instructional Supervisor
Activity - Specific Skills Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are grouped according to MAP RIT scores. They receive 30 minutes of intense supplemental instruction daily in a specific goal strands.	Direct Instruction	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, District Data Manager
Activity - Tier 2 Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring between the 30%ile and 60%ile will receive 20-30 minutes of supplemental instruction daily.	Direct Instruction	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, teachers
Activity - Tier 3 Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring below the 30%ile will receive 30 minutes of intense intervention daily (in a pull-out class).	Direct Instruction	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, Interventionists

**Strategy 3:**

District Support - The Ohio Valley Educational Cooperative (OVEC) will be utilized to provide targeted services to our teachers that support a focus on student achievement.

Category: Professional Learning &amp; Support

Research Cited: Best Practices in Literacy Instruction Fourth Edition

Activity - Literacy Consultant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OVEC Literacy Consultant, Lynn Schwallie, will continue working with grade level teams on ELA curriculum alignment and effective instructional strategies	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, Instructional Supervisor
Activity - Kid-Friendly Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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With the assistance of Cognitive Coach, Amy Shinn, OCES will work towards a shift from teacher-led instruction to competency-based, kid friendly learning.	Academic Support Program	01/04/2016	12/30/2016	\$10000	Grant Funds	Principal, Instructional Supervisor, Cognitive Coach
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**Goal 5: All students at Owen County Elementary School will improve reading scores.**

**Measurable Objective 1:**

13% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency by reducing novice levels in Reading by 05/13/2016 as measured by Reading MAP assessment.

**Strategy 1:**

ELA Curriculum Alignment - Grade level teachers will continue work with an ELA Cognitive Coach to further align the curriculum to the Common Core Standards.

Category: Professional Learning & Support

Research Cited: Common Core Standards Initiative

Activity - Curriculum Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will use four curriculum days to plan and develop ELA curriculum maps, pacing guides, and lesson plans aligned to the CCS.	Professional Learning	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, grade level teachers

**Strategy 2:**

Reading Instruction - Students will be exposed to direct, explicit instruction for skill development in the context of authentic literature. Writing and content area connections will also be integrated in reading instruction.

Category: Teacher PGES

Research Cited: Florida Center for Reading Research

Activity - Daily 5/CAFE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students select from five authentic reading and writing choices, working independently toward personalized goals, while the teacher meets individual needs through whole-group and small-group instruction, as well as one-on-one conferring.	Direct Instruction	01/04/2016	12/30/2016	\$5000	Title I Schoolwide	Principal, Instructional Supervisor

Activity - Specific Skills Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are grouped according to MAP RIT scores. They receive 30 minutes of intense supplemental instruction daily in specific goal strands.	Direct Instruction	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, District Data Manager

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Activity - Tier 2 Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring between the 30%ile and 60%ile will receive 20-30 minutes of supplemental instruction daily.	Direct Instruction	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, teachers
Activity - Tier 3 Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring below the 30%ile will receive 30 minutes of intense intervention daily (in a pull-out class).	Direct Instruction	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, Interventionists
Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island will help students master state-specific, grade-level academic standards in math, reading, writing, science, and social studies.in a fun and engaging learning environment.	Technology	01/04/2016	12/30/2016	\$8000	Grant Funds	Principal, Instructional Supervisor

### Strategy 3:

District Support - The Ohio Valley Educational Cooperative (OVEC) will be utilized to provide targeted services to our teachers that support a focus on increased student achievement.

Category: Professional Learning & Support

Research Cited: Best Practices in Literacy Instruction Fourth Edition

Activity - Literacy Consultant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OVEC Literacy Consultant, Lynn Schwallie, will continue working with grade level teams on ELA curriculum alignment and effective instructional strategies.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, Instructional Supervisor
Activity - Kid-Friendly Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With the assistance of Cognitive Coach, Amy Shinn, OCES will work towards a shift from teacher-led instruction to competency-based kid-friendly learning.	Academic Support Program	01/04/2016	12/30/2016	\$10000	Race to the Top	Principal, Instructional Supervisor, Cognitive Coach
Activity - Self-Paced Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various teachers at OCES will begin implementing self-paced learning in their classrooms - learning that is initiated and directed by the learner.	Academic Support Program	01/04/2016	12/30/2016	\$10000	School Council Funds	Principal, various teachers

## Goal 6: All students at Owen County Elementary School will improve math scores.

### Measurable Objective 1:

17% of Kindergarten, First, Second, Third and Fourth grade students will increase student growth by reduction in novice in Mathematics by 05/13/2016 as measured by Math MAP assessment.

### Strategy 1:

Professional Learning - Grade level teachers will receive training on implementing Common Core Math instructional strategies.

Category: Professional Learning & Support

Research Cited: Common Core State Standards Initiative

Activity - Conceptual Building Blocks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten, first, second, third and fourth grade teachers will receive Conceptual Building Blocks training.	Professional Learning	01/04/2016	12/30/2016	\$6000	Title I Schoolwide	Principal, Instructional Supervisor, Math Cognitive Coach
Activity - Engage New York	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers (kindergarten-4th grade) will receive additional training in implementing the Engage New York math curriculum.	Professional Learning	06/01/2016	12/30/2016	\$5000	Title I Schoolwide	Principal, Instructional Supervisor
Activity - Math Cognitive Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OVEC Math Cognitive Coach, Debbie Thompson, will continue working with grade level teams on effective instructional strategies in mathematics.	Professional Learning	01/04/2016	12/30/2016	\$5000	Title I Schoolwide	Principal, Instructional Supervisor, Math Cognitive Coach
Activity - Kid Friendly Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With the assistance of Cognitive Coach, Amy Shinn, OCES will work towards a shift from teacher-led instruction to competency-based kid-friendly learning.	Academic Support Program	01/04/2016	12/30/2016	\$5000	Race to the Top	Principal, Instructional Supervisor, Cognitive Coach

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Activity - Self-Paced Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various teachers at OCES will begin implementing self-paced learning in their classrooms - learning that is initiated and directed by the learner.	Academic Support Program	01/04/2016	12/30/2016	\$0	Race to the Top	Principal, Instructional Supervisor, Cognitive Coach

### Strategy 2:

Math Instruction - Students will gain a conceptual understanding of mathematical procedures and gain the ability to apply the math they know to solve problems both inside and outside the classroom. They will be exposed to fewer topics and more coherent and rigorous instruction.

Category: Teacher PGES

Research Cited: Common Core State Standards Initiative

Activity - Daily Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have 90 minutes of uninterrupted math instruction on a daily basis.	Direct Instruction	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, teachers

Activity - Tier 2 Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring between the 30%ile and 60%ile will receive 20-30 minutes of supplemental instruction daily.	Direct Instruction	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, teachers

Activity - Tier 3 Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring below the 30%ile will receive 30 minutes of intense intervention daily (in a pull-out class).	Direct Instruction	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, interventionists

Activity - Specific Skill Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are grouped according to MAP RIT scores. They receive 30 minutes of intense supplemental instruction daily in specific math goal strands.	Direct Instruction	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, teachers

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island will be utilized to help students master state-specific, grade-level academic standards in math, reading, writing, science, and social studies in a fun and engaging learning environment.	Academic Support Program	01/04/2016	12/30/2016	\$8000	Title I Schoolwide	Principal, Instructional Supervisor

**Goal 7: OCES third and fourth grade students will increase the math proficient/distinguished percentage. The percentage will increase from 43.3% in 2015 to 48.7% in 2016.**

**Measurable Objective 1:**

A 6% increase of Third and Fourth grade students will demonstrate a proficiency to improve student growth in Mathematics by 08/31/2016 as measured by 2015-2016 KPREP.

**Strategy 1:**

Professional Learning - Grade level teachers will receive training on implementing Common Core Math instructional strategies.

Category: Professional Learning & Support

Research Cited: Common Core State Initiative

Activity - Conceptual Building Blocks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten, first, second, third and fourth grade teachers will receive Conceptual Building Blocks training.	Professional Learning	01/04/2016	12/30/2016	\$5000	Title I Schoolwide	Principal, Instructional Supervisor, Math Cognitive Coach

Activity - Engage New York	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers (kindergarten-4th grade) will receive additional training in implementing the Engage New York math curriculum.	Professional Learning	01/04/2016	12/30/2016	\$5000	Title I Schoolwide	Principal, Instructional Supervisor

Activity - Math Cognitive Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OVEC Math Cognitive Coach, Debbie Thompson, will continue working with grade level teams on effective instructional strategies in mathematics.	Professional Learning	01/04/2016	12/30/2016	\$5000	Title I Schoolwide	Principal, Instructional Supervisor, Math Cognitive Coach

Activity - Kid Friendly Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With the assistance of Cognitive Coach, Amy Shinn, OCES will work towards a shift from teacher-led instruction to competency-based kid-friendly learning.	Professional Learning	01/04/2016	12/30/2016	\$8000	Race to the Top	Principal, Kid Friendly Coach



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Activity - Self-Paced Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various teachers at OCES will begin implementing self-paced learning in their classrooms - learning that is initiated and directed by the learner.	Professional Learning	01/04/2016	12/30/2016	\$5000	Race to the Top	Principal, Cognitive Coach

## Strategy 2:

Math Instruction - Students will gain a conceptual understanding of mathematical procedures and gain the ability to apply the math they know to solve problems both inside and outside the classroom. They will be exposed to fewer topics and more coherent and rigorous instruction.

Category: Teacher PGES

Research Cited: Common Core State Initiative

Activity - Daily Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have 90 minutes of uninterrupted math instruction on a daily basis.	Direct Instruction	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, teachers

Activity - Tier 2 Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring between the 30%ile and 60%ile will receive 20-30 minutes of supplemental instruction daily.	Direct Instruction	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, teachers

Activity - Tier 3 Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring below the 30%ile will receive 30 minutes of intense intervention daily (in a pull-out class).	Direct Instruction	01/04/2016	12/30/2016	\$50000	Title I Schoolwide	Principal, Interventionists

Activity - Specific Skill Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are grouped according to MAP RIT scores. They receive 30 minutes of intense supplemental instruction daily in specific math goal strands.	Direct Instruction	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, teachers

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island will be utilized to help students master state-specific, grade-level academic standards in math, reading, writing, science, and social studies in a fun and engaging learning environment.	Academic Support Program	01/04/2016	12/30/2016	\$8000	Title I Schoolwide	Principal, Instructional Supervisor

## Goal 8: Increase the average reading proficiency ratings for all students in the non-duplicated gap group. Students' reading will increase from 42.1% to 50.6% in 2016.

### Measurable Objective 1:

A 9% increase of Third and Fourth grade students will demonstrate a proficiency to improve student growth in Reading by 08/31/2016 as measured by 2015-2016 KPREP.

### Strategy 1:

ELA Curriculum Alignment - Grade level teachers will continue work with an ELA Coach to further align the curriculum to the Common Core Standards.

Category: Professional Learning & Support

Research Cited: Common Core Standards Initiative

Activity - Curriculum Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will use four curriculum days to plan and develop ELA curriculum maps, pacing guides, and lesson plans aligned with the CCS.	Professional Learning	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, grade level teachers

### Strategy 2:

Reading Instruction - Students will be exposed to direct, explicit instruction for skill development in the context of authentic literature. Writing and content area connections will also be integrated in reading instruction.

Category: Teacher PGES

Research Cited: Florida Center for Reading Research

Activity - Daily 5/CAFE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students select from five authentic reading and writing choices, working independently toward personalized goals, while the teacher meets individual needs through whole-group and small-group instruction, as well as one-on-one conferring.	Direct Instruction	01/04/2016	12/30/2016	\$5000	Title I Schoolwide	Principal, Instructional Supervisor

Activity - Specific Skills Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are grouped according to MAP RIT scores. They receive 30 minutes of intense supplemental instruction daily in specific goal strands.	Direct Instruction	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, District Data Manager

Activity - Tier 2 Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

Students scoring between the 30%ile and 60%ile will receive 20-30 minutes of supplemental instruction daily.	Direct Instruction	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, teachers
<b>Activity - Tier 3 Instruction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students scoring below the 30%ile will receive 30 minutes of intense intervention daily (in a pull-out class).	Direct Instruction	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, Interventionists

### Strategy 3:

District Support - The Ohio Valley Educational Cooperative (OVEC) will be utilized to provide targeted services to our teachers that support a focus on increased student achievement.

Category: Professional Learning & Support

Research Cited: Best Practices in Literacy Fourth Edition

<b>Activity - Literacy Consultant</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
OVEC Literacy Consultant, Lynn Schwallie, will continue working with grade level teams on ELA curriculum alignment and effective instructional strategies.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, Instructional Supervisor, Literacy Consultant

<b>Activity - Kid-Friendly Learning</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
With the assistance of Cognitive Coach, Amy Shinn, OCES will work towards a shift from teacher-led instruction to competency-based kid-friendly learning.	Academic Support Program	01/04/2016	12/30/2016	\$10000	Race to the Top	Principal, Instructional Supervisor, Cognitive Coach

<b>Activity - Self-Paced Learning</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Various teachers will implement self-paced learning in their classrooms - initiated by the learner and based on learner response.	Technology	01/04/2016	12/30/2016	\$10000	School Council Funds	Principal, various teachers

<b>Activity - Study Island</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students work to master state-specific, grade-level academic standards in math, reading, writing, science and social studies in a fun and engaging learning environment.	Technology	01/04/2016	12/30/2016	\$8000	Title I Schoolwide	Principal, Instructional Supervisor, teachers

**Goal 9: OCES students will increase the average math proficiency ratings for all students in the non-duplicated gap group. Students will increase from 32.9% to 42.6% in 2016.**

**Measurable Objective 1:**

A 10% increase of Third and Fourth grade students will demonstrate a proficiency to improve student growth in Mathematics by 08/31/2016 as measured by 2015-2016 KPREP.

**Strategy 1:**

Professional Learning - Grade level teachers will receive training on implementing Common Core Math instructional strategies.

Category: Professional Learning & Support

Research Cited: Common Core Math Initiative

Activity - Math Cognitive Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OVEC Math Cognitive Coach, Debbie Thompson, will continue working with grade level teams on effective instructional strategies in mathematics.	Professional Learning	01/04/2016	12/30/2016	\$5000	Title I Schoolwide	Principal, Instructional Supervisor, Math Cognitive Coach

Activity - Kid-Friendly Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With the assistance of Cognitive Coach, Amy Shinn, OCES will work towards a shift from teacher-led instruction to competency-based kid-friendly learning.	Professional Learning	01/04/2016	12/30/2016	\$5000	Title I Schoolwide	Principal, Cognitive Coach

Activity - Self-Paced Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various teachers at OCES will begin implementing self-paced learning in their classrooms - learning that is initiated and directed by the learner.	Professional Learning	01/04/2016	12/30/2016	\$5000	Race to the Top	Principal, Cognitive Coach

Activity - Conceptual Building Blocks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten, first, second, third and fourth grade teachers will receive Conceptual Building Blocks training.	Professional Learning	01/04/2016	12/30/2016	\$8000	Title I Schoolwide	Principal, Instructional Supervisor, Math Cognitive Coach

**KDE Comprehensive School Improvement Plan**

Owen County Elementary/Primary School

Activity - Engage New York	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers (kindergarten-4th grade) will receive additional training in implementing the Engage New York math curriculum.	Professional Learning	01/04/2016	12/30/2016	\$5000	Title I Schoolwide	Principal, Instructional Supervisor

**Strategy 2:**

Math Instruction - Students will gain a conceptual understanding of mathematical procedures and gain the ability to apply the math they know to solve problems both inside and outside the classroom. They will be exposed to fewer topics and more coherent and rigorous instruction.

Category: Teacher PGES

Research Cited: Common Core State Initiative

Activity - Daily Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have 90 minutes of uninterrupted math instruction on a daily basis.	Direct Instruction	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, teachers

Activity - Tier 2 Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring between the 30%ile and 60%ile will receive 20-30 minutes of supplemental instruction daily.	Direct Instruction	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, teachers

Activity - Tier 3 Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring below the 30%ile will receive 30 minutes of intense intervention daily (in a pull-out class).	Direct Instruction	01/04/2016	12/30/2016	\$50000	Title I Schoolwide	Principal, interventionists

Activity - Specific Skill Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are grouped according to MAP RIT scores. They receive 30 minutes of intense supplemental instruction daily in specific math goal strands.	Direct Instruction	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, teachers

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island will be utilized to help students master state-specific, grade-level academic standards in math, reading, writing, science, and social studies in a fun and engaging learning environment.	Academic Support Program	01/04/2016	12/30/2016	\$8000	Title I Schoolwide	Principal, Instructional Supervisor

## **Goal 10: All incoming kindergarten students will be ready to learn and participate in a successful kindergarten experience.**

# KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

## Measurable Objective 1:

80% of Kindergarten grade students will demonstrate a proficiency in pre-kindergarten early literacy skills in Reading by 09/30/2016 as measured by Brigance.

### Strategy 1:

Learning Opportunities - Students will be given the opportunity to learn basic school readiness skills in a respectful, nurturing, and challenging environment

Category: Early Learning

Research Cited: National Association for the Education of Young Children (NAEYC)

Activity - Classroom Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily routines, child/teacher interactions, materials, classroom environment, and children's academic and social development will be monitored in OCES preschool classrooms.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, Preschool Director

### Strategy 2:

Collaboration - OCES staff members will collaborate with various stakeholders to ensure students are successful, both academically and socially, in kindergarten (and beyond).

Category: Stakeholder Engagement

Research Cited: National Association for the Education of Young Children (NAEYC)

Activity - Home Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Multiple home visits will be made throughout the year, focusing on families/students who are most at risk.	Parent Involvement	01/04/2016	12/30/2016	\$1000	General Fund	Principal, teachers

Activity - Parent Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various Family Nights will be held, each with a specific focus, but with the common goal of improving parent/school relationships and student achievement.	Parent Involvement	01/04/2016	12/30/2016	\$2000	FRYSC	Principal, Preschool Director, teachers

Activity - Partnerships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Partnerships will be developed to align school and community resources with enrichment opportunities in order to produce successful students, strong families, and engaged communities.	Community Engagement	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, Preschool Director

### Strategy 3:

Transition Efforts - OCES will involve pre-kindergarten students and parents in activities to strengthen students' chances for academic success.

# KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

Category: Early Learning

Research Cited: National Association for the Education of Young Children (NAEYC)

Activity - OCES Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Owen County pre-kindergarten students and their families will be invited to visit OCES during the spring semester prior to their kindergarten year. They will spend quality time in kindergarten classes, meet the teachers and learn kindergarten expectations.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	Principal
Activity - Kindergarten Kick-Off	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will spend a half-day, prior to the first day of school, in their kindergarten class. They will experience all aspects of a typical school day.	Academic Support Program	08/01/2016	08/17/2016	\$2000	General Fund	Principal, kindergarten staff
Activity - Family Liaison	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Owen County Family Liaison will make connections with at-risk preschool age children.	Parent Involvement	01/04/2016	12/30/2016	\$5000	General Fund	Family Liaison

## Goal 11: All Program Review areas will receive a Distinguished Rating.

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency by OCES receiving a distinguished rating in the areas of Arts and Humanities, Writing, and Primary Program Reviews in Practical Living by 12/30/2016 as measured by KDE Program Review Evaluation.

### Strategy 1:

Collaboration - All teachers collaborate to effectively integrate writing, practical living/career studies, and arts and humanities into all other core subjects.

Category: Continuous Improvement

Activity - Collaboration/Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work as program review teams to strengthen collaboration and communication of program review strategies through staff meetings, PLC meetings, Program Review Committee meetings, emails, and cross-curricular documents	Professional Learning	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, teachers

### Strategy 2:

Teacher Awareness - Teachers will focus on the components of the program reviews to improve student learning. They will serve on a Program Review Committee and attend monthly meetings to provide evidence of the integration of program skills across all content areas.

## KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

Category: Continuous Improvement

Activity - Committee Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work on committees to analyze evidence and plan ways to better incorporate the program review strategies into lesson plans and daily instruction.	Professional Learning	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, teachers

### Strategy 3:

Work Analysis - Student work will be analyzed at all grade levels. Proficient work will be displayed in an effort to improve students' skill level and program expectations.

Category: Continuous Improvement

Activity - Writing Prompts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing prompts will be analyzed and instructional decisions made based on student need. Students will set goals and feedback will be given on all work samples.	Direct Instruction	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, teachers

## Goal 12: Students scoring in the novice category in reading will be reduced by 10%.

### Measurable Objective 1:

10% of All Students will demonstrate a behavior that will lead to students moving from novice to apprentice (or higher) in Reading by 06/01/2016 as measured by 2016 KPREP test.

### Strategy 1:

Curriculum Alignment - Grade level teachers will align and revise ELA curriculum to align with the Common Core Standards.

Category: Professional Learning & Support

Research Cited: Common Core State Standards Initiative

Activity - Curriculum Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Four curriculum days will be used to plan, develop, and revise ELA curriculum maps, pacing guides, and lesson plans to align with the CCS.	Professional Learning	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, grade level teachers

### Strategy 2:

Reading Instruction - Students will be exposed to direct, explicit instruction in the context of authentic literature. Writing and content area connections will also be integrated in reading instruction.

Category: Teacher PGES



# KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

Research Cited: Florida Center for Reading Research

Activity - Daily 5/CAFE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students work independently toward personalized goals while the teachers meet individual needs through whole group and small group instruction, as well as one-on-one conferring	Direct Instruction	01/04/2016	12/30/2016	\$5000	Title I Schoolwide	Principal, Instructional Supervisor
Activity - Specific Skills Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are grouped according to MAP RIT scores. They receive 30 minutes of intense supplemental instruction daily in specific goal strands.	Direct Instruction	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, District Data Manager
Activity - Tier 2 Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring between the 30%ile and the 60%ile will receive 20-30 minutes of supplemental instruction daily.	Direct Instruction	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, teachers
Activity - Tier 3 Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring below the 30%ile will receive 30 minutes of intense reading intervention daily in a pull-out class.	Direct Instruction	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, Reading Interventionist

### Strategy 3:

District Support - OCES will utilize the Ohio Valley Educational Cooperative (OVEC) to provide targeted services to our teachers.

Category: Professional Learning & Support

Research Cited: Best Practices in Literacy Instruction Fourth Edition

Activity - Literacy Consultant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OVEC Literacy Consultant, Lynn Schwallie, will work with grade level teams on ELA curriculum alignment and effective instructional strategies.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, Instructional Supervisor
Activity - Kid Friendly Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With the assistance of Cognitive Coach, Amy Shinn, OCES will work towards a shift from teacher-led instruction to competency-based, kid friendly learning.	Academic Support Program	01/04/2016	12/30/2016	\$10000	Race to the Top	Principal, Instructional Supervisor, Cognitive Coach

## KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

### Strategy 4:

30-60-90 Day Plan - OCES administrators and staff will develop a 30-60-90 Day Plan for novice reduction in reading and math.

Category: Continuous Improvement

Activity - Novice Reduction Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in a school-wide novice reduction workshop to determine priority needs for novice reduction in reading.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, teachers
Activity - 30-60-90 Day Plan Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 30-60-90 Day Plan for novice reduction will be monitored during weekly PLC meetings. Reading assessment data and student work will be reviewed and analyzed to determine next steps.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, Instructional Supervisor, teachers
Activity - Staff Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff mentors will be paired with students scoring novice in reading. Mentors will develop relationships and provide encouragement to identified students.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, teachers

## Goal 13: Students scoring in the novice category in math will be reduced by 10%.

### Measurable Objective 1:

10% of All Students will demonstrate a behavior that will lead to students moving from novice to apprentice (or higher) in Mathematics by 06/01/2016 as measured by 2016 KPREP test.

### Strategy 1:

Professional Learning - Grade level teachers will receive training on implementing Common Core Math Instructional strategies.

Category: Professional Learning & Support

Research Cited: Common Core State Standards Initiative

Activity - Conceptual Building Blocks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten, first, second, third, and fourth grade teachers will participate in Conceptual Building Blocks training.	Professional Learning	01/04/2016	12/30/2016	\$6000	Title I Schoolwide	Principal, Instructional Supervisor, Math Cognitive Coach

## KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

Activity - Engage New York	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers (kindergarten - fourth grade) will receive additional training in implementing the Engage New York Math Curriculum.	Professional Learning	01/04/2016	12/30/2016	\$5000	Title I Schoolwide	Principal, Instructional Supervisor

Activity - Math Cognitive Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OVEC Math Cognitive Coach, Debbie Thompson, will work with grade level teams on effective instructional strategies in mathematics.	Professional Learning	01/04/2016	12/30/2016	\$5000	Title I Schoolwide	Principal, Instructional Supervisor, Math Cognitive Coach

Activity - Kid-Friendly Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With the assistance of Math Cognitive Coach, Amy Shinn, OCES teachers will work towards a shift from teacher-led instruction to competency-based kid friendly learning.	Academic Support Program	01/04/2016	12/30/2016	\$5000	Race to the Top	Principal, Instructional Supervisor, Math Cognitive Coach

Activity - Self-Paced Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various OCES teachers will begin implementing self-paced learning in their math classes - learning that is initiated and directed by the learner.	Academic Support Program	01/04/2016	12/30/2016	\$3000	Race to the Top	Principal, Instructional Supervisor, Math Cognitive Coach

### Strategy 2:

Math Instruction - Students will gain a conceptual understanding of mathematical procedures and gain the ability to apply the math they know to solve problems both inside and outside the classroom. They will be exposed to fewer topics and more coherent and rigorous instruction.

Category: Teacher PGES

Research Cited: Common Core State Standards Initiative

Activity - Daily Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have 90 minutes of uninterrupted math instruction on a daily basis.	Direct Instruction	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, teachers

## KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

Activity - Tier 2 Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring between the 30%ile and 60%ile will receive 20-30 minutes of supplemental math instruction daily.	Direct Instruction	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, teachers
Activity - Tier 3 Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring below the 30%ile will receive 30 minutes of intense math intervention daily in a small group setting.	Direct Instruction	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, Math Interventionist
Activity - Specific Skill Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are grouped according to MAP RIT scores. They receive 30 minutes of supplemental math instruction daily in specific goal strands.	Direct Instruction	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, teachers
Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island will be utilized to help students master state-specific, grade-level academic standards in math in a fun and engaging learning environment.	Academic Support Program	01/04/2016	12/30/2016	\$8000	Title I Schoolwide	Principal, Instructional Supervisor, teachers

### Strategy 3:

30-60-90 Day Plan - OCES administrators and staff will develop a 30-60-90 Day Plan for novice reduction in math.

Category: Continuous Improvement

Activity - 30-60-90 Day Plan Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in a school-wide novice reduction workshop to determine priority needs for novice reduction in math.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, Instructional Supervisor, teachers
Activity - 30-60-90 Day Plan Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 30-60-90 Day Plan for novice reduction will be monitored during weekly PLC meetings. Math assessment data and student work will be reviewed and analyzed to determine next steps.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, Instructional Supervisor, teachers
Activity - Staff Mentors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**KDE Comprehensive School Improvement Plan**

Owen County Elementary/Primary School

Staff mentors will be paired with students scoring novice in math. Mentors will develop relationships and provide encouragement to identified students.	Academic Support Program	01/04/2016	12/30/2016	\$0	No Funding Required	Principal, teachers
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island	Study Island will be utilized to help students master state-specific, grade-level academic standards in math, reading, writing, science, and social studies.in a fun and engaging learning environment.	Academic Support Program	01/04/2016	12/30/2016	\$8000	Principal, Instructional Supervisor
Engage New York	All teachers (kindergarten-4th grade) will receive additional training in implementing the Engage New York math curriculum.	Professional Learning	06/01/2016	12/30/2016	\$5000	Principal, Instructional Supervisor
Daily 5/CAFE	Students select from five authentic reading and writing choices, working independently toward personalized goals, while the teacher meets individual needs through whole-group and small-group instruction, as well as one-on-one conferring.	Direct Instruction	01/04/2016	12/30/2016	\$5000	Principal, Instructional Supervisor
Engage New York	All teachers (kindergarten - fourth grade) will receive additional training in implementing the Engage New York Math Curriculum.	Professional Learning	01/04/2016	12/30/2016	\$5000	Principal, Instructional Supervisor
Engage New York	All teachers (kindergarten-4th grade) will receive additional training in implementing the Engage New York math curriculum.	Professional Learning	01/04/2016	12/30/2016	\$5000	Principal, Instructional Supervisor
Study Island	Study Island will be utilized to help students master state-specific, grade-level academic standards in math, reading, writing, science, and social studies.in a fun and engaging learning environment.	Academic Support Program	01/04/2016	12/30/2016	\$8000	Principal, Instructional Supervisor
Study Island	Students work to master state-specific, grade-level academic standards in math, reading, writing, science and social studies in a fun and engaging learning environment.	Technology	01/04/2016	12/30/2016	\$8000	Principal, Instructional Supervisor, teachers
Conceptual Building Blocks	Kindergarten, first, second, third and fourth grade teachers will receive Conceptual Building Blocks training.	Professional Learning	01/04/2016	12/30/2016	\$6000	Principal, Instructional Supervisor, Math Cognitive Coach

# KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

Conceptual Building Blocks	Kindergarten, first, second, third, and fourth grade teachers will participate in Conceptual Building Blocks training.	Professional Learning	01/04/2016	12/30/2016	\$6000	Principal, Instructional Supervisor, Math Cognitive Coach
Study Island	Study Island will be utilized to help students master state-specific, grade-level academic standards in math in a fun and engaging learning environment.	Academic Support Program	01/04/2016	12/30/2016	\$8000	Principal, Instructional Supervisor, teachers
Math Cognitive Coach	OVEC Math Cognitive Coach, Debbie Thompson, will continue working with grade level teams on effective instructional strategies in mathematics.	Professional Learning	01/04/2016	12/30/2016	\$5000	Principal, Instructional Supervisor, Math Cognitive Coach
Kid-Friendly Learning	With the assistance of Cognitive Coach, Amy Shinn, OCES will work towards a shift from teacher-led instruction to competency-based kid-friendly learning.	Professional Learning	01/04/2016	12/30/2016	\$5000	Principal, Cognitive Coach
Math Cognitive Coach	OVEC Math Cognitive Coach, Debbie Thompson, will continue working with grade level teams on effective instructional strategies in mathematics.	Professional Learning	01/04/2016	12/30/2016	\$5000	Principal, Instructional Supervisor, Math Cognitive Coach
Daily 5/CAFE	Students work independently toward personalized goals while the teachers meet individual needs through whole group and small group instruction, as well as one-on-one conferring	Direct Instruction	01/04/2016	12/30/2016	\$5000	Principal, Instructional Supervisor
Daily 5/CAFE	Students select from five authentic reading and writing choices, working independently toward personalized goals, while the teacher meets individual needs through whole-group and small-group instruction, as well as one-on-one conferring.	Direct Instruction	01/04/2016	12/30/2016	\$5000	Principal, Instructional Supervisor
Study Island	Study Island will be utilized to help students master state-specific, grade-level academic standards in math, reading, writing, science, and social studies.in a fun and engaging learning environment.	Academic Support Program	01/04/2016	12/30/2016	\$8000	Principal, Instructional Supervisor
Conceptual Building Blocks	Kindergarten, first, second, third and fourth grade teachers will receive Conceptual Building Blocks training.	Professional Learning	01/04/2016	12/30/2016	\$5000	Principal, Instructional Supervisor, Math Cognitive Coach
Tier 3 Instruction	Students scoring below the 30%ile will receive 30 minutes of intense intervention daily (in a pull-out class).	Direct Instruction	01/04/2016	12/30/2016	\$50000	Principal, interventionists

## KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

Math Cognitive Coach	OVEC Math Cognitive Coach, Debbie Thompson, will work with grade level teams on effective instructional strategies in mathematics.	Professional Learning	01/04/2016	12/30/2016	\$5000	Principal, Instructional Supervisor, Math Cognitive Coach
Engage New York	All teachers (kindergarten-4th grade) will receive additional training in implementing the Engage New York math curriculum.	Professional Learning	01/04/2016	12/30/2016	\$5000	Principal, Instructional Supervisor
Conceptual Building Blocks	Kindergarten, first, second, third and fourth grade teachers will receive Conceptual Building Blocks training.	Professional Learning	01/04/2016	12/30/2016	\$8000	Principal, Instructional Supervisor, Math Cognitive Coach
Math Cognitive Coach	OVEC Math Cognitive Coach, Debbie Thompson, will continue working with grade level teams on effective instructional strategies in mathematics.	Professional Learning	01/04/2016	12/30/2016	\$5000	Principal, Instructional Supervisor, Math Cognitive Coach
Tier 3 Instruction	Students scoring below the 30%ile will receive 30 minutes of intense intervention daily (in a pull-out class).	Direct Instruction	01/04/2016	12/30/2016	\$50000	Principal, Interventionists
Daily 5/CAFE	Students select from five authentic reading and writing choices, working independently toward personalized goals, while the teacher meets individual needs through whole-group and small-group instruction, as well as one-on-one conferring.	Direct Instruction	01/04/2016	12/30/2016	\$5000	Principal, Instructional Supervisor
<b>Total</b>					<b>\$230000</b>	

### Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island	Study Island will help students master state-specific, grade-level academic standards in math, reading, writing, science, and social studies in a fun and engaging learning environment.	Technology	01/04/2016	12/30/2016	\$8000	Principal, Instructional Supervisor
Kid-Friendly Learning	With the assistance of Cognitive Coach, Amy Shinn, OCES will work towards a shift from teacher-led instruction to competency-based, kid friendly learning.	Academic Support Program	01/04/2016	12/30/2016	\$10000	Principal, Instructional Supervisor, Cognitive Coach
<b>Total</b>					<b>\$18000</b>	



**KDE Comprehensive School Improvement Plan**

Owen County Elementary/Primary School

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 2 Instruction	Students scoring between the 30%ile and 60%ile will receive 20-30 minutes of supplemental math instruction daily.	Direct Instruction	01/04/2016	12/30/2016	\$0	Principal, teachers
Student Growth Goals	Certified staff will collaborate with the principal to identify and develop Student Growth Goals. These goals will be monitored in CIITS.	Professional Learning	01/04/2016	12/30/2016	\$0	Principal
Literacy Consultant	OVEC Literacy Consultant, Lynn Schwallie, will work with grade level teams on ELA curriculum alignment and effective instructional strategies.	Academic Support Program	01/04/2016	12/30/2016	\$0	Principal, Instructional Supervisor
30-60-90 Day Plan Workshop	All staff will participate in a school-wide novice reduction workshop to determine priority needs for novice reduction in math.	Academic Support Program	01/04/2016	12/30/2016	\$0	Principal, Instructional Supervisor, teachers
Collaborative Planning	Teachers work in collaborative planning teams to examine critically and discuss standards-based learning expectations for students.	Professional Learning	01/04/2016	12/30/2016	\$0	Principal, grade level teachers
Lesson Planning	Grade level teams develop a common lesson plan incorporating the selected strategies/activities and identify the type of student work each teacher will use to demonstrate learning.	Academic Support Program	01/04/2016	12/30/2016	\$0	Principal, grade level teachers
Tier 2 Instruction	Students scoring between the 30%ile and 60%ile will receive 20-30 minutes of supplemental instruction daily.	Direct Instruction	01/04/2016	12/30/2016	\$0	Principal, teachers
30-60-90 Day Plan Monitoring	The 30-60-90 Day Plan for novice reduction will be monitored during weekly PLC meetings. Math assessment data and student work will be reviewed and analyzed to determine next steps.	Academic Support Program	01/04/2016	12/30/2016	\$0	Principal, Instructional Supervisor, teachers
Staff Mentors	Staff mentors will be paired with students scoring novice in math. Mentors will develop relationships and provide encouragement to identified students.	Academic Support Program	01/04/2016	12/30/2016	\$0	Principal, teachers
Committee Work	Teachers will work on committees to analyze evidence and plan ways to better incorporate the program review strategies into lesson plans and daily instruction.	Professional Learning	01/04/2016	12/30/2016	\$0	Principal, teachers
Daily Instruction	All students will have 90 minutes of uninterrupted math instruction on a daily basis.	Direct Instruction	01/04/2016	12/30/2016	\$0	Principal, teachers
Tier 3 Instruction	Students scoring below the 30%ile will receive 30 minutes of intense intervention daily (in a pull-out class).	Direct Instruction	01/04/2016	12/30/2016	\$0	Principal, Interventionists
Tier 2 Instruction	Students scoring between the 30%ile and 60%ile will receive 20-30 minutes of supplemental instruction daily.	Direct Instruction	01/04/2016	12/30/2016	\$0	Principal, teachers
Tier 2 Instruction	Students scoring between the 30%ile and 60%ile will receive 20-30 minutes of supplemental instruction daily.	Direct Instruction	01/04/2016	12/30/2016	\$0	Principal, teachers

## KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

Tier 3 Instruction	Students scoring below the 30%ile will receive 30 minutes of intense intervention daily (in a pull-out class).	Direct Instruction	01/04/2016	12/30/2016	\$0	Principal, Interventionists
Daily Instruction	All students will have 90 minutes of uninterrupted math instruction on a daily basis.	Direct Instruction	01/04/2016	12/30/2016	\$0	Principal, teachers
Effectiveness System Review	Administrators will meet, collaborate, and recalibrate on the TPGES and the PPGES	Professional Learning	01/04/2016	12/30/2016	\$0	District Leadership Team
Specific Skills Instruction	Students are grouped according to MAP RIT scores. They receive 30 minutes of intense supplemental instruction daily in specific goal strands.	Direct Instruction	01/04/2016	12/30/2016	\$0	Principal, District Data Manager
Literacy Consultant	OVEC Literacy Consultant, Lynn Schwallie, will continue working with grade level teams on ELA curriculum alignment and effective instructional strategies	Academic Support Program	01/04/2016	12/30/2016	\$0	Principal, Instructional Supervisor
Professional Growth Plan	Certified staff will collaborate, throughout the year, with the principal to develop their yearly PGP, discuss progress to the plan, and update, as needed.	Professional Learning	01/04/2016	12/30/2016	\$0	Principal
Tier 3 Instruction	Students scoring below the 30%ile will receive 30 minutes of intense intervention daily (in a pull-out class).	Direct Instruction	01/04/2016	12/30/2016	\$0	Principal, interventionists
Review/Reflect	Grade level teams review and reflect on student work, discuss student understanding of the standards, and make needed modifications to instruction.	Academic Support Program	01/04/2016	12/30/2016	\$0	Principal, grade level teachers
Collaboration/Communication	Teachers will work as program review teams to strengthen collaboration and communication of program review strategies through staff meetings, PLC meetings, Program Review Committee meetings, emails, and cross-curricular documents	Professional Learning	01/04/2016	12/30/2016	\$0	Principal, teachers
Specific Skills Instruction	Students are grouped according to MAP RIT scores. They receive 30 minutes of intense supplemental instruction daily in specific goal strands.	Direct Instruction	01/04/2016	12/30/2016	\$0	Principal, District Data Manager
Curriculum Days	Staff members will use four curriculum days to plan and develop ELA curriculum maps, pacing guides, and lesson plans aligned to the CCS.	Professional Learning	01/04/2016	12/30/2016	\$0	Principal, grade level teachers
Tier 3 Instruction	Students scoring below the 30%ile will receive 30 minutes of intense intervention daily (in a pull-out class).	Direct Instruction	01/04/2016	12/30/2016	\$0	Principal, Interventionists
Specific Skill Instruction	Students are grouped according to MAP RIT scores. They receive 30 minutes of intense supplemental instruction daily in specific math goal strands.	Direct Instruction	01/04/2016	12/30/2016	\$0	Principal, teachers
Tier 3 Instruction	Students scoring below the 30%ile will receive 30 minutes of intense reading intervention daily in a pull-out class.	Direct Instruction	01/04/2016	12/30/2016	\$0	Principal, Reading Interventionist

# KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

OCES Visits	All Owen County pre-kindergarten students and their families will be invited to visit OCES during the spring semester prior to their kindergarten year. They will spend quality time in kindergarten classes, meet the teachers and learn kindergarten expectations.	Academic Support Program	01/04/2016	12/30/2016	\$0	Principal
Staff Mentoring	Staff mentors will be paired with students scoring novice in reading. Mentors will develop relationships and provide encouragement to identified students.	Academic Support Program	01/04/2016	12/30/2016	\$0	Principal, teachers
Specific Skills Instruction	Students are grouped according to MAP RIT scores. They receive 30 minutes of intense supplemental instruction daily in a specific goal strands.	Direct Instruction	01/04/2016	12/30/2016	\$0	Principal, District Data Manager
Specific Skill Instruction	Students are grouped according to MAP RIT scores. They receive 30 minutes of intense supplemental instruction daily in specific math goal strands.	Direct Instruction	01/04/2016	12/30/2016	\$0	Principal, teachers
Novice Reduction Workshop	All staff will participate in a school-wide novice reduction workshop to determine priority needs for novice reduction in reading.	Academic Support Program	01/04/2016	12/30/2016	\$0	Principal, teachers
Writing Prompts	Writing prompts will be analyzed and instructional decisions made based on student need. Students will set goals and feedback will be given on all work samples.	Direct Instruction	01/04/2016	12/30/2016	\$0	Principal, teachers
Curriculum Days	Four curriculum days will be used to plan, develop, and revise ELA curriculum maps, pacing guides, and lesson plans to align with the CCS.	Professional Learning	01/04/2016	12/30/2016	\$0	Principal, grade level teachers
Literacy Consultant	OVEC Literacy Consultant, Lynn Schwallie, will continue working with grade level teams on ELA curriculum alignment and effective instructional strategies.	Academic Support Program	01/04/2016	12/30/2016	\$0	Principal, Instructional Supervisor
Classroom Monitoring	Daily routines, child/teacher interactions, materials, classroom environment, and children's academic and social development will be monitored in OCES preschool classrooms.	Academic Support Program	01/04/2016	12/30/2016	\$0	Principal, Preschool Director
Curriculum Days	Staff members will use four curriculum days to plan and develop ELA curriculum maps, pacing guides, and lesson plans aligned with the CCS.	Professional Learning	01/04/2016	12/30/2016	\$0	Principal, grade level teachers
Daily Instruction	All students will have 90 minutes of uninterrupted math instruction on a daily basis.	Direct Instruction	01/04/2016	12/30/2016	\$0	Principal, teachers
Specific Skill Instruction	Students are grouped according to MAP RIT scores. They receive 30 minutes of intense supplemental instruction daily in specific math goal strands.	Direct Instruction	01/04/2016	12/30/2016	\$0	Principal, teachers
Tier 2 Instruction	Students scoring between the 30 <sup>th</sup> ile and the 60 <sup>th</sup> ile will receive 20-30 minutes of supplemental instruction daily.	Direct Instruction	01/04/2016	12/30/2016	\$0	Principal, teachers
Walkthroughs	Walkthroughs will be conducted in all classrooms, focusing on reading and math and Domains 2 and 3 of the TPGES.	Academic Support Program	01/04/2016	12/30/2016	\$0	Principal, Instructional Supervisor
Partnerships	Partnerships will be developed to align school and community resources with enrichment opportunities in order to produce successful students, strong families, and engaged communities.	Community Engagement	01/04/2016	12/30/2016	\$0	Principal, Preschool Director

## KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

30-60-90 Day Plan Monitoring	The 30-60-90 Day Plan for novice reduction will be monitored during weekly PLC meetings. Reading assessment data and student work will be reviewed and analyzed to determine next steps.	Academic Support Program	01/04/2016	12/30/2016	\$0	Principal, Instructional Supervisor, teachers
Tier 3 Instruction	Students scoring below the 30%ile will receive 30 minutes of intense math intervention daily in a small group setting.	Direct Instruction	01/04/2016	12/30/2016	\$0	Principal, Math Interventionist
Curriculum Selection	Grade level teams will select evidence-based instructional strategies/activities for meeting the standards.	Academic Support Program	01/04/2016	12/30/2016	\$0	Principal, Instructional Supervisor
Tier 2 Instruction	Students scoring between the 30%ile and 60%ile will receive 20-30 minutes of supplemental instruction daily.	Direct Instruction	01/04/2016	12/30/2016	\$0	Principal, teachers
TPGES	During staff meetings and PLCs, staff will be trained in "look fors" for each domain of the TPGES.	Professional Learning	01/04/2016	12/30/2016	\$0	Principal
Specific Skill Instruction	Students are grouped according to MAP RIT scores. They receive 30 minutes of supplemental math instruction daily in specific goal strands.	Direct Instruction	01/04/2016	12/30/2016	\$0	Principal, teachers
Leadership Team Meetings	Owen County's Instructional Leadership Team will meet monthly to discuss plans for improvements to instruction and student learning. The team will be responsible for communicating the plan to stakeholders at the respective schools.	Professional Learning	01/04/2016	12/30/2016	\$0	Members of Owen County's Administrative/Leadership Team
Daily Instruction	All students will have 90 minutes of uninterrupted math instruction on a daily basis.	Direct Instruction	01/04/2016	12/30/2016	\$0	Principal, teachers
Specific Skills Instruction	Students are grouped according to MAP RIT scores. They receive 30 minutes of intense supplemental instruction daily in specific goal strands.	Direct Instruction	01/04/2016	12/30/2016	\$0	Principal, District Data Manager
Literacy Consultant	OVEC Literacy Consultant, Lynn Schwallie, will continue working with grade level teams on ELA curriculum alignment and effective instructional strategies.	Academic Support Program	01/04/2016	12/30/2016	\$0	Principal, Instructional Supervisor, Literacy Consultant
Curriculum Days	Staff members will use four curriculum days to plan and develop ELA curriculum maps, pacing guides, and lesson plans aligned with the CCS.	Professional Learning	01/04/2016	12/30/2016	\$0	Principal, grade level teachers
Tier 2 Instruction	Students scoring between the 30%ile and 60%ile will receive 20-30 minutes of supplemental instruction daily.	Direct Instruction	01/04/2016	12/30/2016	\$0	Principal, teachers
Tier 2 Instruction	Students scoring between the 30%ile and 60%ile will receive 20-30 minutes of supplemental instruction daily.	Direct Instruction	01/04/2016	12/30/2016	\$0	Principal, teachers
<b>Total</b>					\$0	

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

Self-Paced Learning	Various teachers will implement self-paced learning in their classrooms - initiated by the learner and based on learner response.	Technology	01/04/2016	12/30/2016	\$10000	Principal, various teachers
Self-Paced Learning	Various teachers at OCES will begin implementing self-paced learning in their classrooms - learning that is initiated and directed by the learner.	Academic Support Program	01/04/2016	12/30/2016	\$10000	Principal, various teachers
<b>Total</b>					<b>\$20000</b>	

### Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kid-Friendly Learning	With the assistance of Math Cognitive Coach, Amy Shinn, OCES teachers will work towards a shift from teacher-led instruction to competency-based kid friendly learning.	Academic Support Program	01/04/2016	12/30/2016	\$5000	Principal, Instructional Supervisor, Math Cognitive Coach
Self-Paced Learning	Various teachers at OCES will begin implementing self-paced learning in their classrooms - learning that is initiated and directed by the learner.	Academic Support Program	01/04/2016	12/30/2016	\$0	Principal, Instructional Supervisor, Cognitive Coach
Kid Friendly Learning	With the assistance of Cognitive Coach, Amy Shinn, OCES will work towards a shift from teacher-led instruction to competency-based kid-friendly learning.	Professional Learning	01/04/2016	12/30/2016	\$8000	Principal, Kid Friendly Coach
Kid Friendly Learning	With the assistance of Cognitive Coach, Amy Shinn, OCES will work towards a shift from teacher-led instruction to competency-based kid-friendly learning.	Academic Support Program	01/04/2016	12/30/2016	\$5000	Principal, Instructional Supervisor, Cognitive Coach
Kid Friendly Learning	With the assistance of Cognitive Coach, Amy Shinn, OCES will work towards a shift from teacher-led instruction to competency-based, kid friendly learning.	Academic Support Program	01/04/2016	12/30/2016	\$10000	Principal, Instructional Supervisor, Cognitive Coach
Self-Paced Learning	Various teachers at OCES will begin implementing self-paced learning in their classrooms - learning that is initiated and directed by the learner.	Professional Learning	01/04/2016	12/30/2016	\$5000	Principal, Cognitive Coach
Kid-Friendly Learning	With the assistance of Cognitive Coach, Amy Shinn, OCES will work towards a shift from teacher-led instruction to competency-based kid-friendly learning.	Academic Support Program	01/04/2016	12/30/2016	\$10000	Principal, Instructional Supervisor, Cognitive Coach

## KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

Self-Paced Learning	Various teachers at OCES will begin implementing self-paced learning in their classrooms - learning that is initiated and directed by the learner.	Professional Learning	01/04/2016	12/30/2016	\$5000	Principal, Cognitive Coach
Self-Paced Learning	Various OCES teachers will begin implementing self-paced learning in their math classes - learning that is initiated and directed by the learner.	Academic Support Program	01/04/2016	12/30/2016	\$3000	Principal, Instructional Supervisor, Math Cognitive Coach
Kid-Friendly Learning	With the assistance of Cognitive Coach, Amy Shinn, OCES will work towards a shift from teacher-led instruction to competency-based kid-friendly learning.	Academic Support Program	01/04/2016	12/30/2016	\$10000	Principal, Instructional Supervisor, Cognitive Coach
<b>Total</b>					<b>\$61000</b>	

### FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Nights	Various Family Nights will be held, each with a specific focus, but with the common goal of improving parent/school relationships and student achievement.	Parent Involvement	01/04/2016	12/30/2016	\$2000	Principal, Preschool Director, teachers
<b>Total</b>					<b>\$2000</b>	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Liaison	The Owen County Family Liaison will make connections with at-risk preschool age children.	Parent Involvement	01/04/2016	12/30/2016	\$5000	Family Liaison
Kindergarten Kick-Off	Students will spend a half-day, prior to the first day of school, in their kindergarten class. They will experience all aspects of a typical school day.	Academic Support Program	08/01/2016	08/17/2016	\$2000	Principal, kindergarten staff
Home Visits	Multiple home visits will be made throughout the year, focusing on families/students who are most at risk.	Parent Involvement	01/04/2016	12/30/2016	\$1000	Principal, teachers
<b>Total</b>					<b>\$8000</b>	

# **KDE Needs Assessment**

## **Introduction**

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



## **Data Analysis**

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

**What does the data/information not tell you?**

The OCES administration, Data Team, and staff analyzed results from the 2014-2015 KPREP to determine areas of concern, areas of growth, and barriers to our improvement. The data indicated the growth area showed the best performance, while the gap area showed the weakest performance. It is interesting to note, however, that our special education population was not the predominant reason for this weakness. In addition, the subject area of math showed the least improvement

OCES students are scoring below the state average in reading, math, and language mechanics. KPREP data, along with MAP and common assessment data, are used to identify strengths and weaknesses of current instructional programs, evaluate intervention efforts in reading and math, and focus on improvement strategies.

The data does not provide specific strategies.

## **Areas of Strengths**

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

The percentage of students scoring in the novice category in reading (17.9%) is below the state average (21.3%). Also, the percentage of third grade students scoring in the proficient category in reading (45%) is above the state average (36%).

In math, the percentage of third grade students scoring in the novice category (16.4%) is below the state average (19.5%). Also, the percentage of third grade students scoring in the proficient category (39.3%) is above the state average (34.7%).

Fourth grade students scoring in the novice category in language mechanics (18.9%) is below the state average (20.6%).

Intervention classes in math and reading target the most struggling students. NWEA's MAP is administered to all grade levels three times per year. The Daily 5/CAFE Reading Framework is implemented in kindergarten through third grades. This structure fosters literacy independence in the elementary grades. Specific Skill Intervention (SSI) groups meet on a daily basis, targeting academic needs in both reading and math.

## **Opportunities for Improvement**

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

Math is noted as an area of improvement at all grade levels. KPREP data shows that the percentage of third and fourth grade students scoring below proficiency are 50.7% and 63%, respectively.

Engage New York Math has been adopted across the district. All teachers are implementing this program in ninety minute math blocks. Math intervention classes are offered at all grade levels for students scoring below the 20%ile in MAP math. Specific Skill Intervention classes in math occur for all students on a daily basis. Progress monitoring in math also occurs at all grade levels on a weekly/biweekly basis. In addition, ongoing support and professional learning opportunities in math are provided by OVEC Cognitive Coach, Dr. Debbie Thompson.

## **Conclusion**

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

Owen County Elementary School staff will continue analyzing data in an effort to identify factors contributing to last spring's KPREP scores. Our plan is to recognize the barriers we face, evaluate our current practices, and improve the rigor of teacher instruction. Instructional strategies will be addressed in both math and reading, as our teachers continue their work with an ELA consultant and a math cognitive coach. Math Conceptual Building Blocks training, as well as Engage New York year two training, will be provided to teachers at all grade levels. In addition, all teachers will continue aligning ELA curriculum to the Common Core Standards.

# **KDE Compliance and Accountability - Schools**

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

## Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

**Goal 1:**

Create meaningful professional learning communities during common planning.

**Measurable Objective 1:**

collaborate to develop meaningful Professional Learning Communities by 05/01/2017 as measured by the TELL Survey.

**Strategy1:**

PLC Meetings - PLC meetings will be held twice weekly during common planning time. Teachers, along with the principal, will review student achievement data, identify student needs, reflect on instructional practices, monitor outcomes, and critically examine what does/doesn't work.

Category: Professional Learning & Support

Research Cited: Education World November 24, 2015

Activity - Review/Reflect	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teams review and reflect on student work, discuss student understanding of the standards, and make needed modifications to instruction.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	Principal, grade level teachers

Activity - Curriculum Selection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teams will select evidence-based instructional strategies/activities for meeting the standards.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	Principal, Instructional Supervisor

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teams develop a common lesson plan incorporating the selected strategies/activities and identify the type of student work each teacher will use to demonstrate learning.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	Principal, grade level teachers

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers work in collaborative planning teams to examine critically and discuss standards-based learning expectations for students.	Professional Learning	01/04/2016	12/30/2016	\$0 - No Funding Required	Principal, grade level teachers

# KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

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## Goal 2:

All students at Owen County Elementary School will improve reading scores.

### Measurable Objective 1:

13% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency by reducing novice levels in Reading by 05/13/2016 as measured by Reading MAP assessment.

### Strategy1:

ELA Curriculum Alignment - Grade level teachers will continue work with an ELA Cognitive Coach to further align the curriculum to the Common Core Standards.

Category: Professional Learning & Support

Research Cited: Common Core Standards Initiative

Activity - Curriculum Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will use four curriculum days to plan and develop ELA curriculum maps, pacing guides, and lesson plans aligned to the CCS.	Professional Learning	01/04/2016	12/30/2016	\$0 - No Funding Required	Principal, grade level teachers

## Goal 3:

All students at Owen County Elementary School will improve math scores.

### Measurable Objective 1:

17% of Kindergarten, First, Second, Third and Fourth grade students will increase student growth by reduction in novice in Mathematics by 05/13/2016 as measured by Math MAP assessment.

### Strategy1:

Professional Learning - Grade level teachers will receive training on implementing Common Core Math instructional strategies.

Category: Professional Learning & Support

Research Cited: Common Core State Standards Initiative

Activity - Math Cognitive Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
OVEC Math Cognitive Coach, Debbie Thompson, will continue working with grade level teams on effective instructional strategies in mathematics.	Professional Learning	01/04/2016	12/30/2016	\$5000 - Title I Schoolwide	Principal, Instructional Supervisor, Math Cognitive Coach



# KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

Activity - Conceptual Building Blocks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten, first, second, third and fourth grade teachers will receive Conceptual Building Blocks training.	Professional Learning	01/04/2016	12/30/2016	\$6000 - Title I Schoolwide	Principal, Instructional Supervisor, Math Cognitive Coach

Activity - Self-Paced Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various teachers at OCES will begin implementing self-paced learning in their classrooms - learning that is initiated and directed by the learner.	Academic Support Program	01/04/2016	12/30/2016	\$0 - Race to the Top	Principal, Instructional Supervisor, Cognitive Coach

Activity - Engage New York	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers (kindergarten-4th grade) will receive additional training in implementing the Engage New York math curriculum.	Professional Learning	06/01/2016	12/30/2016	\$5000 - Title I Schoolwide	Principal, Instructional Supervisor

Activity - Kid Friendly Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With the assistance of Cognitive Coach, Amy Shinn, OCES will work towards a shift from teacher-led instruction to competency-based kid-friendly learning.	Academic Support Program	01/04/2016	12/30/2016	\$5000 - Race to the Top	Principal, Instructional Supervisor, Cognitive Coach

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

### Goal 1:

Increase the averaged combined reading and math KPREP scores for Owen County Elementary School students from 44% to 72% in 2017.

### Measurable Objective 1:

collaborate to increase the combined reading and math scores for Owen County Elementary School students from 54.4 to 60.1 by 05/29/2015 as measured by KPREP.

### Strategy1:

Observations/Walkthroughs - Observations and classroom walkthroughs will be conducted in all PreK-4th grade classrooms. These will identify opportunities for improvement, encourage reflection, and determine next steps.

Category: Teacher PGES

Research Cited:

# KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

Activity - Collegial Conversations and Reflections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and teachers will participate in collegial conversations following walkthroughs. These conversations will identify opportunities for improvement, encourage reflection, and determine next steps.	Professional Learning	01/05/2015	05/29/2015	\$0 - No Funding Required	Principal, Instructional Supervisor

## Strategy2:

Professional Learning - OCES teachers will work with a cognitive coach/Math expert throughout the school year in order to develop a theoretical framework for elementary math instruction.

Category: Professional Learning & Support

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine individual and classroom data and collaborate to develop lessons that include real life applications and small group instruction,	Professional Learning	01/05/2015	12/18/2015	\$0 - No Funding Required	Principal and Teachers

Activity - Standard Deconstruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will deconstruct/unpack the grade level standards in both reading and math.	Professional Learning	01/05/2015	12/18/2015	\$0 - No Funding Required	Principal, Cognitive Coach, Teachers

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will vertically align the reading and math curriculums, identifying gaps, and making revisions, as needed.	Academic Support Program	01/05/2015	12/18/2015	\$0 - No Funding Required	Principal, Instructional Supervisor, Teachers

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to align the reading and math curriculum to the Common Core State Standards.	Academic Support Program	01/05/2015	12/18/2015	\$0 - No Funding Required	Principal, Instructional Supervisor, Teachers

## Strategy3:

Data Analysis - Reading and math data will be analyzed on a continuous basis during bi-weekly PLC meetings and monthly common planning times. Data will be used to guide instruction and differentiate instruction.

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

Activity - Display of Achievement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level scoreboards, Data Room data boards, and classroom target boards will be updated three times per year. These will be used for monitoring of student and class proficiency.	Academic Support Program	01/05/2015	12/18/2015	\$0 - No Funding Required	Data Coach, Instructional Supervisor, Principal, Teachers

Activity - Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP data, progress monitoring data, and unit assessment data, will be analyzed on an ongoing basis, to ensure correct student placement in SSI classes.	Academic Support Program	01/05/2015	12/18/2015	\$0 - No Funding Required	Data Coach, Principal, Teachers

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet individually with students to determine and set reading and math MAP goals.	Academic Support Program	01/05/2015	12/18/2015	\$0 - No Funding Required	Principal, Teachers

## Strategy4:

Core Instruction - All students, kindergarten through fourth grade, will receive ninety minutes of core instruction daily in both reading and math.

Category: Continuous Improvement

Research Cited:

Activity - Daily 5/CAFE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Daily 5/CAFE framework for teaching will be utilized at all grade levels, fostering independent, engaged readers, and focusing on comprehension, accuracy, fluency, and vocabulary.	Direct Instruction	01/05/2015	12/18/2015	\$1000 - Title I Schoolwide	Principal, Teachers

Activity - Targeted Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specific Skill Instruction (SSI) groups will meet daily on a schoolwide basis.	Academic Support Program	01/05/2015	12/18/2015	\$0 - No Funding Required	Principal, Teachers

Activity - Common Core Workbooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third and fourth grade teachers will supplement math and reading instruction by using the Common Core Ready workbooks. This will ensure alignment to the standards and KPREP assessment.	Direct Instruction	01/05/2015	12/18/2015	\$7000 - Title I Schoolwide	Instructional Supervisor, Principal, Teachers

# KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

Activity - Tier 3 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring below the 20%ile on MAP will receive daily pull-out intervention in both reading and math.	Academic Support Program	01/05/2015	12/18/2015	\$100000 - Title I Schoolwide	Principal, Instructional Supervisor, Certified and classified interventionists

Activity - Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology resources will be utilized at all grade levels. This includes Study Island, NWEA, ABC Mouse, Read Works, CIITS, and other sites recommended by Owen County's Data Coach.	Academic Support Program	01/05/2015	12/18/2015	\$10000 - Title I Schoolwide	Instructional Supervisor, Data Coach, Principal, Teachers

Activity - Tier 2 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 instruction in math and reading will be provided for students not meeting benchmarks (40th percentile) on MAP.	Academic Support Program	01/05/2015	12/18/2015	\$0 - No Funding Required	Principal, Teachers

## Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

### Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 45.6 to 52.4 by 05/29/2015 as measured by KPREP.

### Strategy1:

Data Analysis - Reading and math data will be analyzed on a continuous basis during bi-weekly PLC meetings and monthly common planning times. Data will be used to guide instruction and differentiate instruction.

Category: Continuous Improvement

Research Cited:

Activity - Display of Achievement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level scoreboards, Data Room data boards, and classroom target posters will be updated three times per year. These will be used for monitoring of student and class proficiency.	Academic Support Program	01/05/2015	12/18/2015	\$0 - No Funding Required	Principal, Teachers, Data Coach, Instructional Supervisor

# KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

Activity - Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP data, progress monitoring data, and unit assessment data will be analyzed on an ongoing basis. This will ensure correct student placement in SSI classes and determine instructional next steps.	Academic Support Program	01/05/2015	12/18/2015	\$0 - No Funding Required	Data Coach, Principal, Teachers

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet individually with students to determine and set reading and math MAP goals.	Academic Support Program	01/05/2015	12/18/2015	\$0 - No Funding Required	Principal, Teachers

## Strategy2:

Observations/Walkthroughs - Observations/walkthroughs will be conducted in all Pre-K-4th grade classrooms. These will identify opportunities for improvement, encourage self-reflection, and determine next steps.

Category: Professional Learning & Support

Research Cited:

Activity - Model Classroom Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will visit and observe exemplary math and reading practices of OCES model teachers.	Professional Learning	01/05/2015	12/18/2015	\$1500 - Title I Schoolwide	Instructional Supervisor, Principal

Activity - Collegial Conversations/Reflections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and teachers will participate in collegial conversations following observations/Walkthroughs. Student engagement, differentiation, rigor, and relevance will be stressed.	Professional Learning	01/05/2015	12/18/2015	\$0 - No Funding Required	Principal, Teachers

## Strategy3:

Professional Learning - OCES teachers will work with a cognitive coach/math expert throughout the school year in order to develop a theoretical framework for elementary math instruction.

Category: Professional Learning & Support

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine individual and classroom data and collaborate to develop lessons that include real life applications and small group instruction.	Professional Learning	01/05/2015	12/18/2015	\$0 - No Funding Required	Principal, Teachers

# KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

Activity - Standard Deconstruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will deconstruct the grade level standards in both reading and math.	Professional Learning	01/05/2015	12/18/2015	\$0 - No Funding Required	Principal, Cognitive Coach, Teachers

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to align the reading and math curriculum to the Common Core State Standards.	Academic Support Program	01/05/2015	12/18/2015	\$0 - No Funding Required	Principal, Instructional Supervisor, Teachers

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams of teachers from each grade level will vertically align the reading and math curriculum, identifying gaps, and making needed revisions.	Academic Support Program	01/05/2015	12/18/2015	\$0 - No Funding Required	Principal, Instructional Supervisor, Teachers

## Strategy4:

Core Instruction - All students, kindergarten through fourth grade, will receive ninety minutes of core instruction daily in both reading and math.

Category: Continuous Improvement

Research Cited:

Activity - Tier 2 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 instruction in reading and math will be provided for students scoring below the 40th percentile on MAP.	Direct Instruction	01/05/2015	12/25/2015	\$0 - No Funding Required	Principal, Teachers

Activity - Common Core Workbooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third and fourth grade teachers will supplement math and reading instruction by using Common Core Ready workbooks. The use will ensure alignment to the standards and KPREP.	Direct Instruction	01/05/2015	12/18/2015	\$7000 - Title I Schoolwide	Instructional Supervisor, Principal, Teachers

Activity - Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology resources will be utilized at all grade levels. This includes Study Island, NWEA, ABC Mouse, Read Works, CIITS, and others sites suggested by Owen County's Data Coach.	Academic Support Program	01/05/2015	12/18/2015	\$10000 - Title I Schoolwide	Instructional Supervisor, Data Coach, Principal, Teachers

Activity - Targeted Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specific Skill Instruction (SSI) reading and math groups will meet daily on a school wide basis.	Academic Support Program	01/05/2015	12/18/2015	\$0 - No Funding Required	Principal, Teachers

# KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

Activity - Tier 3 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring below the 20th percentile on MAP will receive daily pull-out intervention in both math and reading.	Direct Instruction	01/05/2015	12/18/2015	\$100000 - Title I Schoolwide	Instructional Supervisor, Principal, Certified and Classified Interventionists

Activity - Daily 5/CAFE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Daily 5/CAFE framework for teaching will be utilized, fostering independent, engaged readers, and focusing on comprehension, accuracy, fluency, and vocabulary.	Direct Instruction	01/05/2015	12/18/2015	\$1000 - Title I Schoolwide	Principal, Teachers

**All children-were screened for kindergarten readiness. If yes, name the assessment.**

### Goal 1:

All incoming kindergarten students will be ready to learn and participate in a successful kindergarten experience.

### Measurable Objective 1:

80% of Kindergarten grade students will demonstrate a proficiency in pre-kindergarten early literacy skills in Reading by 09/30/2016 as measured by Brigance.

### Strategy1:

Learning Opportunities - Students will be given the opportunity to learn basic school readiness skills in a respectful, nurturing, and challenging environment

Category: Early Learning

Research Cited: National Association for the Education of Young Children (NAEYC)

Activity - Classroom Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily routines, child/teacher interactions, materials, classroom environment, and children's academic and social development will be monitored in OCES preschool classrooms.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	Principal, Preschool Director

### Strategy2:

Collaboration - OCES staff members will collaborate with various stakeholders to ensure students are successful, both academically and socially, in kindergarten (and beyond).

Category: Stakeholder Engagement

Research Cited: National Association for the Education of Young Children (NAEYC)

# KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

Activity - Partnerships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Partnerships will be developed to align school and community resources with enrichment opportunities in order to produce successful students, strong families, and engaged communities.	Community Engagement	01/04/2016	12/30/2016	\$0 - No Funding Required	Principal, Preschool Director

Activity - Parent Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various Family Nights will be held, each with a specific focus, but with the common goal of improving parent/school relationships and student achievement.	Parent Involvement	01/04/2016	12/30/2016	\$2000 - FRYSC	Principal, Preschool Director, teachers

Activity - Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Multiple home visits will be made throughout the year, focusing on families/students who are most at risk.	Parent Involvement	01/04/2016	12/30/2016	\$1000 - General Fund	Principal, teachers

### Strategy3:

Transition Efforts - OCES will involve pre-kindergarten students and parents in activities to strengthen students' chances for academic success.

Category: Early Learning

Research Cited: National Association for the Education of Young Children (NAEYC)

Activity - Kindergarten Kick-Off	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will spend a half-day, prior to the first day of school, in their kindergarten class. They will experience all aspects of a typical school day.	Academic Support Program	08/01/2016	08/17/2016	\$2000 - General Fund	Principal, kindergarten staff

Activity - Family Liaison	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Owen County Family Liaison will make connections with at-risk preschool age children.	Parent Involvement	01/04/2016	12/30/2016	\$5000 - General Fund	Family Liaison

Activity - OCES Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Owen County pre-kindergarten students and their families will be invited to visit OCES during the spring semester prior to their kindergarten year. They will spend quality time in kindergarten classes, meet the teachers and learn kindergarten expectations.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	Principal



# KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

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

## Goal 1:

All incoming kindergarten students will be ready to learn and participate in a successful kindergarten experience.

## Measurable Objective 1:

80% of Kindergarten grade students will demonstrate a proficiency in pre-kindergarten early literacy skills in Reading by 09/30/2016 as measured by Brigance.

## Strategy1:

Transition Efforts - OCES will involve pre-kindergarten students and parents in activities to strengthen students' chances for academic success.

Category: Early Learning

Research Cited: National Association for the Education of Young Children (NAEYC)

Activity - OCES Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Owen County pre-kindergarten students and their families will be invited to visit OCES during the spring semester prior to their kindergarten year. They will spend quality time in kindergarten classes, meet the teachers and learn kindergarten expectations.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	Principal

Activity - Kindergarten Kick-Off	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will spend a half-day, prior to the first day of school, in their kindergarten class. They will experience all aspects of a typical school day.	Academic Support Program	08/01/2016	08/17/2016	\$2000 - General Fund	Principal, kindergarten staff

Activity - Family Liaison	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Owen County Family Liaison will make connections with at-risk preschool age children.	Parent Involvement	01/04/2016	12/30/2016	\$5000 - General Fund	Family Liaison

## Strategy2:

Learning Opportunities - Students will be given the opportunity to learn basic school readiness skills in a respectful, nurturing, and challenging environment

Category: Early Learning

Research Cited: National Association for the Education of Young Children (NAEYC)

# KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

Activity - Classroom Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily routines, child/teacher interactions, materials, classroom environment, and children's academic and social development will be monitored in OCES preschool classrooms.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	Principal, Preschool Director

### Strategy3:

Collaboration - OCES staff members will collaborate with various stakeholders to ensure students are successful, both academically and socially, in kindergarten (and beyond).

Category: Stakeholder Engagement

Research Cited: National Association for the Education of Young Children (NAEYC)

Activity - Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Multiple home visits will be made throughout the year, focusing on families/students who are most at risk.	Parent Involvement	01/04/2016	12/30/2016	\$1000 - General Fund	Principal, teachers

Activity - Parent Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various Family Nights will be held, each with a specific focus, but with the common goal of improving parent/school relationships and student achievement.	Parent Involvement	01/04/2016	12/30/2016	\$2000 - FRYSC	Principal, Preschool Director, teachers

Activity - Partnerships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Partnerships will be developed to align school and community resources with enrichment opportunities in order to produce successful students, strong families, and engaged communities.	Community Engagement	01/04/2016	12/30/2016	\$0 - No Funding Required	Principal, Preschool Director

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

### Goal 1:

All students at Owen County Elementary School will improve reading scores.

### Measurable Objective 1:

13% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency by reducing novice levels in Reading by 05/13/2016 as measured by Reading MAP assessment.

# KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

## Strategy1:

ELA Curriculum Alignment - Grade level teachers will continue work with an ELA Cognitive Coach to further align the curriculum to the Common Core Standards.

Category: Professional Learning & Support

Research Cited: Common Core Standards Initiative

Activity - Curriculum Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will use four curriculum days to plan and develop ELA curriculum maps, pacing guides, and lesson plans aligned to the CCS.	Professional Learning	01/04/2016	12/30/2016	\$0 - No Funding Required	Principal, grade level teachers

## Strategy2:

District Support - The Ohio Valley Educational Cooperative (OVEC) will be utilized to provide targeted services to our teachers that support a focus on increased student achievement.

Category: Professional Learning & Support

Research Cited: Best Practices in Literacy Instruction Fourth Edition

Activity - Literacy Consultant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
OVEC Literacy Consultant, Lynn Schwallie, will continue working with grade level teams on ELA curriculum alignment and effective instructional strategies.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	Principal, Instructional Supervisor

Activity - Kid-Friendly Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With the assistance of Cognitive Coach, Amy Shinn, OCES will work towards a shift from teacher-led instruction to competency-based kid-friendly learning.	Academic Support Program	01/04/2016	12/30/2016	\$10000 - Race to the Top	Principal, Instructional Supervisor, Cognitive Coach

Activity - Self-Paced Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various teachers at OCES will begin implementing self-paced learning in their classrooms - learning that is initiated and directed by the learner.	Academic Support Program	01/04/2016	12/30/2016	\$10000 - School Council Funds	Principal, various teachers

## Strategy3:

Reading Instruction - Students will be exposed to direct, explicit instruction for skill development in the context of authentic literature. Writing and content area connections will also be integrated in reading instruction.

Category: Teacher PGES

Research Cited: Florida Center for Reading Research

**KDE Comprehensive School Improvement Plan**

Owen County Elementary/Primary School

Activity - Tier 2 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring between the 30 <sup>th</sup> ile and 60 <sup>th</sup> ile will receive 20-30 minutes of supplemental instruction daily.	Direct Instruction	01/04/2016	12/30/2016	\$0 - No Funding Required	Principal, teachers

Activity - Tier 3 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring below the 30 <sup>th</sup> ile will receive 30 minutes of intense intervention daily (in a pull-out class).	Direct Instruction	01/04/2016	12/30/2016	\$0 - No Funding Required	Principal, Interventionists

Activity - Specific Skills Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped according to MAP RIT scores. They receive 30 minutes of intense supplemental instruction daily in specific goal strands.	Direct Instruction	01/04/2016	12/30/2016	\$0 - No Funding Required	Principal, District Data Manager

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island will help students master state-specific, grade-level academic standards in math, reading, writing, science, and social studies in a fun and engaging learning environment.	Technology	01/04/2016	12/30/2016	\$8000 - Grant Funds	Principal, Instructional Supervisor

Activity - Daily 5/CAFE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students select from five authentic reading and writing choices, working independently toward personalized goals, while the teacher meets individual needs through whole-group and small-group instruction, as well as one-on-one conferring.	Direct Instruction	01/04/2016	12/30/2016	\$5000 - Title I Schoolwide	Principal, Instructional Supervisor

**Goal 2:**

All students at Owen County Elementary School will improve math scores.

**Measurable Objective 1:**

17% of Kindergarten, First, Second, Third and Fourth grade students will increase student growth by reduction in novice in Mathematics by 05/13/2016 as measured by Math MAP assessment.

**Strategy1:**

Math Instruction - Students will gain a conceptual understanding of mathematical procedures and gain the ability to apply the math they know to solve problems both inside and outside the classroom. They will be exposed to fewer topics and more coherent and rigorous instruction.

Category: Teacher PGES

Research Cited: Common Core State Standards Initiative

# KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

Activity - Tier 3 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring below the 30%ile will receive 30 minutes of intense intervention daily (in a pull-out class).	Direct Instruction	01/04/2016	12/30/2016	\$0 - No Funding Required	Principal, interventionists

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island will be utilized to help students master state-specific, grade-level academic standards in math, reading, writing, science, and social studies.in a fun and engaging learning environment.	Academic Support Program	01/04/2016	12/30/2016	\$8000 - Title I Schoolwide	Principal, Instructional Supervisor

Activity - Daily Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have 90 minutes of uninterrupted math instruction on a daily basis.	Direct Instruction	01/04/2016	12/30/2016	\$0 - No Funding Required	Principal, teachers

Activity - Tier 2 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring between the 30%ile and 60%ile will receive 20-30 minutes of supplemental instruction daily.	Direct Instruction	01/04/2016	12/30/2016	\$0 - No Funding Required	Principal, teachers

Activity - Specific Skill Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped according to MAP RIT scores. They receive 30 minutes of intense supplemental instruction daily in specific math goal strands.	Direct Instruction	01/04/2016	12/30/2016	\$0 - No Funding Required	Principal, teachers

## Strategy2:

Professional Learning - Grade level teachers will receive training on implementing Common Core Math instructional strategies.

Category: Professional Learning & Support

Research Cited: Common Core State Standards Initiative

Activity - Self-Paced Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various teachers at OCES will begin implementing self-paced learning in their classrooms - learning that is initiated and directed by the learner.	Academic Support Program	01/04/2016	12/30/2016	\$0 - Race to the Top	Principal, Instructional Supervisor, Cognitive Coach

# KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

Activity - Conceptual Building Blocks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten, first, second, third and fourth grade teachers will receive Conceptual Building Blocks training.	Professional Learning	01/04/2016	12/30/2016	\$6000 - Title I Schoolwide	Principal, Instructional Supervisor, Math Cognitive Coach

Activity - Engage New York	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers (kindergarten-4th grade) will receive additional training in implementing the Engage New York math curriculum.	Professional Learning	06/01/2016	12/30/2016	\$5000 - Title I Schoolwide	Principal, Instructional Supervisor

Activity - Math Cognitive Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
OVEC Math Cognitive Coach, Debbie Thompson, will continue working with grade level teams on effective instructional strategies in mathematics.	Professional Learning	01/04/2016	12/30/2016	\$5000 - Title I Schoolwide	Principal, Instructional Supervisor, Math Cognitive Coach

Activity - Kid Friendly Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With the assistance of Cognitive Coach, Amy Shinn, OCES will work towards a shift from teacher-led instruction to competency-based kid-friendly learning.	Academic Support Program	01/04/2016	12/30/2016	\$5000 - Race to the Top	Principal, Instructional Supervisor, Cognitive Coach

The school identified specific strategies to address subgroup achievement gaps.

### Goal 1:

Increase the average reading proficiency ratings for all students in the non-duplicated gap group. Students' reading will increase from 42.1% to 50.6% in 2016.

### Measurable Objective 1:

A 9% increase of Third and Fourth grade students will demonstrate a proficiency to improve student growth in Reading by 08/31/2016 as measured by 2015-2016 KPREP.

### Strategy1:

ELA Curriculum Alignment - Grade level teachers will continue work with an ELA Coach to further align the curriculum to the Common Core Standards.

Category: Professional Learning & Support

Research Cited: Common Core Standards Initiative

# KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

Activity - Curriculum Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will use four curriculum days to plan and develop ELA curriculum maps, pacing guides, and lesson plans aligned with the CCS.	Professional Learning	01/04/2016	12/30/2016	\$0 - No Funding Required	Principal, grade level teachers

## Strategy2:

District Support - The Ohio Valley Educational Cooperative (OVEC) will be utilized to provide targeted services to our teachers that support a focus on increased student achievement.

Category: Professional Learning & Support

Research Cited: Best Practices in Literacy Fourth Edition

Activity - Literacy Consultant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
OVEC Literacy Consultant, Lynn Schwallie, will continue working with grade level teams on ELA curriculum alignment and effective instructional strategies.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	Principal, Instructional Supervisor, Literacy Consultant

Activity - Kid-Friendly Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With the assistance of Cognitive Coach, Amy Shinn, OCES will work towards a shift from teacher-led instruction to competency-based kid-friendly learning.	Academic Support Program	01/04/2016	12/30/2016	\$10000 - Race to the Top	Principal, Instructional Supervisor, Cognitive Coach

Activity - Self-Paced Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various teachers will implement self-paced learning in their classrooms - initiated by the learner and based on learner response.	Technology	01/04/2016	12/30/2016	\$10000 - School Council Funds	Principal, various teachers

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students work to master state-specific, grade-level academic standards in math, reading, writing, science and social studies in a fun and engaging learning environment.	Technology	01/04/2016	12/30/2016	\$8000 - Title I Schoolwide	Principal, Instructional Supervisor, teachers

## Strategy3:

Reading Instruction - Students will be exposed to direct, explicit instruction for skill development in the context of authentic literature. Writing and content area connections will also be integrated in reading instruction.

Category: Teacher PGES

Research Cited: Florida Center for Reading Research

# KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

Activity - Specific Skills Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped according to MAP RIT scores. They receive 30 minutes of intense supplemental instruction daily in specific goal strands.	Direct Instruction	01/04/2016	12/30/2016	\$0 - No Funding Required	Principal, District Data Manager

Activity - Tier 2 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring between the 30%ile and 60%ile will receive 20-30 minutes of supplemental instruction daily.	Direct Instruction	01/04/2016	12/30/2016	\$0 - No Funding Required	Principal, teachers

Activity - Daily 5/CAFE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students select from five authentic reading and writing choices, working independently toward personalized goals, while the teacher meets individual needs through whole-group and small-group instruction, as well as one-on-one conferring.	Direct Instruction	01/04/2016	12/30/2016	\$5000 - Title I Schoolwide	Principal, Instructional Supervisor

Activity - Tier 3 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring below the 30%ile will receive 30 minutes of intense intervention daily (in a pull-out class).	Direct Instruction	01/04/2016	12/30/2016	\$0 - No Funding Required	Principal, Interventionists

## Goal 2:

OCES students will increase the average math proficiency ratings for all students in the non-duplicated gap group. Students will increase from 32.9% to 42.6% in 2016.

## Measurable Objective 1:

A 10% increase of Third and Fourth grade students will demonstrate a proficiency to improve student growth in Mathematics by 08/31/2016 as measured by 2015-2016 KPREP.

## Strategy1:

Professional Learning - Grade level teachers will receive training on implementing Common Core Math instructional strategies.

Category: Professional Learning & Support

Research Cited: Common Core Math Initiative

Activity - Self-Paced Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various teachers at OCES will begin implementing self-paced learning in their classrooms - learning that is initiated and directed by the learner.	Professional Learning	01/04/2016	12/30/2016	\$5000 - Race to the Top	Principal, Cognitive Coach



# KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

Activity - Math Cognitive Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
OVEC Math Cognitive Coach, Debbie Thompson, will continue working with grade level teams on effective instructional strategies in mathematics.	Professional Learning	01/04/2016	12/30/2016	\$5000 - Title I Schoolwide	Principal, Instructional Supervisor, Math Cognitive Coach

Activity - Engage New York	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers (kindergarten-4th grade) will receive additional training in implementing the Engage New York math curriculum.	Professional Learning	01/04/2016	12/30/2016	\$5000 - Title I Schoolwide	Principal, Instructional Supervisor

Activity - Kid-Friendly Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With the assistance of Cognitive Coach, Amy Shinn, OCES will work towards a shift from teacher-led instruction to competency-based kid-friendly learning.	Professional Learning	01/04/2016	12/30/2016	\$5000 - Title I Schoolwide	Principal, Cognitive Coach

Activity - Conceptual Building Blocks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten, first, second, third and fourth grade teachers will receive Conceptual Building Blocks training.	Professional Learning	01/04/2016	12/30/2016	\$8000 - Title I Schoolwide	Principal, Instructional Supervisor, Math Cognitive Coach

## Strategy2:

Math Instruction - Students will gain a conceptual understanding of mathematical procedures and gain the ability to apply the math they know to solve problems both inside and outside the classroom. They will be exposed to fewer topics and more coherent and rigorous instruction.

Category: Teacher PGES

Research Cited: Common Core State Initiative

Activity - Daily Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have 90 minutes of uninterrupted math instruction on a daily basis.	Direct Instruction	01/04/2016	12/30/2016	\$0 - No Funding Required	Principal, teachers

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island will be utilized to help students master state-specific, grade-level academic standards in math, reading, writing, science, and social studies in a fun and engaging learning environment.	Academic Support Program	01/04/2016	12/30/2016	\$8000 - Title I Schoolwide	Principal, Instructional Supervisor

# KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

Activity - Specific Skill Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped according to MAP RIT scores. They receive 30 minutes of intense supplemental instruction daily in specific math goal strands.	Direct Instruction	01/04/2016	12/30/2016	\$0 - No Funding Required	Principal, teachers

Activity - Tier 2 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring between the 30%ile and 60%ile will receive 20-30 minutes of supplemental instruction daily.	Direct Instruction	01/04/2016	12/30/2016	\$0 - No Funding Required	Principal, teachers

Activity - Tier 3 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring below the 30%ile will receive 30 minutes of intense intervention daily (in a pull-out class).	Direct Instruction	01/04/2016	12/30/2016	\$50000 - Title I Schoolwide	Principal, interventionists

**The school identified specific strategies to increase the average freshman graduation rate.**

N/A (this question does not apply)

**The school identified specific strategies to increase the percentage of students who are college and career ready.**

N/A (this question does not apply)

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

### Goal 1:

All Program Review areas will receive a Distinguished Rating.

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency by OCES receiving a distinguished rating in the areas of Arts and Humanities, Writing, and Primary Program Reviews in Practical Living by 12/30/2016 as measured by KDE Program Review Evaluation.

### Strategy1:

Work Analysis - Student work will be analyzed at all grade levels. Proficient work will be displayed in an effort to improve students' skill level and program expectations.

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

Activity - Writing Prompts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing prompts will be analyzed and instructional decisions made based on student need. Students will set goals and feedback will be given on all work samples.	Direct Instruction	01/04/2016	12/30/2016	\$0 - No Funding Required	Principal, teachers

## Strategy2:

Teacher Awareness - Teachers will focus on the components of the program reviews to improve student learning. They will serve on a Program Review Committee and attend monthly meetings to provide evidence of the integration of program skills across all content areas.

Category: Continuous Improvement

Research Cited:

Activity - Committee Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work on committees to analyze evidence and plan ways to better incorporate the program review strategies into lesson plans and daily instruction.	Professional Learning	01/04/2016	12/30/2016	\$0 - No Funding Required	Principal, teachers

## Strategy3:

Collaboration - All teachers collaborate to effectively integrate writing, practical living/career studies, and arts and humanities into all other core subjects.

Category: Continuous Improvement

Research Cited:

Activity - Collaboration/Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work as program review teams to strengthen collaboration and communication of program review strategies through staff meetings, PLC meetings, Program Review Committee meetings, emails, and cross-curricular documents	Professional Learning	01/04/2016	12/30/2016	\$0 - No Funding Required	Principal, teachers

## **KDE Assurances - School**

## **Introduction**

KDE Assurances - School

**Assurances**

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	A needs assessment was conducted by grade level.	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Kindergarten Kick-Off, school visits and tours, home visits, Family Liaison, community partnerships, Family Nights throughout the year	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	Tier 2 and Tier 3 Instruction, Specific Skill Instruction (SSI) classes, after school homework help	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	math and reading	

# KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	applicable to each grade level or content	

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes	KPREP, MAP, and formative/summative assessment data	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	N/A		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	N/A		

**KDE Comprehensive School Improvement Plan**

Owen County Elementary/Primary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	N/A		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	N/A		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		



**KDE Comprehensive School Improvement Plan**

Owen County Elementary/Primary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	See Owen County Schools website	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes	However, this has not happened during my tenure as OCES principal.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes	to meet grade level benchmarks.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	This occurs at all times.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	N/A		

**KDE Comprehensive School Improvement Plan**

Owen County Elementary/Primary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	N/A		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

# **The Missing Piece**

## **Introduction**

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

## **Stakeholders**

**What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?**

Leigh Ward - SBDM Parent Member

Nicholas Carter - SBDM Parent Member

Tiffany Perry - SBDM Teacher Member and Parent

Susan Traylor - SBDM Teacher Member

Crystal New - SBDM Teacher Member

Ashley Roberts - PTO President/Parent

Beth Hertweck - PTO Treasurer/Parent

Felechia Wainscott, Jensen Wainscott, Morgan Meyer, Mandy Peters, April Lantman, Jill Dunavent, Laura Long - Teachers

Tiffany Montague, Trina Reynolds, Candace Young, Shelli Hedger, Sara Vogel, Joy Spencer, Amanda Rice - Parents

## Relationship Building

Overall Rating: 3.71

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

## Communications

Overall Rating: 3.43

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

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

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

# KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient



## Decision Making

Overall Rating: 3.14

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

# KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

## Advocacy

Overall Rating: 3.33

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

## Learning Opportunities

Overall Rating: 3.33

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

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

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Proficient

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

## Community Partnerships

Overall Rating: 3.5

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

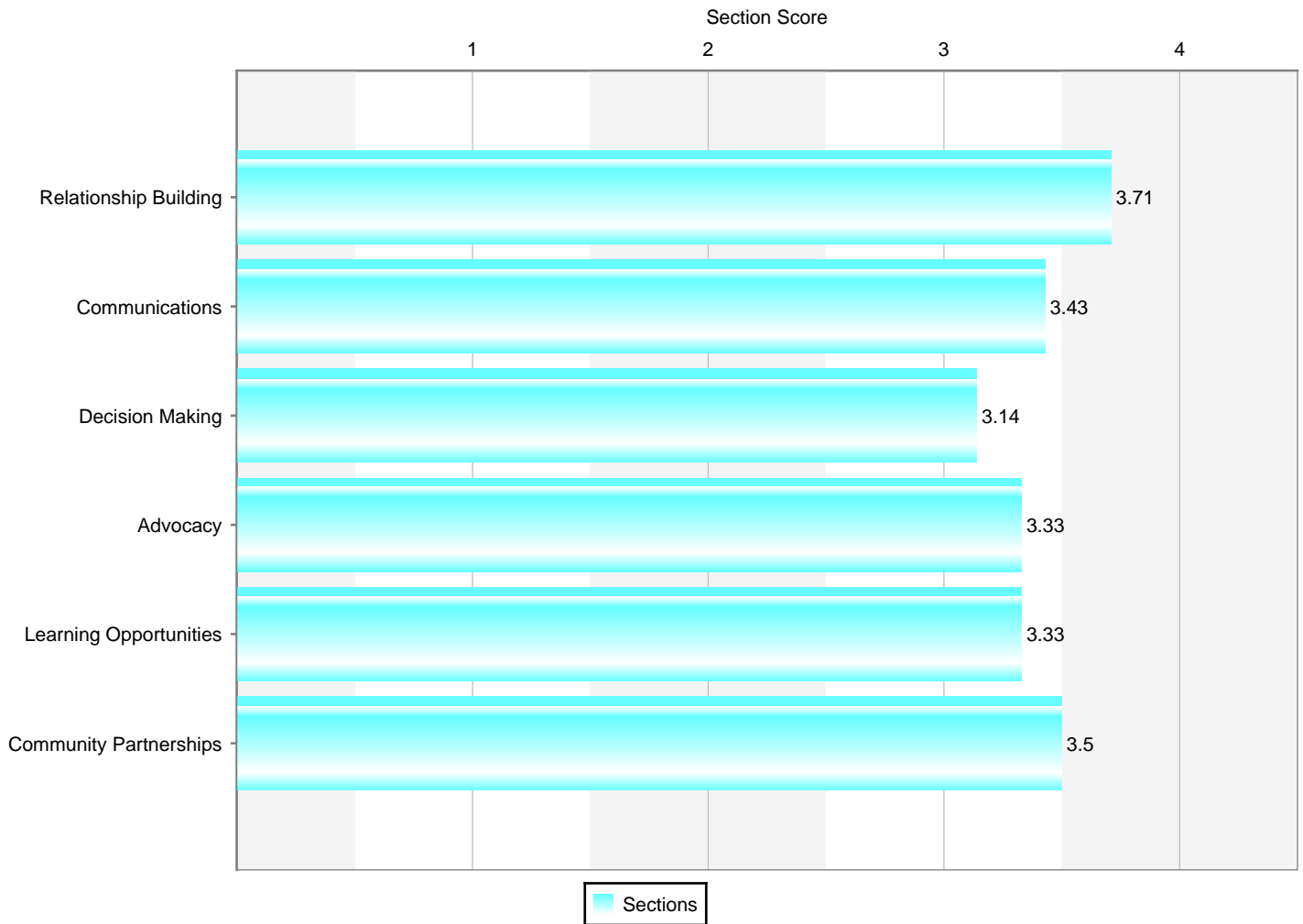
## Reflection

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

Relationship building (parents and stakeholders) is a definite plus at Owen County Elementary School. Parents and stakeholders are also involved in every aspect of our school. We believe communication is the key to successful partnerships.

## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**



## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

OCES strives to maintain open communication with all stakeholders. We utilize the One Call Now System, the OCES webpage, Hubbard's Highlights (a bi-monthly principal's newsletter), teachers' weekly newsletter, and the OCES Facebook page to keep stakeholders informed. Improvement planning meetings, committee meetings, workshops, SBDM Council meetings, and Family Nights are held after school hours, on varying days of the week, and in different locations, in order to accommodate all stakeholders.

All parents interested in serving on the Improvement Planning Committee are invited to participate. Sub-committees are formed based on attendance at the initial planning meeting.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

Staff members, parents, grandparents, and students voice their opinions and views through a Survey Monkey survey. The OCES Data Team, SBDM Council, various committees, and grade level PLC teams meet to analyze data, determine focus areas, and determine strategies and activities.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The OCES Improvement Plan was adopted by the SBDM Council on December 8, 2015. Following council approval, the finalized plan was distributed to the entire faculty at a monthly staff meeting. All stakeholders have access to the plan via the Owen County Elementary School webpage. The plan will be monitored/reviewed throughout the year (grade level teams, various departments, SBDM Council). Revisions will be made, as necessary, and updates will be posted on the school webpage.

# **School Safety Report**

## **Introduction**

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

### School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes	Owen County Elementary School's Safety Plan is on file at the Board of Education office, in both school offices, and with all first responders. Also, staff members have a copy of the plan in their staff handbooks.	

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	The Safety Plan was approved by the SBDM Council on September 3, 2013. Revisions have been made since 2013 and are documented in SBDM Council minutes.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	September 3, 2013	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes	Updated Safety Plans are given to first responders in August of each year. A district-wide safety meeting was held August 11, 2015 and updated plans were delivered at this time.	

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	August 11, 2015 October 6, 2015	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August 11, 2015	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes	The district administrative team met with all first responders on August 11, 2015, prior to the opening day of school.	

**KDE Comprehensive School Improvement Plan**

Owen County Elementary/Primary School

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	September 2015	

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

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes	Practices relating to the above mentioned areas are addressed in the Safety Plan.	

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	All four drills were completed on August 21, 2015.	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes	Emergency drills are scheduled for the week of January 4th.	

# **Equitable Access Diagnostic**

## **Introduction**

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.



**Needs Assessment**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

**What are the barriers identified?**

lack of student engagement, lack of rigor in some classrooms, low expectations of ALL students, belief that ALL students can learn, student "doing" (not just sit and get)

**What sources of data were used to determine the barriers?**

TPGES observations, walkthroughs

**What are the root causes of those identified barriers?**

teachers expectations of the "at risk" students; teachers changing their way of teaching

**What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?**

The majority of teachers at OCES rank in the "developing" category. A few are deemed "accomplished" while only two are "exemplary."

## **Equitable Access Strategies**

**Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.**

All students at each grade level are placed in classrooms based upon their prior teacher's ranking (High, Medium, Low) in math and reading. Students are placed randomly on class lists for the upcoming school year. Therefore, low performing and "at risk" students are assigned to all teachers.

**Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?**

All students at each grade level are placed in classrooms based upon their prior teacher's ranking (High, Medium, Low) in math and reading. Common assessments (formative and summative) and MAP data are both used to rank students as high, medium or low performing. Students are placed randomly on class lists for the upcoming school year. Therefore, low performing and "at risk" students are assigned to all teachers.

**Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?**

Administrators attend job fairs to recruit teachers. All candidates are screened and applications are examined for levels of expertise and experience.

**Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?**

Administrators attend job fairs to recruit teachers. All candidates are screened and applications are examined for levels of expertise and experience.

**Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.**

\*New teachers/mentor in the same grade level

\*Grade level teams have common planning time five days per week

## KDE Comprehensive School Improvement Plan

Owen County Elementary/Primary School

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- \*Concentrated focus is made by administrators to cut down on "busy" work for teachers;
- \*Monitor class sizes
- \*Access to needed professional learning opportunities
- \*Positive working environment
- \*Ongoing administrative support
- \*Safe working conditions

### **Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.**

- \*New teachers/mentor in the same grade level
- \*Grade level teams have common planning time five days per week
- \*KTIP for beginning teachers
- \*Professional Development provided in needed areas
- \*Classroom visits to exemplary teachers

### **Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?**

- \*Mentor in the same grade level, if applicable
- \*Grade level teams common planning time five days per week (share ideas and strategies, etc.)
- \*Professional Development provided in needed areas
- \*Classroom visits to exemplary teachers

### **Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?**

Staff members indicated the need for individualized professional learning and common planning time. Both of these areas have been addressed. Teachers at all grade levels have fifty minutes of common planning five days per week. Teachers have also been permitted to attend professional development outside of the district in the areas of writing, classroom management, technology, and math - areas of need identified by teachers.

## Questions

**Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.**

\*Title I School-wide Program

\*Tier I, II, and III Instruction

\*All students instructed by a highly qualified teacher

\*Safe school environment for all

\*Inclusion of all in all available programs

\*Accountability for all

\*Equitable resources (all students and all teachers)

\*Equal opportunity to learn