



Comprehensive School Improvement Plan

Oneida Elementary School
Clay County Public Schools

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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 2014. 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?

Oneida Elementary has a student population of approximately 130. The location of the school is in a rural area that has seen little change in the past three years. During the 2011-2012 school year, Oneida Elementary was situated to be closed and students bussed to other elementary schools in the district. The local community united to keep the school open. Community members painted the exterior of the school and did various landscaping jobs to brighten up the appearance of the building. The school itself is the oldest building in the district and has not seen any level of extensive renovation beyond expanding the gymnasium. The staff at Oneida has seen cuts over the past three year. The gym teacher was transferred to another school and now students only have PE class one day a week when an instructor shows up. Limitations to staff have forced administration to group grade levels. Kindergarten and 1st are the responsibility of one teacher and two aids. Early in the year 4th, 5th and 6th were all mixed together due to a lack of teachers. The community feels the school is neglected by the district because of the rurality of the building. The population of GAP students largely overshadows those students not identified. These issues make Oneida Elementary a unique demographic and geographic setting.

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.

Oneida Elementary believes that through the effort and determination of its faculty and staff students will be successful. Various obstacles stand in the way of education from the community level and from the home live of many students. One of our goals involved taking away as many distractions as possible to allow students to focus on education and learning. Many students take part in the Back Pack Program, which sends enough food home every weekend so children are not hungry. After school programs allow children to remain under the safety provided at Oneida for a few more hours every day. Security measures including video cameras, locked doors and safety management plans, provide a safe learning environment for every student.

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.

Notable achievements include keeping the school open against opposition to close it. The community has a need for the presence of a local educational facility with ties to the district. Academically, Oneida has made great improvements in the level of reading for every student enrolled. Through the Elgin program and Imagine It, more students are reading at grade level than ever before. Current data from MAP shows that 90% of third graders could finish the year at or above grade level. This is definitely something the school and community should be proud of. Improvement areas include reading comprehension and mathematical numeracy. Oneida's goal over the next three years is to see more students at a level of proficiency in both math and reading than not. Currently only a handful of students in grades 3-6 are performing at this desired level.

Additional Information

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

Oneida Elementary wants to supply the highest quality instruction possible to all students enrolled. To do this the community support must be present as well as district support. Though somewhat lacking in years past both populations have shown greater interest in the past few months. As increased attention is diverted to instruction and support of student learning at Oneida in the upcoming months, we expect to see great strides in student performance and over all accountability measures.

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?**

Through data analysis we are trying to identify students that are below grade level in reading and math. In addition to identifying specific students we look closer at the specific content strands that students are lacking in. The data is telling us that we need to focus on basic numeracy in math and increase fluency and comprehension in reading. Although the data does not give specific solutions to these problems, it does guide us in the direction needed to build a successful curriculum.

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?

There was some growth in reading over previous noted data. The Elgin imitative used at Oneida has shown to be helpful and will continue to be a staple in reading curriculum. To ensure this happens the master schedule will be structured around the reading program and allow for reading support blocks to target struggling readers.

Opportunities for Improvement

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

The mathematics program at Oneida is a focus area for improvement. The need for Rtl and intervention strategies is apparent at all grade levels. To focus on this we intend to research programs and techniques to excite all stakeholders in the field of mathematics. The automatic initiative, sponsored through Eastern Kentucky University, will become a daily routine for all students to build numeracy. Purchasing math based software or web license that students can access from home will be another goal of Oneida Elementary to allow students to continue their math education when they are at home.

Conclusion

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

Our next steps will be to secure funding for the upcoming year and research best practices in moving the rural population at Oneida from the low achieving end of accountability to a level of proficiency. Incite from experts at the elementary level will be key in developing a solid program. The assistance and guidance of the local board of education and the ownership of teachers and community will help fix these issues and make students successful.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

SBDM MEMBERS:

Brandon Hibbard - Principal

Jenny Farmer - Teacher

Wilma Grubbs - Teacher

Kevin Allen - Teacher

Mary Gay - Parent

Sallie Campbell - Parent

SCHOOL PERSONNEL:

Valerie Cole - Curriculum Coach

DISTRICT STAFF:

Denva Hoskins - Instructional Supervisor

Dr. Amon Couch - Assistant Superintendent

PROMISE NEIGHBORHOOD CONTACTS:

Jenna Lawson - Curriculum Expert

Ginny Blackson - Project Director

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 2.86

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
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).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
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
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
5.	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
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.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 3.29

	Statement or Question	Response	Rating
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).	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, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
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).	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, and making home visits.)	Proficient

	Statement or Question	Response	Rating
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 results.	Proficient

	Statement or Question	Response	Rating
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
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
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

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	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholders help plan district and school survey content regarding school performance as it relates to their child.	Distinguished

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.57

	Statement or Question	Response	Rating
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
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
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.	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
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
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 sometimes encouraged to take part in discussions about school improvement.	Apprentice

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	Statement or Question	Response	Rating
7.	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 provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 3.17

	Statement or Question	Response	Rating
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.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
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
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.	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.	District and school staff ensure that parents and community members are trained to serve as educational advocates or to access trained educational advocates for students to meet their academic goals.	Distinguished

	Statement or Question	Response	Rating
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

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.17

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - 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 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 	<p>Parents have multiple opportunities to learn about and discuss:</p> <ul style="list-style-type: none"> • 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
2.	<p>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.</p>	<p>School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.</p>	Proficient

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff exhibits some student work with scoring guide and proficient level work.</p>	Apprentice

	Statement or Question	Response	Rating
4.	<p>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.</p>	<p>School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.</p>	Apprentice

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School staff allows parents to visit regular education classrooms upon request. There is no school policy.</p>	Novice

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	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 2.67

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	Statement or Question	Response	Rating
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
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
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.)	Parents are made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources.)	Apprentice

	Statement or Question	Response	Rating
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.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

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

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

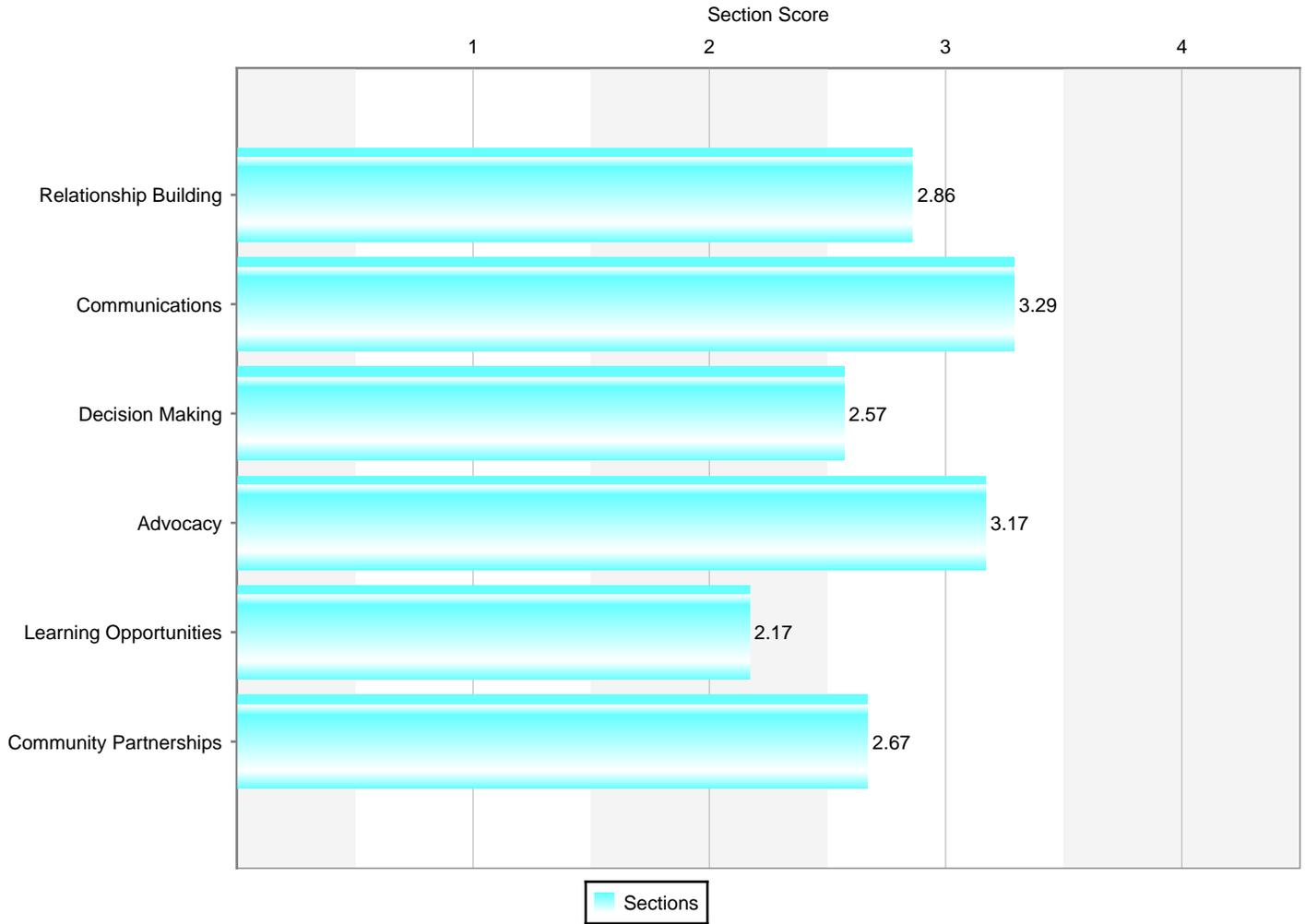
Responses displayed strength in the use of various outlets for parent communication and involvement. Both at a district and school level parents are contacted and encouraged to get involved in the academic performance of all children. Improvements are needed with staff and parent communication of new students and the open availability of parents to observe classroom instruction.

To sustain the strengths of communication a web development team is working on the upcoming events feed available to all community members via the school website. Also, a weekly newsletter is being developed through the promise neighborhood coordinator that will keep parents and other informed of academic and non-academic information. The newsletter will also be available through the school website.

To develop those areas requiring improvement, SBDM members are developing policies to encourage new attendees and their respected families. Having an inviting environment along with a strong sense of safety is a balancing act that the SBDM committee plans on mastering. Policy is currently under research and review of parent involvement and observation of classroom instruction. Being aware of what is required of all students and seeing first-hand what students are exposed to in a classroom setting will encourage more involvement with parents and community members.

Report Summary

Scores By Section



Response for Required Action: Achievement Gaps

Overview

Plan Name

Response for Required Action: Achievement Gaps

Plan Rationale

Upon analysis of recent data, students identified in the GAP group are scoring at a higher level than those not identified in GAP data. This is due to the population and demographics of the school. To address achievement gaps data analysis must occur on a regular basis using the most current data available. This data will be crucial in the development of differentiated instruction and student placement in programs geared to increase achievement. Programs will target math and reading.

Addresses Required Action

Statement

Achievement Gaps

Description

The school identified specific strategies to address subgroup achievement gaps.

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	Measurable Objective	Total Funding
1	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 18.7% in 2012 to 59.4% in 2017.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	Collaborate to Increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 18.7% to 26.8% by 05/31/2013 as measured by K-Prep.	\$8500

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 18.7% in 2012 to 59.4% in 2017.

Measurable Objective 1:

Collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 18.7% to 26.8% by 05/31/2013 as measured by K-Prep.

Strategy 1:

Best Practice - Application of consolidated plans as well as staff audits as recommended by the Office of Next Generation Schools and Districts.

Research Cited: Office of Next Generation Schools and Districts.

Activity - Data Analysis GAP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze student achievement by gap groups, relative to state (KPREP,MAP) and district and school assessment systems	Policy and Process	08/01/2013	05/31/2014	\$0	No Funding Required	Principal, teachers, curriculum coach.

Activity - Scheduling for Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Determine the assignment of staff (strengths) to best serve the identified students	Policy and Process	08/01/2013	05/31/2014	\$0	No Funding Required	Principal and curriculum coach

Activity - After School Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Integrate and after school program to target at risk students as identified by assessment data.	Academic Support Program	08/01/2013	05/31/2014	\$6000	Other	Principal, curriculum coach, promise neighborhood contact.

Activity - Strategy Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness	Policy and Process	08/01/2013	05/31/2014	\$1000	Other	Principal, teachers and curriculum coach

Strategy 2:

Professional Development - Teachers will attend PD related to district and school initiatives that target teacher growth as well as student achievement.

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Research Cited: Kentucky Initiative

Activity - CIITS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CIITS building coordinator will train all faculty in the development of assessments to be implemented throughout the year.	Professional Learning	08/01/2013	05/31/2014	\$1500	Other	CIITS Building Leader, all teachers.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Analysis GAP	Analyze student achievement by gap groups, relative to state (KPREP,MAP) and district and school assessment systems	Policy and Process	08/01/2013	05/31/2014	\$0	Principal, teachers, curriculum coach.
Scheduling for Improvement	Determine the assignment of staff (strengths) to best serve the identified students	Policy and Process	08/01/2013	05/31/2014	\$0	Principal and curriculum coach
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS Training	The CIITS building coordinator will train all faculty in the development of assessments to be implemented throughout the year.	Professional Learning	08/01/2013	05/31/2014	\$1500	CIITS Building Leader, all teachers.
After School Programs	Integrate and after school program to target at risk students as identified by assessment data.	Academic Support Program	08/01/2013	05/31/2014	\$6000	Principal, curriculum coach, promise neighborhood contact.
Strategy Development	Develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness	Policy and Process	08/01/2013	05/31/2014	\$1000	Principal, teachers and curriculum coach
Total					\$8500	

Response for Required Action: Kindergarten Readiness

Overview

Plan Name

Response for Required Action: Kindergarten Readiness

Plan Rationale

Oneida does not have an onsite preschool program. To assist in Kindergarten Readiness Oneida must work in conjunction with a local head start program and Promise Neighborhood programs. The local programs will supply data of student projected performance based on collected data. Before entering Kindergarten at Oneida, students will take part in a pre-assessment screening that will provide data to assist in differentiated instruction for incoming students. Promise Neighborhood personnel will develop community programs that focus on math and reading for students in a preschool/primary level. These programs will encourage parents to prepare students to enter Kindergarten and target those potential students with needs.

Addresses Required Action

Statement

Kindergarten Readiness

Description

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

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	Measurable Objective	Total Funding
1	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 18.7% in 2012 to 59.4% in 2017.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	Collaborate to Increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 18.7% to 26.8% by 05/31/2013 as measured by K-Prep.	\$1000

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 18.7% in 2012 to 59.4% in 2017.

Measurable Objective 1:

Collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 18.7% to 26.8% by 05/31/2013 as measured by K-Prep.

Strategy 1:

Other - Data collection to be used for school improvement and community relations.

Research Cited: Customer Service Initiative

Activity - Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop, disseminate and collect surveys from families students and the school community then analyze results.	Parent Involvement	08/01/2013	05/31/2014	\$300	Other	Principal, promise neighborhood personnel

Activity - Grandparent Lunch	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Invite Grandparents to eat lunch at school with their grandchildren.	Community Engagement	08/01/2013	05/31/2014	\$200	Other	Principal, curriculum coach, promise neighborhood personnel, teachers

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family reading night will be scheduled a minimum of two times during the school year. Parents, guardians and other family members will be invited to read to their children and gather information on the power of reading daily.	Parent Involvement	08/01/2013	05/31/2014	\$500	Other	Promise Neighborhood Personnel, Principal, Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grandparent Lunch	Invite Grandparents to eat lunch at school with their grandchildren.	Community Engagement	08/01/2013	05/31/2014	\$200	Principal, curriculum coach, promise neighborhood personnel, teachers
Surveys	Develop, disseminate and collect surveys from families students and the school community then analyze results.	Parent Involvement	08/01/2013	05/31/2014	\$300	Principal, promise neighborhood personnel
Family Reading Night	Family reading night will be scheduled a minimum of two times during the school year. Parents, guardians and other family members will be invited to read to their children and gather information on the power of reading daily.	Parent Involvement	08/01/2013	05/31/2014	\$500	Promise Neighborhood Personnel, Principal, Teachers
Total					\$1000	

Response for Required Action: K-Prep 3rd Grade Proficiency

Overview

Plan Name

Response for Required Action: K-Prep 3rd Grade Proficiency

Plan Rationale

To focus attention on K-Prep proficiency at the 3rd grade level, data analysis of MAP scores delivered during the fall, winter and spring terms will be addressed. Student performance will result in a personalized learning program using the DesCartes program. The new implementation of CIITS will also be used with common assessments through the district as benchmarks for 3rd grade students. Students will be aware of their scores as well as set their own goals for future success. In addition to the data analysis and differentiated instruction, research teams will search for programs and components of best practices that can be implemented in Oneida's 3rd grade population. These programs may include math or reading initiatives focused on student growth and achievement.

Addresses Required Action

Statement

K-Prep 3rd Grade Proficiency

Description

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

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	Measurable Objective	Total Funding
1	Increase the averaged combined reading and math K-Prep scores for Oneida Elementary School students from 18.6% to 59.3% in 2017.	Objectives: 1 Strategies: 6 Activities: 12	Organizational	Collaborate to increase the average combined reading and math scores to 26.7% by 05/31/2013 as measured by K-PREP .	\$5000

Goal 1: Increase the averaged combined reading and math K-Prep scores for Oneida Elementary School students from 18.6% to 59.3% in 2017.

Measurable Objective 1:

Collaborate to increase the average combined reading and math scores to 26.7% by 05/31/2013 as measured by K-PREP .

Strategy 1:

CIITS - All teachers will be trained in the use of CIITS to develop assessments and lesson plans.

Research Cited: Kentucky Initiative

Activity - CIITS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Valerie Cole will attend CIITS training as the building level CIITS coordinator. She will then pass knowledge and information onto the classroom teachers via PLC's.	Academic Support Program	01/31/2013	05/31/2013	\$1500	District Funding	Valerie Cole
Activity - Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop test in math and reading to be administered through the CIITS website.	Academic Support Program	08/01/2013	05/31/2014	\$0	No Funding Required	CIITS building leader, teachers

Strategy 2:

Literacy Initiative - Review and implementation of literacy programs that will enhance the current curriculum.

Research Cited: Ongoing Research

Activity - Differentiate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiate Strategies in Reading in grades 3-6.	Academic Support Program	08/01/2013	05/31/2014	\$500	General Fund	Teachers in grades 3-6.
Activity - Reading Implementations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement daily-thinking, inferring, visualizing, connecting, predicting and summarizing text.	Academic Support Program	08/01/2013	05/31/2014	\$0	No Funding Required	All 3-6 grade teachers.

Strategy 3:

RtI - Individualize assistance for those students not meeting benchmarks.

Comprehensive School Improvement Plan

Oneida Elementary School

Research Cited: Kentucky Initiative

Activity - Individual Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using MAP scores along with DeCartes, individual student plans will be created for those students not meeting MAP benchmarks. Specifically, two specific areas of growth will be identified in DeCartes and addressed through student Rtl.	Policy and Process	08/01/2013	05/31/2014	\$300	General Fund	All teachers in grades 3-6. Promise Neighborhood Representative. Administration

Strategy 4:

Program Reviews - Review current programs within the curriculum for effectiveness as well as research various quality programs to implement in grades 4-6.

Research Cited: Ongoing Research

Activity - Best Practice Research	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math committee will research best practices in mathematics for grades 4-6. Programs and initiatives will be presented in a manner to evaluate effectiveness and cost.	Policy and Process	08/01/2013	05/31/2014	\$300	General Fund	Math Committee

Activity - Curriculum Check	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily walkthroughs along with random detailed observations using Observation 360 will be administered by administration. Observations will focus on rigor and student engagement.	Policy and Process	08/01/2013	05/31/2014	\$0	No Funding Required	Principal

Activity - Best Practice Research	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy committee will research best practices in reading for grades 4-6. Programs and initiatives will be presented in a manner to evaluate effectiveness and cost.	Policy and Process	08/01/2013	05/31/2014	\$300	General Fund	Literacy Committee

Strategy 5:

Curriculum Assessment & Alignment - Teachers and Administration will work together to align assessment with current standards.

Research Cited: Kentucky Initiative

Activity - Assessment Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use PLC time to evaluate current assessments and align them with common core standards in both math and reading.	Academic Support Program	08/01/2013	05/31/2014	\$500	General Fund	All Teachers and administration

Comprehensive School Improvement Plan

Oneida Elementary School

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every Tuesay teachers will collaborate during primary and intermediate lunch for PLC's. Agenda's and topics will be scheduled with administration a day in advance.	Policy and Process	08/01/2013	05/31/2014	\$300	General Fund	Teachers, curriculum coach and principal.
Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upon completion of the MAP test, teachers and administrators will analyze results in order to design formative and summative assessments to encourage and develop low performing students.	Policy and Process	08/01/2013	05/31/2014	\$300	General Fund	All 3-6 grade teachers and administration .

Strategy 6:

Math Initiative - Implement research based math interventions to increase student achievement.

Research Cited: Kentucky Initiative

Activity - IXL Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IXL Math will be purchased and lab time implemented in the master schedule.	Academic Support Program	08/01/2013	05/31/2014	\$1000	Title I Part A	Principal, Lab teacher

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessment Alignment	Teachers will use PLC time to evaluate current assessments and align them with common core standards in both math and reading.	Academic Support Program	08/01/2013	05/31/2014	\$500	All Teachers and administration
Best Practice Research	Literacy committee will research best practices in reading for grades 4-6. Programs and initiatives will be presented in a manner to evaluate effectiveness and cost.	Policy and Process	08/01/2013	05/31/2014	\$300	Literacy Committee
Data Analysis	Upon completion of the MAP test, teachers and administrators will analyze results in order to design formative and summative assessments to encourage and develop low performing students.	Policy and Process	08/01/2013	05/31/2014	\$300	All 3-6 grade teachers and administration
Individual Intervention	Using MAP scores along with DeCartes, individual student plans will be created for those students not meeting MAP benchmarks. Specifically, two specific areas of growth will be identified in DeCartes and addressed through student Rtl.	Policy and Process	08/01/2013	05/31/2014	\$300	All teachers in grades 3-6. Promise Neighborhood Representative. Administration
Professional Learning Communities	Every Tuesay teachers will collaborate during primary and intermediate lunch for PLC's. Agenda's and topics will be scheduled with administration a day in advance.	Policy and Process	08/01/2013	05/31/2014	\$300	Teachers, curriculum coach and principal.
Best Practice Research	Math committee will research best practices in mathematics for grades 4-6. Programs and initiatives will be presented in a manner to evaluate effectiveness and cost.	Policy and Process	08/01/2013	05/31/2014	\$300	Math Committee
Differentiate	Differentiate Strategies in Reading in grades 3-6.	Academic Support Program	08/01/2013	05/31/2014	\$500	Teachers in grades 3-6.
Total					\$2500	

No Funding Required

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

Oneida Elementary School

Reading Implementations	Implement daily-thinking, inferring, visualizing, connecting, predicting and summarizing text.	Academic Support Program	08/01/2013	05/31/2014	\$0	All 3-6 grade teachers.
Assessment	Teachers will develop test in math and reading to be administered through the CIITS website.	Academic Support Program	08/01/2013	05/31/2014	\$0	CIITS building leader, teachers
Curriculum Check	Daily walkthroughs along with random detailed observations using Observation 360 will be administered by administration. Observations will focus on rigor and student engagement.	Policy and Process	08/01/2013	05/31/2014	\$0	Principal
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
IXL Math	IXL Math will be purchased and lab time implemented in the master schedule.	Academic Support Program	08/01/2013	05/31/2014	\$1000	Principal, Lab teacher
Total					\$1000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS Training	Valerie Cole will attend CIITS training as the building level CIITS coordinator. She will then pass knowledge and information onto the classroom teachers via PLC's.	Academic Support Program	01/31/2013	05/31/2013	\$1500	Valerie Cole
Total					\$1500	

Response for Required Action: K-Prep Combined Proficiency

Overview

Plan Name

Response for Required Action: K-Prep Combined Proficiency

Plan Rationale

Data analysis is detrimental to increasing the combined math and reading scores at Oneida. Teachers and administrators will work together to develop a curriculum founded in rigor. Research of current best practices along with collaboration of high achieving schools will add to the development of both standard based curriculum and interventions within the school. Programs that students can access at home via the internet will be purchased and monitored. Student success will be shared and praised throughout the year like never before. An environment of academic performance and success will be created as we endeavor to bring students to a high level of achievement.

Addresses Required Action

Statement

K-Prep Combined Proficiency

Description

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

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	Measurable Objective	Total Funding
1	Increase the averaged combined reading and math K-Prep scores for Oneida Elementary School students from 18.6% to 59.3% in 2017.	Objectives: 1 Strategies: 6 Activities: 12	Organizational	Collaborate to increase the average combined reading and math scores to 26.7% by 05/31/2013 as measured by K-PREP .	\$5000

Goal 1: Increase the averaged combined reading and math K-Prep scores for Oneida Elementary School students from 18.6% to 59.3% in 2017.

Measurable Objective 1:

Collaborate to increase the average combined reading and math scores to 26.7% by 05/31/2013 as measured by K-PREP .

Strategy 1:

CIITS - All teachers will be trained in the use of CIITS to develop assessments and lesson plans.

Research Cited: Kentucky Initiative

Activity - CIITS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Valerie Cole will attend CIITS training as the building level CIITS coordinator. She will then pass knowledge and information onto the classroom teachers via PLC's.	Academic Support Program	01/31/2013	05/31/2013	\$1500	District Funding	Valerie Cole
Activity - Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop test in math and reading to be administered through the CIITS website.	Academic Support Program	08/01/2013	05/31/2014	\$0	No Funding Required	CIITS building leader, teachers

Strategy 2:

Math Initiative - Implement research based math interventions to increase student achievement.

Research Cited: Kentucky Initiative

Activity - IXL Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IXL Math will be purchased and lab time implemented in the master schedule.	Academic Support Program	08/01/2013	05/31/2014	\$1000	Title I Part A	Principal, Lab teacher

Strategy 3:

Rtl - Individualize assistance for those students not meeting benchmarks.

Research Cited: Kentucky Initiative

Activity - Individual Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Oneida Elementary School

Using MAP scores along with DeCartes, individual student plans will be created for those students not meeting MAP benchmarks. Specifically, two specific areas of growth will be identified in DeCartes and addressed through student Rtl.	Policy and Process	08/01/2013	05/31/2014	\$300	General Fund	All teachers in grades 3-6. Promise Neighborhood Representative. Administration
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Strategy 4:

Curriculum Assessment & Alignment - Teachers and Administration will work together to align assessment with current standards.

Research Cited: Kentucky Initiative

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every Tuesay teachers will collaborate during primary and intermediate lunch for PLC's. Agenda's and topics will be scheduled with administration a day in advance.	Policy and Process	08/01/2013	05/31/2014	\$300	General Fund	Teachers, curriculum coach and principal.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upon completion of the MAP test, teachers and administrators will analyze results in order to design formative and summative assessments to encourage and develop low performing students.	Policy and Process	08/01/2013	05/31/2014	\$300	General Fund	All 3-6 grade teachers and administration

Activity - Assessment Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use PLC time to evaluate current assessments and align them with common core standards in both math and reading.	Academic Support Program	08/01/2013	05/31/2014	\$500	General Fund	All Teachers and administration

Strategy 5:

Literacy Initiative - Review and implementation of literacy programs that will enhance the current curriculum.

Research Cited: Ongoing Research

Activity - Differentiate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiate Strategies in Reading in grades 3-6.	Academic Support Program	08/01/2013	05/31/2014	\$500	General Fund	Teachers in grades 3-6.

Comprehensive School Improvement Plan

Oneida Elementary School

Activity - Reading Implementations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement daily-thinking, inferring, visualizing, connecting, predicting and summarizing text.	Academic Support Program	08/01/2013	05/31/2014	\$0	No Funding Required	All 3-6 grade teachers.

Strategy 6:

Program Reviews - Review current programs within the curriculum for effectiveness as well as research various quality programs to implement in grades 4-6.

Research Cited: Ongoing Research

Activity - Curriculum Check	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily walkthroughs along with random detailed observations using Observation 360 will be administered by administration. Observations will focus on rigor and student engagement.	Policy and Process	08/01/2013	05/31/2014	\$0	No Funding Required	Principal

Activity - Best Practice Research	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy committee will research best practices in reading for grades 4-6. Programs and initiatives will be presented in a manner to evaluate effectiveness and cost.	Policy and Process	08/01/2013	05/31/2014	\$300	General Fund	Literacy Committee

Activity - Best Practice Research	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math committee will research best practices in mathematics for grades 4-6. Programs and initiatives will be presented in a manner to evaluate effectiveness and cost.	Policy and Process	08/01/2013	05/31/2014	\$300	General Fund	Math Committee

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessment Alignment	Teachers will use PLC time to evaluate current assessments and align them with common core standards in both math and reading.	Academic Support Program	08/01/2013	05/31/2014	\$500	All Teachers and administration
Differentiate	Differentiate Strategies in Reading in grades 3-6.	Academic Support Program	08/01/2013	05/31/2014	\$500	Teachers in grades 3-6.
Professional Learning Communities	Every Tuesay teachers will collaborate during primary and intermediate lunch for PLC's. Agenda's and topics will be scheduled with administration a day in advance.	Policy and Process	08/01/2013	05/31/2014	\$300	Teachers, curriculum coach and principal.
Data Analysis	Upon completion of the MAP test, teachers and administrators will analyze results in order to design formative and summative assessments to encourage and develop low performing students.	Policy and Process	08/01/2013	05/31/2014	\$300	All 3-6 grade teachers and administration .
Individual Intervention	Using MAP scores along with DeCartes, individual student plans will be created for those students not meeting MAP benchmarks. Specifically, two specific areas of growth will be identified in DeCartes and addressed through student Rtl.	Policy and Process	08/01/2013	05/31/2014	\$300	All teachers in grades 3-6. Promise Neighborhood Representative. Administration
Best Practice Research	Literacy committee will research best practices in reading for grades 4-6. Programs and initiatives will be presented in a manner to evaluate effectiveness and cost.	Policy and Process	08/01/2013	05/31/2014	\$300	Literacy Committee
Best Practice Research	Math committee will research best practices in mathematics for grades 4-6. Programs and initiatives will be presented in a manner to evaluate effectiveness and cost.	Policy and Process	08/01/2013	05/31/2014	\$300	Math Committee
Total					\$2500	

No Funding Required

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

Oneida Elementary School

Reading Implementations	Implement daily-thinking, inferring, visualizing, connecting, predicting and summarizing text.	Academic Support Program	08/01/2013	05/31/2014	\$0	All 3-6 grade teachers.
Curriculum Check	Daily walkthroughs along with random detailed observations using Observation 360 will be administered by administration. Observations will focus on rigor and student engagement.	Policy and Process	08/01/2013	05/31/2014	\$0	Principal
Assessment	Teachers will develop test in math and reading to be administered through the CIITS website.	Academic Support Program	08/01/2013	05/31/2014	\$0	CIITS building leader, teachers
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
IXL Math	IXL Math will be purchased and lab time implemented in the master schedule.	Academic Support Program	08/01/2013	05/31/2014	\$1000	Principal, Lab teacher
Total					\$1000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS Training	Valerie Cole will attend CIITS training as the building level CIITS coordinator. She will then pass knowledge and information onto the classroom teachers via PLC's.	Academic Support Program	01/31/2013	05/31/2013	\$1500	Valerie Cole
Total					\$1500	

Response for Required Action: Program Reviews

Overview

Plan Name

Response for Required Action: Program Reviews

Plan Rationale

Through the program review, deficiencies in Arts and Humanities curriculum as well as the level of writing have been identified. Due to a lack of funding and the urgency to address items such as math and reading, resources are limited outside of a math and reading initiative at the elementary level. The Promise Neighborhood grant has offered various ways to incorporate solutions to these needs without putting a strain on the funding of the school and or district. The Neighborhood will supply funding for after school programs, in-school productions, specialist, and field trips centered on these missing components. Included with this funding and implementation will be a connection to family and community.

Addresses Required Action

Statement

Program Reviews

Description

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

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	Measurable Objective	Total Funding
1	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 18.7% in 2012 to 59.4% in 2017.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	Collaborate to Increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 18.7% to 26.8% by 05/31/2013 as measured by K-Prep.	\$6700

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 18.7% in 2012 to 59.4% in 2017.

Measurable Objective 1:

Collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 18.7% to 26.8% by 05/31/2013 as measured by K-Prep.

Strategy 1:

Best Practice - Application of consolidated plans as well as staff audits as recommended by the Office of Next Generation Schools and Districts.

Research Cited: Office of Next Generation Schools and Districts.

Activity - After School Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Integrate and after school program to target at risk students as identified by assessment data.	Academic Support Program	08/01/2013	05/31/2014	\$6000	Other	Principal, curriculum coach, promise neighborhood contact.

Strategy 2:

Other - Data collection to be used for school improvement and community relations.

Research Cited: Customer Service Initiative

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family reading night will be scheduled a minimum of two times during the school year. Parents, guardians and other family members will be invited to read to their children and gather information on the power of reading daily.	Parent Involvement	08/01/2013	05/31/2014	\$500	Other	Promise Neighborhood Personnel, Principal, Teachers

Activity - Grandparent Lunch	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Invite Grandparents to eat lunch at school with their grandchildren.	Community Engagement	08/01/2013	05/31/2014	\$200	Other	Principal, curriculum coach, promise neighborhood personnel, teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
After School Programs	Integrate and after school program to target at risk students as identified by assessment data.	Academic Support Program	08/01/2013	05/31/2014	\$6000	Principal, curriculum coach, promise neighborhood contact.
Family Reading Night	Family reading night will be scheduled a minimum of two times during the school year. Parents, guardians and other family members will be invited to read to their children and gather information on the power of reading daily.	Parent Involvement	08/01/2013	05/31/2014	\$500	Promise Neighborhood Personnel, Principal, Teachers
Grandparent Lunch	Invite Grandparents to eat lunch at school with their grandchildren.	Community Engagement	08/01/2013	05/31/2014	\$200	Principal, curriculum coach, promise neighborhood personnel, teachers
Total					\$6700	

Response for Required Action: TELL Survey

Overview

Plan Name

Response for Required Action: TELL Survey

Plan Rationale

The TELL survey results show a lack of community support and involvement in the education process at Oneida Elementary. Although Oneida Elementary is located in a rural setting, the community involvement can still be greatly impacted by faculty and administration at the school. Different methods have been incorporated at a district level that include such things as a new web site and call management systems. To increase the amount of interaction between Oneida Elementary and the community, Promise Neighborhood plans to offer assistance in both funding and manpower. Increased family programs and community events will attempt to increase positive interaction between the school and community in the upcoming year.

Addresses Required Action

Statement

TELL Survey

Description

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

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	Measurable Objective	Total Funding
1	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 18.7% in 2012 to 59.4% in 2017.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	Collaborate to Increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 18.7% to 26.8% by 05/31/2013 as measured by K-Prep.	\$6700

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 18.7% in 2012 to 59.4% in 2017.

Measurable Objective 1:

Collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 18.7% to 26.8% by 05/31/2013 as measured by K-Prep.

Strategy 1:

Best Practice - Application of consolidated plans as well as staff audits as recommended by the Office of Next Generation Schools and Districts.

Research Cited: Office of Next Generation Schools and Districts.

Activity - After School Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Integrate and after school program to target at risk students as identified by assessment data.	Academic Support Program	08/01/2013	05/31/2014	\$6000	Other	Principal, curriculum coach, promise neighborhood contact.

Strategy 2:

Other - Data collection to be used for school improvement and community relations.

Research Cited: Customer Service Initiative

Activity - Grandparent Lunch	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Invite Grandparents to eat lunch at school with their grandchildren.	Community Engagement	08/01/2013	05/31/2014	\$200	Other	Principal, curriculum coach, promise neighborhood personnel, teachers

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family reading night will be scheduled a minimum of two times during the school year. Parents, guardians and other family members will be invited to read to their children and gather information on the power of reading daily.	Parent Involvement	08/01/2013	05/31/2014	\$500	Other	Promise Neighborhood Personnel, Principal, Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grandparent Lunch	Invite Grandparents to eat lunch at school with their grandchildren.	Community Engagement	08/01/2013	05/31/2014	\$200	Principal, curriculum coach, promise neighborhood personnel, teachers
Family Reading Night	Family reading night will be scheduled a minimum of two times during the school year. Parents, guardians and other family members will be invited to read to their children and gather information on the power of reading daily.	Parent Involvement	08/01/2013	05/31/2014	\$500	Promise Neighborhood Personnel, Principal, Teachers
After School Programs	Integrate and after school program to target at risk students as identified by assessment data.	Academic Support Program	08/01/2013	05/31/2014	\$6000	Principal, curriculum coach, promise neighborhood contact.
Total					\$6700	

Oneida Elementary Improvement Plan

Overview

Plan Name

Oneida Elementary Improvement Plan

Plan Description

2012-2013

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	Measurable Objective	Total Funding
1	Increase the averaged combined reading and math K-Prep scores for Oneida Elementary School students from 18.6% to 59.3% in 2017.	Objectives: 1 Strategies: 6 Activities: 12	Organizational	Collaborate to increase the average combined reading and math scores to 26.7% by 05/31/2013 as measured by K-PREP .	\$5000
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 18.7% in 2012 to 59.4% in 2017.	Objectives: 1 Strategies: 3 Activities: 9	Organizational	Collaborate to Increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 18.7% to 26.8% by 05/31/2013 as measured by K-Prep.	\$9500

Goal 1: Increase the averaged combined reading and math K-Prep scores for Oneida Elementary School students from 18.6% to 59.3% in 2017.

Measurable Objective 1:

Collaborate to increase the average combined reading and math scores to 26.7% by 05/31/2013 as measured by K-PREP .

Strategy 1:

CIITS - All teachers will be trained in the use of CIITS to develop assessments and lesson plans.

Research Cited: Kentucky Initiative

Activity - CIITS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Valerie Cole will attend CIITS training as the building level CIITS coordinator. She will then pass knowledge and information onto the classroom teachers via PLC's.	Academic Support Program	01/31/2013	05/31/2013	\$1500	District Funding	Valerie Cole
Activity - Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop test in math and reading to be administered through the CIITS website.	Academic Support Program	08/01/2013	05/31/2014	\$0	No Funding Required	CIITS building leader, teachers

Strategy 2:

Program Reviews - Review current programs within the curriculum for effectiveness as well as research various quality programs to implement in grades 4-6.

Research Cited: Ongoing Research

Activity - Best Practice Research	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math committee will research best practices in mathematics for grades 4-6. Programs and initiatives will be presented in a manner to evaluate effectiveness and cost.	Policy and Process	08/01/2013	05/31/2014	\$300	General Fund	Math Committee
Activity - Curriculum Check	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily walkthroughs along with random detailed observations using Observation 360 will be administered by administration. Observations will focus on rigor and student engagement.	Policy and Process	08/01/2013	05/31/2014	\$0	No Funding Required	Principal
Activity - Best Practice Research	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Literacy committee will research best practices in reading for grades 4-6. Programs and initiatives will be presented in a manner to evaluate effectiveness and cost.	Policy and Process	08/01/2013	05/31/2014	\$300	General Fund	Literacy Committee
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Strategy 3:

Math Initiative - Implement research based math interventions to increase student achievement.

Research Cited: Kentucky Initiative

Activity - IXL Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IXL Math will be purchased and lab time implemented in the master schedule.	Academic Support Program	08/01/2013	05/31/2014	\$1000	Title I Part A	Principal, Lab teacher

Strategy 4:

Rtl - Individualize assistance for those students not meeting benchmarks.

Research Cited: Kentucky Initiative

Activity - Individual Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using MAP scores along with DeCartes, individual student plans will be created for those students not meeting MAP benchmarks. Specifically, two specific areas of growth will be identified in DeCartes and addressed through student Rtl.	Policy and Process	08/01/2013	05/31/2014	\$300	General Fund	All teachers in grades 3-6. Promise Neighborhood Representative. Administration

Strategy 5:

Curriculum Assessment & Alignment - Teachers and Administration will work together to align assessment with current standards.

Research Cited: Kentucky Initiative

Activity - Assessment Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use PLC time to evaluate current assessments and align them with common core standards in both math and reading.	Academic Support Program	08/01/2013	05/31/2014	\$500	General Fund	All Teachers and administration

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Every Tuesday teachers will collaborate during primary and intermediate lunch for PLC's. Agenda's and topics will be scheduled with administration a day in advance.	Policy and Process	08/01/2013	05/31/2014	\$300	General Fund	Teachers, curriculum coach and principal.
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Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upon completion of the MAP test, teachers and administrators will analyze results in order to design formative and summative assessments to encourage and develop low performing students.	Policy and Process	08/01/2013	05/31/2014	\$300	General Fund	All 3-6 grade teachers and administration .

Strategy 6:

Literacy Initiative - Review and implementation of literacy programs that will enhance the current curriculum.

Research Cited: Ongoing Research

Activity - Differentiate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiate Strategies in Reading in grades 3-6.	Academic Support Program	08/01/2013	05/31/2014	\$500	General Fund	Teachers in grades 3-6.

Activity - Reading Implementations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement daily-thinking, inferring, visualizing, connecting, predicting and summarizing text.	Academic Support Program	08/01/2013	05/31/2014	\$0	No Funding Required	All 3-6 grade teachers.

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 18.7% in 2012 to 59.4% in 2017.

Measurable Objective 1:

Collaborate to Increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 18.7% to 26.8% by 05/31/2013 as measured by K-Prep.

Strategy 1:

Best Practice - Application of consolidated plans as well as staff audits as recommended by the Office of Next Generation Schools and Districts.

Research Cited: Office of Next Generation Schools and Districts.

Activity - Data Analysis GAP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Analyze student achievement by gap groups, relative to state (KPREP,MAP) and district and school assessment systems	Policy and Process	08/01/2013	05/31/2014	\$0	No Funding Required	Principal, teachers, curriculum coach.
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Activity - Scheduling for Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Determine the assignment of staff (strengths) to best serve the identified students	Policy and Process	08/01/2013	05/31/2014	\$0	No Funding Required	Principal and curriculum coach

Activity - Strategy Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness	Policy and Process	08/01/2013	05/31/2014	\$1000	Other	Principal, teachers and curriculum coach

Activity - After School Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Integrate and after school program to target at risk students as identified by assessment data.	Academic Support Program	08/01/2013	05/31/2014	\$6000	Other	Principal, curriculum coach, promise neighborhood contact.

Strategy 2:

Professional Development - Teachers will attend PD related to district and school initiatives that target teacher growth as well as student achievement.

Research Cited: Kentucky Initiative

Activity - CIITS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CIITS building coordinator will train all faculty in the development of assessments to be implemented throughout the year.	Professional Learning	08/01/2013	05/31/2014	\$1500	Other	CIITS Building Leader, all teachers.

Strategy 3:

Other - Data collection to be used for school improvement and community relations.

Research Cited: Customer Service Initiative

Activity - Grandparent Lunch	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Invite Grandparents to eat lunch at school with their grandchildren.	Community Engagement	08/01/2013	05/31/2014	\$200	Other	Principal, curriculum coach, promise neighborhood personnel, teachers
Activity - Tell Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level	Professional Learning	08/01/2013	05/31/2014	\$0	No Funding Required	All teachers
Activity - Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop, disseminate and collect surveys from families students and the school community then analyze results.	Parent Involvement	08/01/2013	05/31/2014	\$300	Other	Principal, promise neighborhood personnel
Activity - Family Reading Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family reading night will be scheduled a minimum of two times during the school year. Parents, guardians and other family members will be invited to read to their children and gather information on the power of reading daily.	Parent Involvement	08/01/2013	05/31/2014	\$500	Other	Promise Neighborhood Personnel, Principal, Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessment Alignment	Teachers will use PLC time to evaluate current assessments and align them with common core standards in both math and reading.	Academic Support Program	08/01/2013	05/31/2014	\$500	All Teachers and administration
Differentiate	Differentiate Strategies in Reading in grades 3-6.	Academic Support Program	08/01/2013	05/31/2014	\$500	Teachers in grades 3-6.
Individual Intervention	Using MAP scores along with DeCartes, individual student plans will be created for those students not meeting MAP benchmarks. Specifically, two specific areas of growth will be identified in DeCartes and addressed through student Rtl.	Policy and Process	08/01/2013	05/31/2014	\$300	All teachers in grades 3-6. Promise Neighborhood Representative. Administration
Best Practice Research	Math committee will research best practices in mathematics for grades 4-6. Programs and initiatives will be presented in a manner to evaluate effectiveness and cost.	Policy and Process	08/01/2013	05/31/2014	\$300	Math Committee
Best Practice Research	Literacy committee will research best practices in reading for grades 4-6. Programs and initiatives will be presented in a manner to evaluate effectiveness and cost.	Policy and Process	08/01/2013	05/31/2014	\$300	Literacy Committee
Data Analysis	Upon completion of the MAP test, teachers and administrators will analyze results in order to design formative and summative assessments to encourage and develop low performing students.	Policy and Process	08/01/2013	05/31/2014	\$300	All 3-6 grade teachers and administration.
Professional Learning Communities	Every Tuesay teachers will collaborate during primary and intermediate lunch for PLC's. Agenda's and topics will be scheduled with administration a day in advance.	Policy and Process	08/01/2013	05/31/2014	\$300	Teachers, curriculum coach and principal.
Total					\$2500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Curriculum Check	Daily walkthroughs along with random detailed observations using Observation 360 will be administered by administration. Observations will focus on rigor and student engagement.	Policy and Process	08/01/2013	05/31/2014	\$0	Principal
Scheduling for Improvement	Determine the assignment of staff (strengths) to best serve the identified students	Policy and Process	08/01/2013	05/31/2014	\$0	Principal and curriculum coach
Assessment	Teachers will develop test in math and reading to be administered through the CIITS website.	Academic Support Program	08/01/2013	05/31/2014	\$0	CIITS building leader, teachers
Reading Implementations	Implement daily-thinking, inferring, visualizing, connecting, predicting and summarizing text.	Academic Support Program	08/01/2013	05/31/2014	\$0	All 3-6 grade teachers.
Tell Survey	Encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level	Professional Learning	08/01/2013	05/31/2014	\$0	All teachers
Data Analysis GAP	Analyze student achievement by gap groups, relative to state (KPREP,MAP) and district and school assessment systems	Policy and Process	08/01/2013	05/31/2014	\$0	Principal, teachers, curriculum coach.
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
IXL Math	IXL Math will be purchased and lab time implemented in the master schedule.	Academic Support Program	08/01/2013	05/31/2014	\$1000	Principal, Lab teacher
Total					\$1000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS Training	Valerie Cole will attend CIITS training as the building level CIITS coordinator. She will then pass knowledge and information onto the classroom teachers via PLC's.	Academic Support Program	01/31/2013	05/31/2013	\$1500	Valerie Cole
Total					\$1500	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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CIITS Training	The CIITS building coordinator will train all faculty in the development of assessments to be implemented throughout the year.	Professional Learning	08/01/2013	05/31/2014	\$1500	CIITS Building Leader, all teachers.
After School Programs	Integrate and after school program to target at risk students as identified by assessment data.	Academic Support Program	08/01/2013	05/31/2014	\$6000	Principal, curriculum coach, promise neighborhood contact.
Strategy Development	Develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness	Policy and Process	08/01/2013	05/31/2014	\$1000	Principal, teachers and curriculum coach
Family Reading Night	Family reading night will be scheduled a minimum of two times during the school year. Parents, guardians and other family members will be invited to read to their children and gather information on the power of reading daily.	Parent Involvement	08/01/2013	05/31/2014	\$500	Promise Neighborhood Personnel, Principal, Teachers
Grandparent Lunch	Invite Grandparents to eat lunch at school with their grandchildren.	Community Engagement	08/01/2013	05/31/2014	\$200	Principal, curriculum coach, promise neighborhood personnel, teachers
Surveys	Develop, disseminate and collect surveys from families students and the school community then analyze results.	Parent Involvement	08/01/2013	05/31/2014	\$300	Principal, promise neighborhood personnel
					Total	\$9500