



# **KDE Comprehensive School Improvement Plan**

Oneida Elementary School  
Clay 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?**

Oneida Elementary has a student population of approximately 150. 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 past two years have seen several staff changes including a new principal. The rural setting of Oneida Elementary limits the opportunities available to students, but offers a close community partnership that is hard to come by. OES is one of the largest organizations in the community, of the 150 students in attendance, 61% are female and 39% are male while all students are Caucasian. Oneida Elementary offers food programs, family reading nights, summer programs, and a variety of other activities and productions to engage community members.

The culture of Oneida Elementary has made a huge change over the past three years. Teachers express their passion for teaching and working in both the school and community. Students are beginning to take responsibility for their performance on state assessments and everyone is getting involved in overall student achievement. In 2011-2012 OES was ranked in the bottom 3rd percentile in the state on K-PREP assessment. With a new focus and commitment to education, OES now ranks in the 84th percentile, has lost the label of focus school, is recognized as a proficient school, ranks 4th in the state in overall gains and has been awarded the label of high progress school.

## **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. 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. With staffing changes and the addition of teaching personnel OES is well on its way to reaching our goals.

Extra curricular activities at Oneida have picked up support this year. The school offers Basketball, Cheer, Dance, Drama and Academics for all grade levels. More community members have attended these events than in past years. The school is showing the community that we are here for them and they are responding greatly. Family reading night has increased the average attendance and support.

For improvement Oneida will need to continue to seek out partnerships with surrounding businesses that will support the school and its endeavors. We are currently looking to partner with businesses that will assist in purchasing approved playground equipment and some minor remodeling that is needed in the school. OES plans to increase support for after school programs and offer morning programs for those students arriving early. For academic improvements Oneida is seeking to increase math and reading performance for all students. After testing results were released, writing was identified as an area of improvement for all students. Oneida plans to increase writing performance for all students over the next three years. Students need to learn how to express themselves in writing while maintaining the ability to communicate with others through text.

## **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. As increased attention is diverted to instruction and support of student learning at Oneida , we expect to see great strides in student performance and over all accountability measures.

# **Oneida Elementary 2014-2015 CSIP Goals and Plans**

## **Overview**

### **Plan Name**

Oneida Elementary 2014-2015 CSIP Goals and Plans

### **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	Increase the averaged combined reading and math K-Prep scores for Oneida Elementary School students from 48.3% in 2014 to 59.3% in 2017.	Objectives: 1 Strategies: 6 Activities: 12	Organizational	\$12700
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 46.1% in 2014 to 59.4% in 2017.	Objectives: 1 Strategies: 3 Activities: 9	Organizational	\$9300

## Goal 1: Increase the averaged combined reading and math K-Prep scores for Oneida Elementary School students from 48.3% in 2014 to 59.3% in 2017.

### Measurable Objective 1:

collaborate to increase the average combined reading and math scores to 51.2% by 05/31/2016 as measured by K-PREP .

### Strategy 1:

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

Category:

Research Cited: Kentucky Initiative

Activity - CIITS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leisa Frazier 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	08/06/2013	05/14/2014	\$1500	District Funding	Leisa Frazier

Activity - Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop one math test and one reading test to be administered through the CIITS website during the 2014-2015 school year.	Academic Support Program	08/06/2013	05/14/2014	\$0	No Funding Required	CIITS building leader, teachers, administration

### Strategy 2:

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

Category: Professional Learning & Support

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 - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

Oneida Elementary School

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	08/01/2014	05/31/2015	\$300	General Fund	All 3-6 grade teachers and administration
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### Strategy 3:

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

Category: Continuous Improvement

Research Cited: Ongoing Research

Activity - Differentiate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiate vocabulary strategies in Reading and Math for grades K-6. To be done every Monday.	Academic Support Program	08/01/2014	05/15/2015	\$500	General Fund	Teachers in grades K-6, Administration, Reading Coach, Workshop Aids

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	08/01/2014	05/31/2015	\$0	No Funding Required	All 3-6 grade teachers.

### 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.

Category: Professional Learning & Support

Research Cited: Ongoing Research

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	08/01/2014	05/03/2015	\$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	08/01/2014	05/31/2015	\$300	General Fund	Math Committee

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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	08/01/2014	08/31/2015	\$0	No Funding Required	Principal

**Strategy 5:**

Rtl - Individualize assistance for those students not meeting benchmarks.

Category: Continuous Improvement

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	08/01/2014	05/31/2015	\$300	General Fund	All teachers in grades 3-6. Promise Neighborhood Representative. Administration

**Strategy 6:**

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

Category: Professional Learning & Support

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	08/01/2014	05/31/2015	\$1000	Title I Part A	Principal, Lab teacher, Classroom teachers

Activity - Pearson Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pearson Math (Envision) will be used in all grades at OES. Individual student accounts will be set up and students will use envision math either online or in text daily at OES.	Academic Support Program	08/01/2014	05/31/2015	\$8000	Other	Teachers and administration

**Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 46.1% in 2014 to 59.4% in 2017.**

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**Measurable Objective 1:**

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 46.1% to 51.2% by 05/29/2015 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.

Category: Professional Learning & Support

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	08/01/2014	05/29/2015	\$0	No Funding Required	Principal, teachers, 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 centered on vocabulary comprehension and matched to individual student needs. Effectiveness will be determined through classroom observations and assessment.	Policy and Process	08/01/2014	05/29/2015	\$1000	Other	Principal, teachers and 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	08/01/2014	05/29/2015	\$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 an after school program to target at risk students as identified by assessment data.	Academic Support Program	08/01/2014	05/29/2015	\$6000	Other	Principal, curriculum coach, promise neighborhood contact.

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

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Students will be pulled on a rotation by the Promise Neighborhood consultant to work on individual mathematical interventions to increase student performance. Progress will be monitored by the administration through observation and data analysis.	Academic Support Program	08/01/2014	05/29/2015	\$0	Other	Jenna Lawson (PN), Administration
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### Strategy 2:

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

Category: Stakeholder Engagement

Research Cited: Customer Service Initiative

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	08/01/2014	05/29/2015	\$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	08/01/2014	05/29/2015	\$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	08/01/2014	05/29/2015	\$500	Other	Promise Neighborhood Personnel, Principal, Teachers

### Strategy 3:

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

Category: Continuous Improvement

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 one math and one reading assessments to be implemented throughout the year. CIITS coordinator will train staff in lesson planning and online collaboration.	Professional Learning	08/01/2014	05/29/2015	\$1500	Other	CIITS Building Leader, all teachers.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS Training	Leisa Frazier 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	08/06/2013	05/14/2014	\$1500	Leisa Frazier
<b>Total</b>					\$1500	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiate	Differentiate vocabulary strategies in Reading and Math for grades K-6. To be done every Monday.	Academic Support Program	08/01/2014	05/15/2015	\$500	Teachers in grades K-6, Administration, Reading Coach, Workshop Aids
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	08/01/2014	05/31/2015	\$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	08/01/2014	05/03/2015	\$300	Literacy Committee
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	08/01/2014	05/31/2015	\$300	All teachers in grades 3-6. Promise Neighborhood Representative. Administration
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

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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	08/01/2014	05/31/2015	\$300	All 3-6 grade teachers and administration
<b>Total</b>					\$2200	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessment	Teachers will develop one math test and one reading test to be administered through the CIITS website during the 2014-2015 school year.	Academic Support Program	08/06/2013	05/14/2014	\$0	CIITS building leader, teachers, administration
Scheduling for Improvement	Determine the assignment of staff (strengths) to best serve the identified students	Policy and Process	08/01/2014	05/29/2015	\$0	Principal and curriculum coach
Reading Implementations	Implement daily-thinking, inferring, visualizing, connecting, predicting and summarizing text.	Academic Support Program	08/01/2014	05/31/2015	\$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	08/01/2014	05/29/2015	\$0	All 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	08/01/2014	08/31/2015	\$0	Principal
Data Analysis GAP	Analyze student achievement by gap groups, relative to state (KPREP,MAP) and district and school assessment systems	Policy and Process	08/01/2014	05/29/2015	\$0	Principal, teachers, curriculum coach.
<b>Total</b>					\$0	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Strategy Development	Develop a bank of intervention strategies that are research-based centered on vocabulary comprehension and matched to individual student needs. Effectiveness will be determined through classroom observations and assessment.	Policy and Process	08/01/2014	05/29/2015	\$1000	Principal, teachers and curriculum coach
CIITS Training	The CIITS building coordinator will train all faculty in the development of one math and one reading assessments to be implemented throughout the year. CIITS coordinator will train staff in lesson planning and online collaboration.	Professional Learning	08/01/2014	05/29/2015	\$1500	CIITS Building Leader, all teachers.

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Surveys	Develop, disseminate and collect surveys from families students and the school community then analyze results.	Parent Involvement	08/01/2014	05/29/2015	\$300	Principal, promise neighborhood personnel
After School Programs	Integrate an after school program to target at risk students as identified by assessment data.	Academic Support Program	08/01/2014	05/29/2015	\$6000	Principal, curriculum coach, promise neighborhood contact.
Pearson Math	Pearson Math (Envision) will be used in all grades at OES. Individual student accounts will be set up and students will use envision math either online or in text daily at OES.	Academic Support Program	08/01/2014	05/31/2015	\$8000	Teachers and administration
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	08/01/2014	05/29/2015	\$500	Promise Neighborhood Personnel, Principal, Teachers
Math Intervention	Students will be pulled on a rotation by the Promise Neighborhood consultant to work on individual mathematical interventions to increase student performance. Progress will be monitored by the administration through observation and data analysis.	Academic Support Program	08/01/2014	05/29/2015	\$0	Jenna Lawson (PN), Administration
<b>Total</b>					\$17300	

## 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	08/01/2014	05/31/2015	\$1000	Principal, Lab teacher, Classroom teachers
<b>Total</b>					\$1000	

# **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 has been significant growth in reading and math 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. In addition IXL mathematics and study island have show growth in student math performance. Scheduled time will be allotted for student math lab throughout the day and in the morning before school starts for students to work in math labs.

## **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 RtI 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 automaticity 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. Both IXL and Study Island have become programs that show positive growth in mathematics. Oneida incorporates a rigorous mathematics curriculum using materials purchased through Pearson. Online data tracking will allow teachers and administration to personalize instruction for struggling students.

Writing has proven to be a weakness through all grade levels. Oneida monitors writing on a weekly basis and utilized web based software to offer writing initiative across content areas. Dedicating both time and funds to improve writing is a positive start. The utilization of PD360 and professional developments offered through CIITS will strengthen teacher instruction and improve student performance.

## **Conclusion**

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

The next steps for Oneida Elementary will be to continue to monitor data trends and identify individual students that require additional support to become successful academically. 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 repair any holes in curriculum and make students successful. The master schedule will be altered to incorporate IXL and Study Island both in the mornings and evenings at OES. Increased communication with the local community will gain support for the writing initiative taking place at Oneida. By implementing PBIS student achievement will be recognized on a larger and more frequent scale. Students are first at Oneida, and teachers are committed to offering the highest quality of education to foster success. Additional professional development will be offered for teachers in the areas of math, reading, science, writing and social studies to increase student performance. Leadership will continue to attend positive and productive trainings that will embody the type of professional leadership needed to take Oneida to the next level.

# **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?**

Parents, Teachers, Community Members, Local Business Owners.

## Relationship Building

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

Overall Rating: 3.0

	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.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	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: 2.86

	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).	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, opportunities for student-led conferences.)	Proficient

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

# KDE Comprehensive School Improvement Plan

Oneida Elementary School

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.	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

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

Overall Rating: 2.71

	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.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	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 have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	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.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	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 adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	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 and stakeholders are trained to create, measure and sustain authentic participation in all areas of school improvement at School and district level.	Distinguished

# KDE Comprehensive School Improvement Plan

Oneida Elementary School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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 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 in committee work.	Proficient

## 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: 3.83

	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.	District and school staff supports a community of trained parents and advocates who work together to ensure all students are meeting their academic goals and learning needs.	Distinguished

	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.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

	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 collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	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.	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
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: 2.83

	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"> <li>- Kentucky standards and expectations for all students</li> <li>- The school's curriculum, instructional methods, and student services</li> <li>- The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees</li> <li>- Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process</li> <li>- Community resources to support learning</li> <li>- Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys</li> </ul>	<p>Parents have multiple opportunities to learn about and discuss:</p> <ul style="list-style-type: none"> <li>• Kentucky standards and expectations for all students.</li> <li>• School's curriculum, instructional methods, and student services.</li> <li>• School's decision-making process, including opportunities to participate on SBDM councils and committees.</li> <li>• 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.</li> <li>• Community resources to support learning.</li> <li>• Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.</li> </ul>	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 and rotates proficient and distinguished work and provides resources to achieve at higher levels.</p>	Distinguished

	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 council has a classroom observation policy that welcomes families to visit all classrooms.</p>	Proficient

# KDE Comprehensive School Improvement Plan

Oneida Elementary School

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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: 3.33

	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 staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	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 make active use of school 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 1 coordinators connect family with community resources and follow up.)	Proficient

	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.

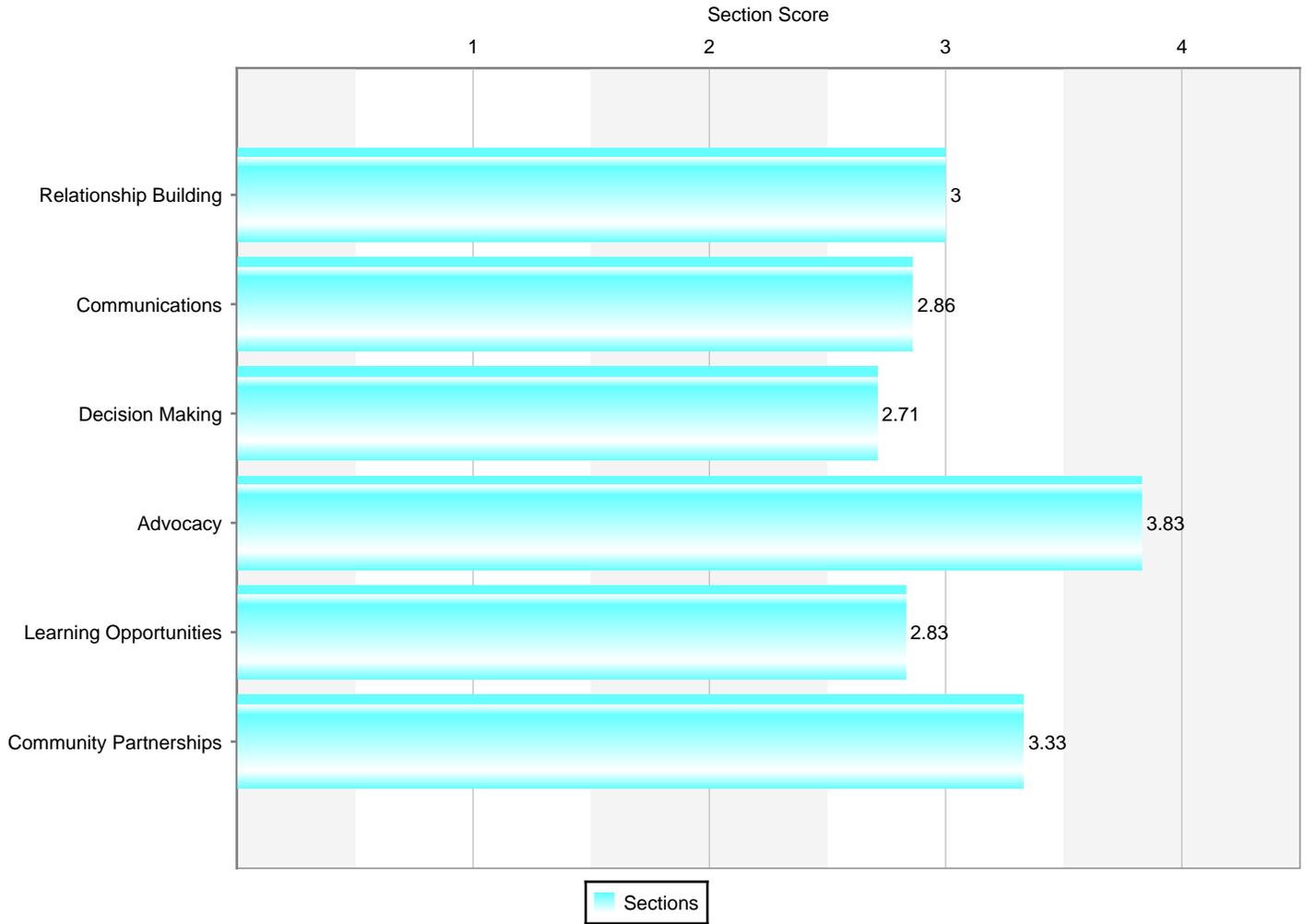
### **Reflect upon your responses to each of the Missing Piece objectives.**

OES is doing a great job collaborating with the community and local business. To keep this going OES is constantly doing PR that involves thanking and recognizing those who offer assistance and help to the school. Recognizing efforts lets those involved feel the appreciation they deserve for their continued efforts to see students succeed.

OES needs to improve by offering venues for parents to grow on SBDM and PTO. There is not enough parent input on decision within the school. Parents in the community feel they have a lack of knowledge when it come to what Site Base is and how it operates. This will be accomplished by posting minutes on the website and adding a SBDM section to the newsletter that goes home monthly.

## 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.**

Through survey opportunities, teacher meetings, SBDM meetings and localized conversations, Oneida has sought out the help of parents, teachers, local business owners, Wal-Mart, Promise Neighborhood, Eastern Kentucky University, University of Kentucky and others to develop the school improvement plan. Those stakeholders that offer monetary help for students and staff were contacted through phone and email as they were informed of school needs and plans to improve student achievement. Skype was utilized for face to face conversations that needed to take place with the SBDM committee. Those in the community were contacted through the school call out system, flyers, signage, and social media outlets. Meetings were scheduled to accommodate both the school day and work schedules of locals. The majority of meetings were held at 6:00 for the local community while business related discussions took into account professional schedules and took place during the day.

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

Promise Neighborhood supplied grant money divided into predetermined categories for school use. Teachers in conjunction with SBDM created an IPP budget that allocated monies for student growth. Promise Neighborhood then audited that budget for compliance with federal grant requirements.

Wal-Mart has donated money to Oneida to support the growth and sustainability of the after school program. In addition to this generous offer Wal-Mart awarded OES teachers with gift cards to purchase needed classroom supplies. Although Wal-Mart supplied the funding through their grants, OES faculty in conjunction with SBDM was allowed to decide how to utilize this funding.

The local SBDM committee itemized the yearly budget to determine where monies should be spent to provide students with the help they need to be successful. Teachers offered input through survey instruments and recommendations. Research conducted by OES leadership team offered insight to which programs provided the right help for students based on data trends.

The local PTO provided monies to fulfill requirements identified in OES Program Review. Art supplies, classroom materials, gallery showings and community events added to the culture and depth of Oneida Elementary.

Business owners and community members graciously offer mentoring opportunities for students at Oneida. Guest speakers that have found value in education and business talk with students and stress the value of education and goal setting.

Eastern Kentucky University offers programs and incentives for student that perform at high levels. University of Kentucky conducts research projects with students and then provides transportation to campus allowing students to tour a major university campus while glimpsing into the college experience.

These experiences offered by stakeholders build curriculum through the connections of life experiences. Developing College and Career

Readiness starts at Oneida Elementary and every dollar and every experience given through stakeholders in a building block in developing these core components.

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

Oneida's improvement was discussed in person with all teachers in a staff meeting. The SBDM committee met after school with local stakeholders to review the document and accept the components therein. Others were given portions of the document to review through email communication and asked for their approval and to agree with their part.

The final document is posted on Oneidas website and email notification is given when changes are made.

## **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	Oneida Elementary did conduct a needs assessment, by reviewing achievement data and assessed the needs of the school relative to each of the school-wide program components.	

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	Oneida Elementary planned and developed research based instructional reform strategies to strengthen the core academic program, to increase the amount and quality of learning time, and provide additional support to all students.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Oneida Elementary school planned preschool transition strategies and the implementation process. We currently do not have a preschool.	

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	Oneida Elementary school planned and developed schoolwide based instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Oneida uses an online job submission application process that allows potential candidates ease of use to apply for openings. Strict guidelines developed by SBDM allow for hiring only highly qualified teachers.	

# KDE Comprehensive School Improvement Plan

Oneida Elementary School

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	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		

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	In addition to professional development offered through the district, OES offers in house/job embedded PD and utilizes PD360 to keep teacher up to date with best practices.	

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		

# KDE Comprehensive School Improvement Plan

Oneida Elementary School

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.	No	All students are served by Title 1.	

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.	No	All students are served by Title 1.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	All activities offered coordinate and align with other activities to meet instructional criteria.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	All activities coordinate with and support the regular educational program.	

Label	Assurance	Response	Comment	Attachment
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.	No	Oneida Elementary is a Title 1 school.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	All paraprofessionals are highly qualified that work in our school.	

Label	Assurance	Response	Comment	Attachment
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	This is maintained at district level.	

**KDE Comprehensive School Improvement Plan**

Oneida Elementary School

<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.	No	We are not a targeted assistance school.	

<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.	No	We are not a targeted assistance school.	

<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	Oneida Elementary along with district collaborates to offer appropriate PD to serve all students in the 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	We use the K-PREP data to complete an annual evaluation of instruction and achievement.	

<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 and linked to our district website. (provide the website link below)	Yes	Located on districts website. <a href="http://clay.kyschools.us">clay.kyschools.us</a>	

<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	Students are always provided instruction with highly qualified teachers.	

<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		

# KDE Comprehensive School Improvement Plan

Oneida Elementary School

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

Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
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.	Yes		

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

Label	Assurance	Response	Comment	Attachment
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	No	We are not a targeted assistance school.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	Oneida met requirements with SEEK monies.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	No	OES met requirements with SEEK monies.	

# **Compliance and Accountability - Elementary 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 TELL KY Survey results.

**Goal 1:**

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 26.8% in 2013 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 26.8% to 35.0% by 05/31/2014 as measured by K-Prep.

**Strategy1:**

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

Category:

Research Cited: Customer Service Initiative

Activity - Tell Survey	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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

**Narrative:**

All staff including those new to the 2013-2014 school year reviewed the results of the 2013 TELL survey during a scheduled PLC. Results were discussed and ideas were thrown around as to what measures could be taken to increase areas of concern. The discussion was very eye opening and has made the staff closer and stronger at OES.

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 K-Prep scores for Oneida Elementary School students from 26.7% in 2013 to 59.3% in 2017.

**Measurable Objective 1:**

collaborate to increase the average combined reading and math scores to 34.9% by 05/31/2014 as measured by K-PREP .

# KDE Comprehensive School Improvement Plan

Oneida Elementary School

## Strategy1:

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

Category:

Research Cited: Kentucky Initiative

Activity - IXL Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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 - Pearson Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pearson Math (Envision) will be used in all grades at OES. Individual student accounts will be set up and students will use envision math either online or in text daily at OES.	Academic Support Program			08/06/2013	05/14/2014	\$8000 - Other	Teachers and administration

## Strategy2:

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

Category:

Research Cited: Kentucky Initiative

Activity - CIITS Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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			08/06/2013	05/14/2014	\$1500 - District Funding	Valerie Cole

Activity - Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop one math test and one reading test to be administered through the CIITS website during the 2013-2014 school year.	Academic Support Program			08/06/2013	05/14/2014	\$0 - No Funding Required	CIITS building leader, teachers, administration

## Strategy3:

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

Category:

Research Cited: Kentucky Initiative

# KDE Comprehensive School Improvement Plan

Oneida Elementary School

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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

## Strategy4:

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

Category:

Research Cited: Ongoing Research

Activity - Reading Implementations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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.

Activity - Differentiate	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiate vocabulary strategies in Reading and Math for grades K-6. To be done every Monday.	Academic Support Program			08/01/2013	05/31/2014	\$500 - General Fund	Teachers in grades K-6, Administration, Reading Coach, Workshop Aids

## Strategy5:

Rtl - Individualize assistance for those students not meeting benchmarks.

Category:

Research Cited: Kentucky Initiative

Activity - Individual Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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

## Strategy6:

# KDE Comprehensive School Improvement Plan

Oneida Elementary School

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

Category:

Research Cited: Ongoing Research

Activity - Curriculum Check	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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

## Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 26.8% in 2013 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 26.8% to 35.0% by 05/31/2014 as measured by K-Prep.

## Strategy1:

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

Category:

Research Cited: Customer Service Initiative

# KDE Comprehensive School Improvement Plan

Oneida Elementary School

Activity - Family Reading Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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 - Surveys	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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 - Tell Survey	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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

## Strategy2:

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

Category:

Research Cited: Kentucky Initiative

Activity - CIITS Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CIITS building coordinator will train all faculty in the development of one math and one reading assessments to be implemented throughout the year. CIITS coordinator will train staff in lesson planning and online collaboration.	Professional Learning			08/01/2013	05/31/2014	\$1500 - Other	CIITS Building Leader, all teachers.

## Strategy3:

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

Category:

Research Cited: Office of Next Generation Schools and Districts.

# KDE Comprehensive School Improvement Plan

Oneida Elementary School

Activity - Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be pulled on a rotation by the Promise Neighborhood consultant to work on individual mathematical interventions to increase student performance. Progress will be monitored by the administration through observation and data analysis.	Academic Support Program			08/06/2013	05/14/2014	\$0 - Other	Jenna Lawson (PN), Administration

Activity - After School Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Integrate an 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 - Scheduling for Improvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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 - Data Analysis GAP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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 - Strategy Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a bank of intervention strategies that are research-based centered on vocabulary comprehension and matched to individual student needs. Effectiveness will be determined through classroom observations and assessment.	Policy and Process			08/01/2013	05/31/2014	\$1000 - Other	Principal, teachers and curriculum coach

**All children were screened for kindergarten readiness.**

## Goal 1:

Increase the averaged combined reading and math K-Prep scores for Oneida Elementary School students from 26.7% in 2013 to 59.3% in 2017.

**Measurable Objective 1:**

collaborate to increase the average combined reading and math scores to 34.9% by 05/31/2014 as measured by K-PREP .

**Strategy1:**

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

Category:

Research Cited: Kentucky Initiative

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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.

**Narrative:**

All students in grade K have been screened using the Brigance Screener for Kindergarten Readiness. This was administered by both the Kindergarten teacher and Promise Neighborhood consultant.

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

**Goal 1:**

Increase the averaged combined reading and math K-Prep scores for Oneida Elementary School students from 26.7% in 2013 to 59.3% in 2017.

**Measurable Objective 1:**

collaborate to increase the average combined reading and math scores to 34.9% by 05/31/2014 as measured by K-PREP .

**Strategy1:**

Rtl - Individualize assistance for those students not meeting benchmarks.

Category:

Research Cited: Kentucky Initiative

# KDE Comprehensive School Improvement Plan

Oneida Elementary School

Activity - Individual Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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

## Strategy2:

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

Category:

Research Cited: Kentucky Initiative

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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.

## Strategy3:

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

Category:

Research Cited: Kentucky Initiative

Activity - IXL Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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 - Pearson Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pearson Math (Envision) will be used in all grades at OES. Individual student accounts will be set up and students will use envision math either online or in text daily at OES.	Academic Support Program			08/06/2013	05/14/2014	\$8000 - Other	Teachers and administration

## Strategy4:

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

Category:

Research Cited: Ongoing Research

# KDE Comprehensive School Improvement Plan

Oneida Elementary School

Activity - Reading Implementations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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.

Activity - Differentiate	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiate vocabulary strategies in Reading and Math for grades K-6. To be done every Monday.	Academic Support Program			08/01/2013	05/31/2014	\$500 - General Fund	Teachers in grades K-6, Administration, Reading Coach, Workshop Aids

## Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 26.8% in 2013 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 26.8% to 35.0% by 05/31/2014 as measured by K-Prep.

### Strategy1:

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

Category:

Research Cited: Office of Next Generation Schools and Districts.

Activity - Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be pulled on a rotation by the Promise Neighborhood consultant to work on individual mathematical interventions to increase student performance. Progress will be monitored by the administration through observation and data analysis.	Academic Support Program			08/06/2013	05/14/2014	\$0 - Other	Jenna Lawson (PN), Administration

### Strategy2:

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

Category:

Research Cited: Customer Service Initiative

# KDE Comprehensive School Improvement Plan

Oneida Elementary School

Activity - Family Reading Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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 - Surveys	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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

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

**Goal 1:**

Increase the averaged combined reading and math K-Prep scores for Oneida Elementary School students from 26.7% in 2013 to 59.3% in 2017.

**Measurable Objective 1:**

collaborate to increase the average combined reading and math scores to 34.9% by 05/31/2014 as measured by K-PREP .

**Strategy1:**

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

Category:

Research Cited: Kentucky Initiative

Activity - Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop one math test and one reading test to be administered through the CIITS website during the 2013-2014 school year.	Academic Support Program			08/06/2013	05/14/2014	\$0 - No Funding Required	CIITS building leader, teachers, administration

**Strategy2:**

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

Category:

Research Cited: Ongoing Research

# KDE Comprehensive School Improvement Plan

Oneida Elementary School

Activity - Best Practice Research	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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

### Strategy3:

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

Category:

Research Cited: Ongoing Research

Activity - Reading Implementations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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.

Activity - Differentiate	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiate vocabulary strategies in Reading and Math for grades K-6. To be done every Monday.	Academic Support Program			08/01/2013	05/31/2014	\$500 - General Fund	Teachers in grades K-6, Administration, Reading Coach, Workshop Aids

### Strategy4:

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

Category:

Research Cited: Kentucky Initiative

# KDE Comprehensive School Improvement Plan

Oneida Elementary School

Activity - IXL Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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 - Pearson Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pearson Math (Envision) will be used in all grades at OES. Individual student accounts will be set up and students will use envision math either online or in text daily at OES.	Academic Support Program			08/06/2013	05/14/2014	\$8000 - Other	Teachers and administration

## Strategy5:

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

Category:

Research Cited: Kentucky Initiative

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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

## Strategy6:

Rtl - Individualize assistance for those students not meeting benchmarks.

Category:

Research Cited: Kentucky Initiative

Activity - Individual Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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

# KDE Comprehensive School Improvement Plan

Oneida Elementary School

## Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 26.8% in 2013 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 26.8% to 35.0% by 05/31/2014 as measured by K-Prep.

## Strategy1:

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

Category:

Research Cited: Office of Next Generation Schools and Districts.

Activity - Scheduling for Improvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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 - Data Analysis GAP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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 - After School Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Integrate an 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 - Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be pulled on a rotation by the Promise Neighborhood consultant to work on individual mathematical interventions to increase student performance. Progress will be monitored by the administration through observation and data analysis.	Academic Support Program			08/06/2013	05/14/2014	\$0 - Other	Jenna Lawson (PN), Administration

# KDE Comprehensive School Improvement Plan

Oneida Elementary School

Activity - Strategy Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a bank of intervention strategies that are research-based centered on vocabulary comprehension and matched to individual student needs. Effectiveness will be determined through classroom observations and assessment.	Policy and Process			08/01/2013	05/31/2014	\$1000 - Other	Principal, teachers and curriculum coach

## Strategy2:

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

Category:

Research Cited: Customer Service Initiative

Activity - Tell Survey	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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

## Strategy3:

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

Category:

Research Cited: Kentucky Initiative

# KDE Comprehensive School Improvement Plan

Oneida Elementary School

Activity - CIITS Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CIITS building coordinator will train all faculty in the development of one math and one reading assessments to be implemented throughout the year. CIITS coordinator will train staff in lesson planning and online collaboration.	Professional Learning			08/01/2013	05/31/2014	\$1500 - Other	CIITS Building Leader, all teachers.

The school identified specific strategies to address subgroup achievement gaps.

### Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 26.8% in 2013 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 26.8% to 35.0% by 05/31/2014 as measured by K-Prep.

### Strategy1:

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

Category:

Research Cited: Office of Next Generation Schools and Districts.

Activity - Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be pulled on a rotation by the Promise Neighborhood consultant to work on individual mathematical interventions to increase student performance. Progress will be monitored by the administration through observation and data analysis.	Academic Support Program			08/06/2013	05/14/2014	\$0 - Other	Jenna Lawson (PN), Administration

Activity - Strategy Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a bank of intervention strategies that are research-based centered on vocabulary comprehension and matched to individual student needs. Effectiveness will be determined through classroom observations and assessment.	Policy and Process			08/01/2013	05/31/2014	\$1000 - Other	Principal, teachers and curriculum coach

# KDE Comprehensive School Improvement Plan

Oneida Elementary School

Activity - After School Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Integrate an 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 - Data Analysis GAP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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

## Strategy2:

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

Category:

Research Cited: Kentucky Initiative

Activity - CIITS Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CIITS building coordinator will train all faculty in the development of one math and one reading assessments to be implemented throughout the year. CIITS coordinator will train staff in lesson planning and online collaboration.	Professional Learning			08/01/2013	05/31/2014	\$1500 - Other	CIITS Building Leader, all teachers.

## Strategy3:

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

Category:

Research Cited: Customer Service Initiative

Activity - Tell Survey	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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

# KDE Comprehensive School Improvement Plan

Oneida Elementary School

Activity - Family Reading Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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 - Surveys	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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

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

**Goal 1:**

Increase the averaged combined reading and math K-Prep scores for Oneida Elementary School students from 26.7% in 2013 to 59.3% in 2017.

**Measurable Objective 1:**

collaborate to increase the average combined reading and math scores to 34.9% by 05/31/2014 as measured by K-PREP .

**Strategy1:**

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

Category:

Research Cited: Ongoing Research

Activity - Best Practice Research	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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

**KDE Comprehensive School Improvement Plan**

Oneida Elementary School

<b>Activity - Curriculum Check</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
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

<b>Activity - Best Practice Research</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
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

# **School Safety Diagnostic**

## **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		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes		

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

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		

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		

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		

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

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

**KDE Comprehensive School Improvement Plan**

Oneida Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
11.	Have practices been developed for students to follow during an earthquake?	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
12.	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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
13.	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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
14.	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		