Comprehensive School Improvement

Plan

Oneida Elementary School

Clay County

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Executive Summary

Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf
Goals: http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf
Objectives: http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf
Strategies: http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf
Activities: http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf
Executive Summary: http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.		School Equity Diagnostic 2016-17

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

The data has shown that 25% of the teachers in the building has less than 4 years experience. It also shows that the ADA for students is lower than what I would want.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Under developed teachers. Teachers with little experience servicing a rural population. They lack the experience to adapt to changes in the classroom to meet the students needs. New teachers lack the ability to relate to the student population that makes up Onieda Elementary and see their needs to succeed in their classrooms as compared to the more experienced teachers in the building.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		School Equity Goals 2016-17

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Increase the averaged combined reading and math K-Prep scores for Oneida Elementary School students from 35.3% in 2015 to 51.7% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math scores to 51.2% by 05/31/2017 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 Inititative

Activity - CIITS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/08/2016	05/31/2017	$1500 - Race to the Top	Leisa Frazier

Activity - Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 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	08/08/2016	05/31/2017	$0 - No Funding Required	CIITS building leader, teachers, administration

Strategy2:

Best Practices - 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	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	08/08/2016	05/31/2017	$300 - General Fund	Literacy Committee

Activity - Curriculum Check	Activity Type	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	08/08/2016	05/31/2017	$0 - No Funding Required	Principal

Activity - Best Practice Research	Activity Type	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	08/08/2016	05/31/2017	$300 - General Fund	Math Committee

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students entering kindergarten will be given the Brigance Screener for Kindergarten readiness.	Policy and Process	08/08/2016	05/31/2017	$0 - No Funding Required	Mr. Hyden, Sherry Maggard

Strategy3:

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

Category: Professional Learning & Support

Research Cited: Kentucky Initiative

Activity - Peasron Math	Activity Type	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	08/08/2016	05/31/2017	$8000 - Other	Teachers and administration

Activity - IXL Math	Activity Type	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	08/08/2016	05/31/2017	$1000 - Title I Part A	Principal, Lab teacher, Classroom teachers

Strategy4:

RtI - Individualize assistance for those students not meeting benchmarks.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - easyCBM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
easyCBM will be used to test student for deficiencies in math and reading. Data from easyCBM will be incorporated into the RtI data collection for use in evaluation for special education services.	Academic Support Program	08/08/2016	05/31/2017	$40 - General Fund	Mr. Hibbard, Valerie Cole, Leisa Frasier

Activity - Individual Intervention	Activity Type	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 RtI.	Policy and Process	08/08/2016	05/31/2017	$300 - General Fund	All teachers in grades 3-6. Promise Neighboorhood Representative. Administration

Strategy5:

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	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	08/08/2016	05/31/2017	$500 - General Fund	All Teachers and administration

Activity - Data Analysis	Activity Type	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	08/08/2016	05/31/2017	$300 - General Fund	All 3-6 grade teachers and administration.

Strategy6:

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	Funding Amount & Source	Staff Responsible
Differentiate vocabulary strategies in Reading and Math for grades K-6. To be done weekly.	Academic Support Program	08/08/2016	05/31/2017	$500 - General Fund	Teachers in grades K-6, Administration, Workshop Aids

Activity - Reading Implementations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement daily-thinking, inferring, visualizing, connecting, predicting and summarizing text skills.	Academic Support Program	08/08/2016	05/31/2017	$0 - No Funding Required	All 3-6 grade teachers.

Measurable Objective 2:

collaborate to incorporate Program Reviews into the normal schedule by 05/31/2017 as measured by the program review rubrics for arts and humanities, practal living, K-3, writing and world language.

Strategy1:

Data Collection - Data will be collected to keep proof of the implementation of program review materials. This will validate all scores associated with the program reviews.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Microsoft Cloud	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be required to submit proof of each topic associated with the program review to the correct Microsoft Cloud folder.	Policy and Process	10/17/2016	05/31/2017	$0 - No Funding Required	Principal, teachers

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34.8% in 2015 to 51.4% in 2017.

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 05/31/2017 as measured by K-Prep.

Strategy1:

PBIS - PBIS will create a support system for implementation of positive interventions that will correct behavior issues and increase both classroom management and behavior growth within individual classrooms and the school as a whole.

Category: Continuous Improvement

Research Cited:

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Activity - PBIS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train both principal and staff in level one of PBIS development and implementation.	Professional Learning	08/08/2016	05/31/2017	$1000 - General Fund	Principal, Leisa Frazier, Eddie Warren

Activity - PBIS Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement PBIS into the daily activities of all teachers and students.	Behavioral Support Program	08/08/2016	05/31/2017	$1000 - District Funding	Principal, teachers

Strategy2:

Professional Development - Teachers will attend PD related to district and school initatives 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	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	08/08/2016	05/31/2017	$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: Professional Learning & Support

Research Cited: Office of Next Generation Schools and Districts.

Activity - After School Programs	Activity Type	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	08/08/2016	05/31/2017	$6000 - Other	Principal, Leisa Frazier, promise neighborhood contact.

Activity - Strategy Development	Activity Type	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	08/08/2016	05/31/2017	$1000 - Other	Principal, teachers

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Activity - Scheduling for Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine the assignment of staff (strengths) to best serve the identified students	Policy and Process	08/08/2016	05/31/2017	$0 - No Funding Required	Principal and teachers

Activity - Data Analysis GAP	Activity Type	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	08/08/2016	05/31/2017	$0 - No Funding Required	Principal, teachers, curriculum coach.

Strategy4:

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	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	08/08/2016	05/31/2017	$0 - No Funding Required	All teachers

Activity - Family Reading Night	Activity Type	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	08/08/2016	05/31/2017	$500 - Other	Promise Neighborhood Personnel, Principal, Teachers

Activity - Surveys	Activity Type	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	08/08/2016	05/31/2017	$300 - Other	Principal, promise neighborhood personnel

Goal 3:

Ensure that principals, and all teachers receive updates and support for full implementation of the PGES framework during the 2016-2017 school year.

Measurable Objective 1:

collaborate to increase the effectiveness of teachers through full implementation of PGES by 05/31/2017 as measured by teacher participation in TPGES professional development and completion of all components.

Strategy1:

TPGES Professional Learning for Teachers - Teachers will participate in professional learning through PLC's, PD, and available leadership networks to deepen

knowledge of TPGES in order to effectively complete and implement professional growth plans, student growth goals, and self-reflections, etc.

Category: Professional Learning & Support

Research Cited:

Activity - Teachers Utilize Informative Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will consider information from walkthrough observations, and data from the TELL survey to ensure teaching practices and behaviors meet criteria for effectiveness as described in TPGES.	Professional Learning	08/08/2016	05/31/2017	$0 - No Funding Required	Principal and Teachers

Activity - Participation in Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in PLC meetings, professional development, and network cadres to effectively implement and address the components of TPGES, as evidenced by PLC Feedback Reports, PD certificates or agendas, professional growth plans, PD360 walkthrough observations, etc.	Professional Learning	08/08/2016	05/31/2017	$1000 - District Funding	Principal and Teachers

Measurable Objective 2:

collaborate to increase the effectiveness of principals through full implementation of PGES by 05/31/2017 as measured by principal

participation in professional learning opportunities, and completion of all components.

Strategy1:

PGES Professional Learning for Principals - The principal will participate in district and regional leadership teams and networks to deepen

knowledge of TPGES to

support effective implementation.

Category: Professional Learning & Support

Research Cited:

Activity - Participation in Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will participate in the District Leadership Team, KLA, KASA, Next-Generation Learning, and ISLN, to effectively prepare for implementation of TPGES, as evidenced by professional learning logs, district-level meeting minutes, principal's growth plans, and administrative walkthroughs.	Professional Learning	08/08/2016	05/31/2017	$400 - District Funding	Principal

Activity - Utilize Informative Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will utilize TELL Survey data as a formative instrument to drive decisions concerning leadership behaviors.	Professional Learning	08/08/2016	05/31/2017	$350 - District Funding	Principal

Goal 4:

Oneida Elementary will decrease the number of novice math students from 25 on the 2016 K-PREP to 20 in 2017.

Measurable Objective 1:

A total of 59 Third, Fourth, Fifth and Sixth grade students will increase student growth by performing at least apprentice for their grade level. in Mathematics by 05/31/2017 as measured by 15 or less students performing at the novice level on K-PREP.

Strategy1:

MATH Block - Students in grades 4-6 are divided based on quantile data. Groups are labeled using a color and then each teacher spends approximately 8 weeks with each group working on a variety of math related ideas and concepts. Class is 30 minutes a day and takes place right before lunch. Teachers will utilize the quantile website to obtain lesson plans and printables that are targeted to specific standards for students based on quantile scores.

Category: Learning Systems

Research Cited: The Quantile Framework for Mathematics

Activity - Peer Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be required to teach each other in small groups. Teachers will assign topics based on quantile framework reports.	Tutoring	10/03/2016	05/31/2017	$0 - No Funding Required	Mr. Hyden, Kevin Allen, Wes Ruth, Alysia Davidson

Strategy2:

Morning Math Lab - Students will be identified by previous K-PREP data and MAP scores. Those students arriving at school before 7:30 will be pulled into the mac lab and expected to use IXL or work one on one with the math interventionist.

Category: Learning Systems

Research Cited: MIT grant research - building fundamental math concepts with students.

Activity - MIT Math Interventionist Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The MIT for Oneida will work with one or two students that are in danger of being novice on K-PREP. Using number relationships and manipulatives, the MIT will build basic math fundamentals with struggling students.	Direct Instruction	08/08/2016	05/31/2017	$0 - No Funding Required	Leisa Frazier

Activity - Peer Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Higher level math students will work one on one with struggling students that have scored novice on K-PREP or have similar low scores on recent MAP assessments. Content for tutoring will be grade level appropriate.	Tutoring	08/08/2016	05/31/2017	$0 - No Funding Required	Mr. Hyden, Leisa Frazier

Activity - IXL Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students work to build mastery levels using online, self-paced, learning modulus.	Technology	09/12/2016	05/31/2017	$900 - Other	Mr. Hyden, Leisa Frazier

Goal 5:

Oneida Elementary will decrease the number of novice reading students from 15 on the 2016 K-PREP to 10 in 2017.

Measurable Objective 1:

82% of Third, Fourth, Fifth and Sixth grade students will increase student growth above the novice level in Reading by 05/31/2017 as measured by 2017 K-PREP reading scores.

Strategy1:

Reading Groups - Students will be grouped based on Lexile scores and assigned to different reading groups that focus on standards where proficiency has not been met.

Category: Learning Systems

Research Cited: High Yield Instructional Strategies, Lexile Framework for Reading

Activity - Reading Mastery Retired Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A retired teacher will be contracted for three hours a day to teach reading mastery to students that meet the criteria for novice reduction.	Academic Support Program	08/08/2016	05/31/2017	$5000 - Title I Part A	Mr. Hyden, Pam Lunsford

Activity - AR - Book Points	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students that are testing below proficiency will be assigned a teacher mentor to assist them in getting their book points each 9 weeks.	Academic Support Program	08/08/2016	05/31/2017	$0 - No Funding Required	All teachers, administrators and aides will be responsible.

Activity - Peer Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the morning before school starts, students that are either proficient or distinguished in grades 5 and 6 will read and work with students in grades 3 and 4 that are at risk of performing novice on the K-PREP test.	Tutoring	10/03/2016	05/31/2017	$0 - No Funding Required	Mr. Hyden, Leisa Frazier, Melissa Robinson

Activity - Strategy Read	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have students fill out graphic organizers from www.readinga-z.com for each reading assignment in class in grades 3-6. Reading strategies will be used during the reading while comprehension organizers will be applied at the end.	Academic Support Program	09/05/2016	05/31/2017	$0 - No Funding Required	Mr. Hyden, Melissa Robinson, Wes Ruth, Kevin Allen.

Goal 6:

Oneida Elementary will increase the number of students that are labeled kindergarten ready.

Measurable Objective 1:

40% of Kindergarten grade students will increase student growth to perform at or above grade level in Reading by 08/25/2017 as measured by Brigance Kindergarten Readiness Screener.

Strategy1:

Community Outreach - Without the ability to have a preschool, Oneida faculty and staff will have a variety of options to reach out to potential kindergarten students for the upcoming year. The strategy is to offer help for parents to work with their kids and prepare them for entry into kindergarten as best they can.

Category: Stakeholder Engagement

Research Cited: http://www.childrenandyouth.org/ offered through the SOAR program.

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Reading Nights will be offered 4 times throughout the year for future kindergarten students and their families to come and be read to. Every student will be given a book and parents will be given information on what to teach their child throughout the year to help prepare them for kindergarten.	Parent Involvement Academic Support Program Community Engagement	09/05/2016	05/31/2017	$1000 - Other	All faculty and staff

Activity - Kindergarten Picnic	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that will be enrolled in kindergarten for the 2016-2017 school year will be invited to OES along with their parents for an evening of fun. Students will do crafts, listen to music, play games and receive free books. Parents will be educated on what to do to help get their child ready for kindergarten.	Extra Curricular	04/03/2017	04/28/2017	$1500 - Grant Funds	Mr. Hyden, Sherry Maggard, Leisa Frazier

Goal 7:

Increase the averaged combined reading and math K-PREP scores for Oneida Elementary from 40.2% in 2016 to 50.5% in 2017.

Measurable Objective 1:

collaborate to increase the combined average rating and math scores to 50.5% by 05/31/2017 as measured by K-PREP.

Strategy1:

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	Funding Amount & Source	Staff Responsible
Math will be used during lab time thats is included in the master schedule.	Academic Support Program	08/01/2016	05/31/2017	$4500 - Other	Teachers and administration

Goal 8:

Oneida Elementary will decrease the number of Novice number of students from 15 students on 2016 KPREP to 10 in the 2017 KPREP.

Measurable Objective 1:

A 80% increase of Third, Fourth, Fifth and Sixth grade students will increase student growth decrease Novice reading from 15 students in 2016 to 10 students in 2017 in Reading by 05/31/2017 as measured by KPREP scores.

Strategy1:

Reading Groups - Retired teacher will pull students who struggle in reading and work with them and build their reading skills.

Category: Stakeholder Engagement

Research Cited:

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Retired teacher will pull students 5 days a week and work with them in small group instruction in reading. This will help students build skills to improve their reading and comprehension.	Academic Support Program Direct Instruction	09/02/2016	05/31/2017	$0 - District Funding	teacher, principal

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

Parents, teachers, local businesses, and community members

Relationship Building

Overall Rating: 3.0

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	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
2.2	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
2.3	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
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

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

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

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	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

Overall Rating: 2.86

	Statement or Question	**Response**	**Rating**
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	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**
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

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

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

	Statement or Question	**Response**	**Rating**
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	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**
3.6	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

	Statement or Question	Response	Rating
3.7	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

Overall Rating: 2.71

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	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
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees 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
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	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
4.4	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
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council 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
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents and stakeholders are trained to create, measure and sustain authentic participation in all areas of school improvement at School and district level.	Distinguished

	Statement or Question	Response	Rating
4.7	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

Overall Rating: 4.0

	Statement or Question	**Response**	**Rating**
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	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**
5.2	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**
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	Statement or Question	**Response**	**Rating**
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	Statement or Question	**Response**	**Rating**
5.5	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 educational advocates, or how to access a trained educational advocate when needed.	Distinguished

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

Learning Opportunities

Overall Rating: 3.17

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

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	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.	Proficient

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

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

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

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

Community Partnerships

Overall Rating: 3.33

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School 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
7.2	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
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	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
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	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
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	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.

Oneida Elementary is doing a great job collaborating with the community and local businesses. To keep this going Oneida Elementary is constantly doing all they can to publicly thank and recognize those who offer assistance and help to the school. This lets those that are offering their help feel appreciated and know that they are welcomed here.

Oneida Elementary does need to improve ways for parents to grow in the knowledge of what the SBDM and PTO really are. There is not enough parent involvement on decision making within the school. Parents in the community feel that they are not knowledgeable when it came to the SBDM and how it works. This will be accomplished by posting minutes on the website and near the front office. Also, put it in the school newsletter that will go home monthly. Oneida Elementary will lastly use social media to spread the word on what SBDM really is and how they can get involved in the education of their children.

Report Summary

Scores By Section

Section Score
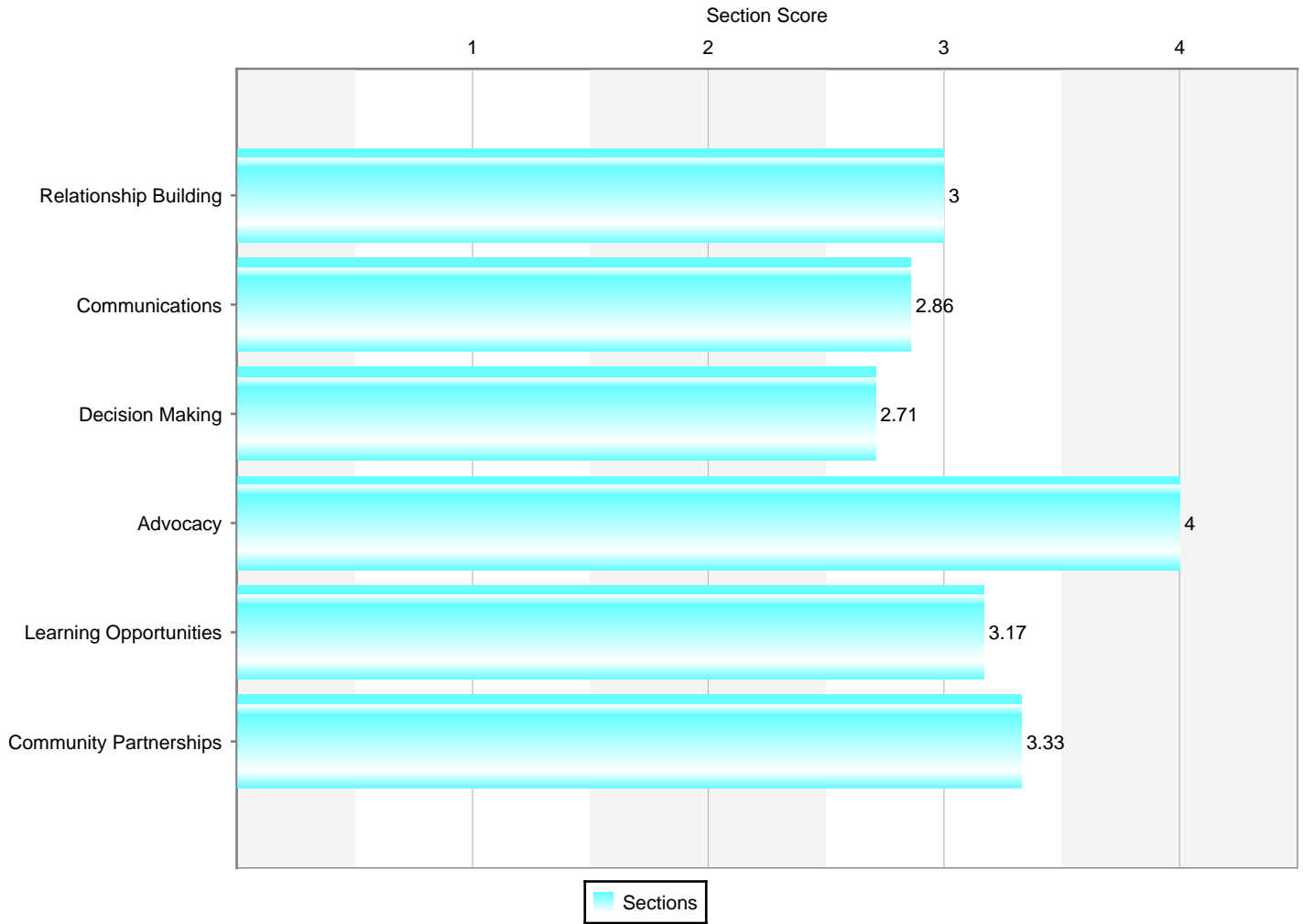
Improvement Plan Stakeholder Involvement

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, Save the Children, 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.

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.

Phase I - 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 through the use of researched based strategies

Areas of Strengths

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

There has been significant growth in reading and math over previous noted data. The Elgin initiative 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 pearson success 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. After school programs as well as the implementation of a math interventionist will assist in helping struggling math students.

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 pearson success have become programs the show positive growth in mathematics. Oneida incorporates a rigorous mathematics curriculum using materials purchased through TPearson. 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 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 pearson success both in the mornings and evenings at Oneida Elementary . 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 training's that will embody the type of professional leadership needed to take Oneida to the next level.

Plan for Comprehensive School Improvement Plan

Overview

Plan Name

Plan for Comprehensive School Improvement Plan

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 35.3% in 2015 to 51.7% in 2017.	Objectives: 2 Strategies: 7 Activities: 15	Organizational	$12740
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34.8% in 2015 to 51.4% in 2017.	Objectives: 1 Strategies: 4 Activities: 10	Organizational	$11300
3	Ensure that principals, and all teachers receive updates and support for full implementation of the PGES framework during the 2016-2017 school year.	Objectives: 2 Strategies: 2 Activities: 4	Organizational	$1750
4	Oneida Elementary will decrease the number of novice math students from 25 on the 2016 K-PREP to 20 in 2017.	Objectives: 1 Strategies: 2 Activities: 4	Academic	$900
5	Oneida Elementary will decrease the number of novice reading students from 15 on the 2016 K-PREP to 10 in 2017.	Objectives: 1 Strategies: 1 Activities: 4	Academic	$5000
6	Oneida Elementary will increase the number of students that are labeled kindergarten ready.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$2500
7	Increase the averaged combined reading and math K-PREP scores for Oneida Elementary from 40.2% in 2016 to 50.5% in 2017.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$4500
8	Oneida Elementary will decrease the number of Novice number of students from 15 students on 2016 KPREP to 10 in the 2017 KPREP.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0

Goal 1: Increase the averaged combined reading and math K-Prep scores for Oneida Elementary School students from 35.3% in 2015 to 51.7% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math scores to 51.2% by 05/31/2017 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 Inititative

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	08/08/2016	05/31/2017	$1500	Race to the Top	Leisa Frazier

Activity - Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 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	08/08/2016	05/31/2017	$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	08/08/2016	05/31/2017	$500	General Fund	All Teachers and administration

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Upon completion of the MAP test, teachers and administrators will analyze results in order to design formative and summative assessments to encourage and develop low performing students. | Policy and Process | 08/08/2016 | 05/31/2017 | $300 | General Fund | All 3-6 grade teachers and administration. |

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 weekly.	Academic Support Program	08/08/2016	05/31/2017	$500	General Fund	Teachers in grades K-6, Administration, 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 skills.	Academic Support Program	08/08/2016	05/31/2017	$0	No Funding Required	All 3-6 grade teachers.

Strategy 4:

Best Practices - 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	08/08/2016	05/31/2017	$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	08/08/2016	05/31/2017	$300	General Fund	Math Committee

Activity - Curriculum Check	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Daily walkthroughs along with random detailed observations using Observation 360 will be administered by administration. Observations will focus on rigor and student engagement. | Policy and Process | 08/08/2016 | 05/31/2017 | $0 | No Funding Required | Principal |

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students entering kindergarten will be given the Brigance Screener for Kindergarten readiness.	Policy and Process	08/08/2016	05/31/2017	$0	No Funding Required	Mr. Hyden, Sherry Maggard

Strategy 5:

RTI - 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 RtI.	Policy and Process	08/08/2016	05/31/2017	$300	General Fund	All teachers in grades 3-6. Promise Neighboorhood Representative. Administration

Activity - easyCBM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
easyCBM will be used to test student for deficiencies in math and reading. Data from easyCBM will be incorporated into the RtI data collection for use in evaluation for special education services.	Academic Support Program	08/08/2016	05/31/2017	$40	General Fund	Mr. Hyden, Leisa Frasier

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	08/08/2016	05/31/2017	$1000	Title I Part A	Principal, Lab teacher, Classroom teachers

Activity - Peasron 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	08/08/2016	05/31/2017	$8000	Other	Teachers and administration

Measurable Objective 2:

collaborate to incorporate Program Reviews into the normal schedule by 05/31/2017 as measured by the program review rubrics for arts and humanities, practal living, K-3, writing and world language.

Strategy 1:

Data Collection - Data will be collected to keep proof of the implementation of program review materials. This will validate all scores associated with the program reviews.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Microsoft Cloud	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be required to submit proof of each topic associated with the program review to the correct Microsoft Cloud folder.	Policy and Process	10/17/2016	05/31/2017	$0	No Funding Required	Principal, teachers

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34.8% in 2015 to 51.4% in 2017.

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 05/31/2017 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	08/08/2016	05/31/2017	$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	08/08/2016	05/31/2017	$1000	Other	Principal, teachers

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	08/08/2016	05/31/2017	$0	No Funding Required	Principal and teachers

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	08/08/2016	05/31/2017	$6000	Other	Principal, Leisa Frazier, promise neighborhood contact.

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	08/08/2016	05/31/2017	$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	08/08/2016	05/31/2017	$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	08/08/2016	05/31/2017	$500	Other	Promise Neighborhood Personnel, Principal, Teachers

Strategy 3:

Professional Development - Teachers will attend PD related to district and school initatives 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	08/08/2016	05/31/2017	$1500	Other	CIITS Building Leader, all teachers.

Strategy 4:

PBIS - PBIS will create a support system for implementation of positive interventions that will correct behavior issues and increase both classroom management and behavior growth within individual classrooms and the school as a whole.

Category: Continuous Improvement

Activity - PBIS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train both principal and staff in level one of PBIS development and implementation.	Professional Learning	08/08/2016	05/31/2017	$1000	General Fund	Principal, Leisa Frazier, Eddie Warren

Activity - PBIS Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement PBIS into the daily activities of all teachers and students.	Behavioral Support Program	08/08/2016	05/31/2017	$1000	District Funding	Principal, teachers

Goal 3: Ensure that principals, and all teachers receive updates and support for full implementation of the PGES framework during the 2016-2017 school year.

Measurable Objective 1:

collaborate to increase the effectiveness of principals through full implementation of PGES by 05/31/2017 as measured by principal participation in professional learning opportunities, and completion of all components.

Strategy 1:

PGES Professional Learning for Principals - The principal will participate in district and regional leadership teams and networks to deepen knowledge of TPGES to support effective implementation.

Category: Professional Learning & Support

Activity - Participation in Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will participate in the District Leadership Team, KLA, KASA, Next-Generation Learning, and ISLN, to effectively prepare for implementation of TPGES, as evidenced by professional learning logs, district-level meeting minutes, principal's growth plans, and administrative walkthroughs.	Professional Learning	08/08/2016	05/31/2017	$400	District Funding	Principal

Activity - Utilize Informative Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will utilize TELL Survey data as a formative instrument to drive decisions concerning leadership behaviors.	Professional Learning	08/08/2016	05/31/2017	$350	District Funding	Principal

Measurable Objective 2:

collaborate to increase the effectiveness of teachers through full implementation of PGES by 05/31/2017 as measured by teacher participation in TPGES professional development and completion of all components.

Strategy 1:

TPGES Professional Learning for Teachers - Teachers will participate in professional learning through PLC's, PD, and available leadership networks to deepen

knowledge of TPGES in order to effectively complete and implement professional growth plans, student growth goals, and self-reflections, etc.

Category: Professional Learning & Support

Activity - Participation in Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in PLC meetings, professional development, and network cadres to effectively implement and address the components of TPGES, as evidenced by PLC Feedback Reports, PD certificates or agendas, professional growth plans, PD360 walkthrough observations, etc.	Professional Learning	08/08/2016	05/31/2017	$1000	District Funding	Principal and Teachers

Activity - Teachers Utilize Informative Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will consider information from walkthrough observations, and data from the TELL survey to ensure teaching practices and behaviors meet criteria for effectiveness as described in TPGES.	Professional Learning	08/08/2016	05/31/2017	$0	No Funding Required	Principal and Teachers

Goal 4: Oneida Elementary will decrease the number of novice math students from 25 on the 2016 K-PREP to 20 in 2017.

Measurable Objective 1:

A total of 59 Third, Fourth, Fifth and Sixth grade students will increase student growth by performing at least apprentice for their grade level. in Mathematics by 05/31/2017 as measured by 15 or less students performing at the novice level on K-PREP.

Strategy 1:

Morning Math Lab - Students will be identified by previous K-PREP data and MAP scores. Those students arriving at school before 7:30 will be pulled into the mac lab and expected to use IXL or work one on one with the math interventionist.

Category: Learning Systems

Research Cited: MIT grant research - building fundamental math concepts with students.

Activity - IXL Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students work to build mastery levels using online, self-paced, learning modulus.	Technology	09/12/2016	05/31/2017	$900	Other	Mr. Hyden, Leisa Frazier

Activity - Peer Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Higher level math students will work one on one with struggling students that have scored novice on K-PREP or have similar low scores on recent MAP assessments. Content for tutoring will be grade level appropriate.	Tutoring	08/08/2016	05/31/2017	$0	No Funding Required	Mr. Hyden, Leisa Frazier

Activity - MIT Math Interventionist Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The MIT for Oneida will work with one or two students that are in danger of being novice on K-PREP. Using number relationships and manipulatives, the MIT will build basic math fundamentals with struggling students.	Direct Instruction	08/08/2016	05/31/2017	$0	No Funding Required	Leisa Frazier

Strategy 2:

MATH Block - Students in grades 4-6 are divided based on quantile data. Groups are labeled using a color and then each teacher spends approximately 8 weeks with each group working on a variety of math related ideas and concepts. Class is 30 minutes a day and takes place right before lunch. Teachers will utilize the quantile website to obtain lesson plans and printables that are targeted to specific standards for students based on quantile scores.

Category: Learning Systems

Research Cited: The Quantile Framework for Mathematics

Activity - Peer Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will be required to teach each other in small groups. Teachers will assign topics based on quantile framework reports.	Tutoring	10/03/2016	05/31/2017	$0	No Funding Required	Mr. Hyden, Kevin Allen, Wes Ruth, Alysia Davidson

Goal 5: Oneida Elementary will decrease the number of novice reading students from 15 on the 2016 K-PREP to 10 in 2017.

Measurable Objective 1:

82% of Third, Fourth, Fifth and Sixth grade students will increase student growth above the novice level in Reading by 05/31/2017 as measured by 2017 K-PREP reading scores.

Strategy 1:

Reading Groups - Students will be grouped based on Lexile scores and assigned to different reading groups that focus on standards where proficiency has not been met.

Category: Learning Systems

Research Cited: High Yield Instructional Strategies, Lexile Framework for Reading

Activity - Reading Mastery Retired Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A retired teacher will be contracted for three hours a day to teach reading mastery to students that meet the criteria for novice reduction.	Academic Support Program	08/08/2016	05/31/2017	$5000	Title I Part A	Mr. Hyden, Pam Lunsford

Activity - Peer Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the morning before school starts, students that are either proficient or distinguished in grades 5 and 6 will read and work with students in grades 3 and 4 that are at risk of performing novice on the K-PREP test.	Tutoring	10/03/2016	05/31/2017	$0	No Funding Required	Mr. Hyden, Leisa Frazier, Melissa Robinson

Activity - AR - Book Points	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students that are testing below proficiency will be assigned a teacher mentor to assist them in getting their book points each 9 weeks.	Academic Support Program	08/08/2016	05/31/2017	$0	No Funding Required	All teachers, administrators and aides will be responsible.

Activity - Strategy Read	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have students fill out graphic organizers from www.readinga-z.com for each reading assignment in class in grades 3-6. Reading strategies will be used during the reading while comprehension organizers will be applied at the end.	Academic Support Program	09/05/2016	05/31/2017	$0	No Funding Required	Mr. Hyden, Melissa Robinson, Wes Ruth, Kevin Allen.

Goal 6: Oneida Elementary will increase the number of students that are labeled kindergarten ready.

Measurable Objective 1:

40% of Kindergarten grade students will increase student growth to perform at or above grade level in Reading by 08/25/2017 as measured by Brigance Kindergarten Readiness Screener.

Strategy 1:

Community Outreach - Without the ability to have a preschool, Oneida faculty and staff will have a variety of options to reach out to potential kindergarten students for the upcoming year. The strategy is to offer help for parents to work with their kids and prepare them for entry into kindergarten as best they can.

Category: Stakeholder Engagement

Research Cited: http://www.childrenandyouth.org/ offered through the SOAR program.

Activity - Kindergarten Picnic	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that will be enrolled in kindergarten for the 2016-2017 school year will be invited to OES along with their parents for an evening of fun. Students will do crafts, listen to music, play games and receive free books. Parents will be educated on what to do to help get their child ready for kindergarten.	Extra Curricular	04/03/2017	04/28/2017	$1500	Grant Funds	Mr. Hyden, Sherry Maggard, Leisa Frazier

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family Reading Nights will be offered 4 times throughout the year for future kindergarten students and their families to come and be read to. Every student will be given a book and parents will be given information on what to teach their child throughout the year to help prepare them for kindergarten.	Parent Involvement, Community Engagement, Academic Support Program	09/05/2016	05/31/2017	$1000	Other	All faculty and staff

Goal 7: Increase the averaged combined reading and math K-PREP scores for Oneida Elementary from 40.2% in 2016 to 50.5% in 2017.

Measurable Objective 1:

collaborate to increase the combined average rating and math scores to 50.5% by 05/31/2017 as measured by K-PREP.

Strategy 1:

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
Math will be used during lab time thats is included in the master schedule.	Academic Support Program	08/01/2016	05/31/2017	$4500	Other	Teachers and administration

Goal 8: Oneida Elementary will decrease the number of Novice number of students from 15 students on 2016 KPREP to 10 in the 2017 KPREP.

Measurable Objective 1:

A 80% increase of Third, Fourth, Fifth and Sixth grade students will increase student growth decrease Novice reading from 15 students in 2016 to 10 students in 2017 in Reading by 05/31/2017 as measured by KPREP scores.

Strategy 1:

Reading Groups - Retired teacher will pull students who struggle in reading and work with them and build their reading skills.

Category: Stakeholder Engagement

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Retired teacher will pull students 5 days a week and work with them in small group instruction in reading. This will help students build skills to improve their reading and comprehension.	Direct Instruction, Academic Support Program	09/02/2016	05/31/2017	$0	District Funding	teacher, principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Race to the Top

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	08/08/2016	05/31/2017	$1500	Leisa Frazier
				Total	$1500	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Picnic	Students that will be enrolled in kindergarten for the 2016-2017 school year will be invited to OES along with their parents for an evening of fun. Students will do crafts, listen to music, play games and receive free books. Parents will be educated on what to do to help get their child ready for kindergarten.	Extra Curricular	04/03/2017	04/28/2017	$1500	Mr. Hyden, Sherry Maggard, Leisa Frazier
				Total	$1500	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Mastery Retired Teacher	A retired teacher will be contracted for three hours a day to teach reading mastery to students that meet the criteria for novice reduction.	Academic Support Program	08/08/2016	05/31/2017	$5000	Mr. Hyden, Pam Lunsford
IXL Math	IXL Math will be purchased and lab time implemented in the master schedule.	Academic Support Program	08/08/2016	05/31/2017	$1000	Principal, Lab teacher, Classroom teachers
				Total	$6000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Comprehensive School Improvement Plan

Oneida Elementary School

Participation in Professional Learning	Teachers will participate in PLC meetings, professional development, and network cadres to effectively implement and address the components of TPGES, as evidenced by PLC Feedback Reports, PD certificates or agendas, professional growth plans, PD360 walkthrough observations, etc.	Professional Learning	08/08/2016	05/31/2017	$1000	Principal and Teachers
Utilize Informative Feedback	The principal will utilize TELL Survey data as a formative instrument to drive decisions concerning leadership behaviors.	Professional Learning	08/08/2016	05/31/2017	$350	Principal
PBIS Implementation	Implement PBIS into the daily activities of all teachers and students.	Behavioral Support Program	08/08/2016	05/31/2017	$1000	Principal, teachers
Participation in Professional Learning	Principals will participate in the District Leadership Team, KLA, KASA, Next-Generation Learning, and ISLN, to effectively prepare for implementation of TPGES, as evidenced by professional learning logs, district-level meeting minutes, principal's growth plans, and administrative walkthroughs.	Professional Learning	08/08/2016	05/31/2017	$400	Principal
Reading Mastery	Retired teacher will pull students 5 days a week and work with them in small group instruction in reading. This will help students build skills to improve their reading and comprehension.	Direct Instruction, Academic Support Program	09/02/2016	05/31/2017	$0	teacher, principal
				Total	$2750	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Implementations	Implement daily-thinking, inferring, visualizing, connecting, predicting and summarizing text skills.	Academic Support Program	08/08/2016	05/31/2017	$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	08/08/2016	05/31/2017	$0	All teachers
Teachers Utilize Informative Feedback	Teachers will consider information from walkthrough observations, and data from the TELL survey to ensure teaching practices and behaviors meet criteria for effectiveness as described in TPGES.	Professional Learning	08/08/2016	05/31/2017	$0	Principal and Teachers
Data Analysis GAP	Analyze student achievement by gap groups, relative to state (KPREP,MAP) and district and school assessment systems	Policy and Process	08/08/2016	05/31/2017	$0	Principal, teachers, curriculum coach.
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	08/08/2016	05/31/2017	$0	Principal

AR - Book Points	All students that are testing below proficiency will be assigned a teacher mentor to assist them in getting their book points each 9 weeks.	Academic Support Program	08/08/2016	05/31/2017	$0	All teachers, administrators and aides will be responsible.
Strategy Read	Teachers will have students fill out graphic organizers from www.readinga-z.com for each reading assignment in class in grades 3-6. Reading strategies will be used during the reading while comprehension organizers will be applied at the end.	Academic Support Program	09/05/2016	05/31/2017	$0	Mr. Hyden, Melissa Robinson, Wes Ruth, Kevin Allen.
Scheduling for Improvement	Determine the assignment of staff (strengths) to best serve the identified students	Policy and Process	08/08/2016	05/31/2017	$0	Principal and teachers
Microsoft Cloud	Teachers will be required to submit proof of each topic associated with the program review to the correct Microsoft Cloud folder.	Policy and Process	10/17/2016	05/31/2017	$0	Principal, teachers
Kindergarten Readiness	All students entering kindergarten will be given the Brigance Screener for Kindergarten readiness.	Policy and Process	08/08/2016	05/31/2017	$0	Mr. Hyden, Sherry Maggard
Assessment	All 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	08/08/2016	05/31/2017	$0	CIITS building leader, teachers, administration
Peer Reading	During the morning before school starts, students that are either proficient or distinguished in grades 5 and 6 will read and work with students in grades 3 and 4 that are at risk of performing novice on the K-PREP test.	Tutoring	10/03/2016	05/31/2017	$0	Mr. Hyden, Leisa Frazier, Melissa Robinson
Peer Teaching	Students will be required to teach each other in small groups. Teachers will assign topics based on quantile framework reports.	Tutoring	10/03/2016	05/31/2017	$0	Mr. Hyden, Kevin Allen, Wes Ruth, Alysia Davidson
MIT Math Interventionist Instruction	The MIT for Oneida will work with one or two students that are in danger of being novice on K-PREP. Using number relationships and manipulatives, the MIT will build basic math fundamentals with struggling students.	Direct Instruction	08/08/2016	05/31/2017	$0	Leisa Frazier
Peer Tutoring	Higher level math students will work one on one with struggling students that have scored novice on K-PREP or have similar low scores on recent MAP assessments. Content for tutoring will be grade level appropriate.	Tutoring	08/08/2016	05/31/2017	$0	Mr. Hyden, Leisa Frazier
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Comprehensive School Improvement Plan

Oneida Elementary School

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	08/08/2016	05/31/2017	$500	Promise Neighborhood Personnel, Principal, Teachers
IXL Math	Students work to build mastery levels using online, self-paced, learning modulus.	Technology	09/12/2016	05/31/2017	$900	Mr. Hyden, Leisa Frazier
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	08/08/2016	05/31/2017	$1000	Principal, teachers
IXL Math	Math will be used during lab time thats is included in the master schedule.	Academic Support Program	08/01/2016	05/31/2017	$4500	Teachers and administration
Family Reading Night	Family Reading Nights will be offered 4 times throughout the year for future kindergarten students and their families to come and be read to. Every student will be given a book and parents will be given information on what to teach their child throughout the year to help prepare them for kindergarten.	Parent Involvement, Community Engagement, Academic Support Program	09/05/2016	05/31/2017	$1000	All faculty and staff
Surveys	Develop, disseminate and collect surveys from families students and the school community then analyze results.	Parent Involvement	08/08/2016	05/31/2017	$300	Principal, promise neighborhood personnel
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	08/08/2016	05/31/2017	$1500	CIITS Building Leader, all teachers.
After School Programs	Integrate an after school program to target at risk students as identified by assessment data.	Academic Support Program	08/08/2016	05/31/2017	$6000	Principal, Leisa Frazier, promise neighborhood contact.
Peasron 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	08/08/2016	05/31/2017	$8000	Teachers and administration
				Total	$23700	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS Training	Train both principal and staff in level one of PBIS development and implementation.	Professional Learning	08/08/2016	05/31/2017	$1000	Principal, Leisa Frazier, Eddie Warren

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	08/08/2016	05/31/2017	$300	Math Committee
Differentiate	Differentiate vocabulary strategies in Reading and Math for grades K-6. To be done weekly.	Academic Support Program	08/08/2016	05/31/2017	$500	Teachers in grades K-6, Administration, Workshop Aids
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	08/08/2016	05/31/2017	$300	Literacy Committee
easyCBM	easyCBM will be used to test student for deficiencies in math and reading. Data from easyCBM will be incorporated into the RtI data collection for use in evaluation for special education services.	Academic Support Program	08/08/2016	05/31/2017	$40	Mr. Hyden, Leisa Frasier
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	08/08/2016	05/31/2017	$300	All 3-6 grade teachers and administration.
Individual Intervention	Using MAP scores along with DeCartes, individual student plans will be created for those students not meeting MAP benchmarks. Specifically, two specific areas of growth will be identified in DeCartes and addressed through student RtI.	Policy and Process	08/08/2016	05/31/2017	$300	All teachers in grades 3-6. Promise Neighboorhood 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	08/08/2016	05/31/2017	$500	All Teachers and administration
				Total	$3240	

Phase II - KDE Assurances - Schools

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 Ele. needs assessment involved looking at previous years KPREP test scores. All teachers review student performance on KPREP. Then we took MAP test data from the Fall test and updated and new goals are set after each assessment. Program Review data is reviewed and assessed on a regular basis throughout the school year. Tell survey results are also reviewed by the principal and used when setting working condition goals.	

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	The teachers are always looking for professional development that will increase their teaching strengths. This is done through district offered PD and SESC Coop. That way the curriculum and classes receive the best class offering possible for Oneida Ele. and it's students.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Oneida Ele. now offers preschool. We partnered with KYEOC and now have a blended class at Oneida Ele. With this being in the building students will get the instruction needed to be able to transition into kindergarten with skills needed to succeed at a higher level. The students will also have knowledge of the school and teachers already and have a less stressful transition.	

Comprehensive School Improvement Plan

Oneida Elementary School

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.	No	Oneida Ele. novice reduction program offers multiple ways for struggling students to get extra help both in the morning before school starts and after school. Snacks are provided for students after school and teacher donate time to help those that want to improve. Additionally, data was used to select specific students for programs throughout the school day that will increase reading fluency and comprehension and mathematical numeracy.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Oneida Ele. hiring procedures seek out the best instructors that have a positive attitude and good disposition. Along with Oneida SBDM setting hiring policies to help screen candidates for positions at Oneida Ele.	

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	District personnel assisted with the purchase of programs and activities as well as the financial record of Title I funds	

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	Oneida Ele. SBDM worked closely with faculty to develop parent involvement policies. Although the level of parent engagement is not what we would like to see, future activities and programs offered through promise neighborhood look promising to bring parents in and increase the level of involvement. We are also in the process of instilling a monthly newsletter to send home so parents know what will be going on in the following month and inviting to participate in all school activities.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	N/A	Oneida Ele. incorporated the ten school wide Title 1 planning criteria into the CSIP process.	

Comprehensive School Improvement Plan

Oneida Elementary School

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	Professional Development is planned and designed to address student, teacher and school needs. Professional Development ideas are developed from the Needs Assessment results. Planned professional development includes: School safety training through district initiative (CERT), PBIS, Curriculum standards training activities, Understanding by Design work to develop a curriculum aligned horizontally and vertically to standards, CIITS, and STAR training is led by District Personnel.	

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	Oneida Ele. made changes to the CSIP based on academic need and student performance results. CSIP committee reviewed results and developed new plan. SBDM reviews and approves CSIP annually.	

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	Data analysis is conducted and students are identified by subgroups and Title 1 status. As a full Title 1 school, all students are eligible for Title 1 services and programs.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Oneida Ele. has conducted Professional Development with all teachers in the use of best practices in curriculum delivery strategies in classroom instruction. The building teachers through easy CBM identify students needing assistance are placed in appropriate RtI instruction (Tier 1, Tier 2 and Tier 3) and progress monitored for growth. All teachers have received training in school, and in district PD in relation to effective RTI research-based instructional strategies.	

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	Oneida Ele. is a full Title 1 school, not a targeted assistance school.	

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	Oneida Ele. is a full Title 1 school, not a targeted assistance school.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	No	Oneida Ele. coordinates numerous programs in conjunction with federal, state and local programs. Federally, we utilize Title 1 funds to support in school instruction and before/after school programs. We work with the state-sponsored Family Resource Center to provide basic student needs, educational materials and special assistance, including weekend food packages and Christmas and Holiday support. We follow district policies on attendance and truancy, and work with local organizations such as Grace Community and the Health Department to provide health services to our population.	

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 Ele. is a full Title 1 school, not a target assistance 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	Oneida Ele. is a full Title 1 school, not a target assistance 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	As a full Title 1 school, the Title 1 funds were spent on programs and activities to benefit all students. The district manages our receipt of the funds following our presentation of a budget. Records are maintained for all funds received and expenses.	

Comprehensive School Improvement Plan

Oneida Elementary School

Label	Assurance	Response	Comment	Attachment
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	Oneida Ele. is a full Title 1 school, not a targeted assistance school.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	No	Oneida Ele. is a full Title 1 school, not a targeted assistance school.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes	Through Title 1 budgeted programs, Professional Development is planned and designed to address student, teacher and school needs. Professional Development ideas are developed from the Needs Assessment results. Planned professional development includes: School safety training through district initiative (CERT), PBIS, Curriculum standards training activities, Understanding by Design work to develop a curriculum aligned horizontally and vertically to standards, CIITS, and STAR training is led by school leads and District Personnel.	

Label	Assurance	Response	Comment	Attachment
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.	N/A	Oneida Ele. utilizes the Needs Assessment through the TELL Survey, Teacher Feedback and KPREP results to identify professional development which will most greatly impact student achievement.	

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	N/A	www.clay.kyschools.us	

Label	Assurance	Response	Comment	Attachment
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	At the present time Oneida Ele. has Highly Qualified teachers employed.	

Comprehensive School Improvement Plan

Oneida Elementary School

Label	Assurance	Response	Comment	Attachment
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	Oneida Ele. utilizes the Needs Assessment through the TELL Survey, Teacher Feedback and KPREP results to identify professional development which will most greatly impact student achievement.	

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes	The district creates the Title 1 Ranking Report which includes all counselors, nurses, media specialist and "other" staff for the school.	

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.	No	Para educators are provided weekly schedules that includes their duties. The duties will ensures their primary responsibilities are instruction under direct supervision of a highly qualified teacher.	

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.	No	Oneida Ele. is a full Title 1 school, not a targeted assistance school.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes	Para educators are provided weekly schedules that includes their duties. The duties will ensures their primary responsibilities are instruction under direct supervision of a highly qualified teacher.	

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	Oneida Ele. is a full Title 1 school, 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.	Yes	All class cap size requirements was meet without using any Title 1 funds.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	All class size cap requirements were meet with district allocations.	

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for Oneida Elementary School students from 35.3% in 2015 to 51.7% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math scores to 51.2% by 05/31/2017 as measured by K-PREP .

Strategy1:

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

Category: Professional Learning & Support

Research Cited: Kentucky Initiative

Activity - Peasron Math	Activity Type	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	08/08/2016	05/31/2017	$8000 - Other	Teachers and administration

Activity - IXL Math	Activity Type	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	08/08/2016	05/31/2017	$1000 - Title I Part A	Principal, Lab teacher, Classroom teachers

Strategy2:

RtI - Individualize assistance for those students not meeting benchmarks.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - easyCBM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
easyCBM will be used to test student for deficiencies in math and reading. Data from easyCBM will be incorporated into the RtI data collection for use in evaluation for special education services.	Academic Support Program	08/08/2016	05/31/2017	$40 - General Fund	Mr. Hibbard, Valerie Cole, Leisa Frasier

Activity - Individual Intervention	Activity Type	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 RtI.	Policy and Process	08/08/2016	05/31/2017	$300 - General Fund	All teachers in grades 3-6. Promise Neighboorhood Representative. Administration

Strategy3:

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	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	08/08/2016	05/31/2017	$500 - General Fund	All Teachers and administration

Activity - Data Analysis	Activity Type	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	08/08/2016	05/31/2017	$300 - General Fund	All 3-6 grade teachers and administration.

Strategy4:

Best Practices - 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	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	08/08/2016	05/31/2017	$300 - General Fund	Math Committee

Activity - Curriculum Check	Activity Type	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	08/08/2016	05/31/2017	$0 - No Funding Required	Principal

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students entering kindergarten will be given the Brigance Screener for Kindergarten readiness.	Policy and Process	08/08/2016	05/31/2017	$0 - No Funding Required	Mr. Hyden, Sherry Maggard

Activity - Best Practice Research	Activity Type	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	08/08/2016	05/31/2017	$300 - General Fund	Literacy Committee

Strategy5:

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

Category:

Research Cited: Kentucky Inititative

Activity - Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 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	08/08/2016	05/31/2017	$0 - No Funding Required	CIITS building leader, teachers, administration

Activity - CIITS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/08/2016	05/31/2017	$1500 - Race to the Top	Leisa Frazier

Strategy6:

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

Category: Continuous Improvement

Research Cited: Ongoing Research

Activity - Reading Implementations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement daily-thinking, inferring, visualizing, connecting, predicting and summarizing text skills.	Academic Support Program	08/08/2016	05/31/2017	$0 - No Funding Required	All 3-6 grade teachers.

Activity - Differentiate	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiate vocabulary strategies in Reading and Math for grades K-6. To be done weekly.	Academic Support Program	08/08/2016	05/31/2017	$500 - General Fund	Teachers in grades K-6, Administration, Workshop Aids

Measurable Objective 2:

collaborate to incorporate Program Reviews into the normal schedule by 05/31/2017 as measured by the program review rubrics for arts and humanities, practal living, K-3, writing and world language.

Strategy1:

Data Collection - Data will be collected to keep proof of the implementation of program review materials. This will validate all scores associated with the program reviews.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Microsoft Cloud	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be required to submit proof of each topic associated with the program review to the correct Microsoft Cloud folder.	Policy and Process	10/17/2016	05/31/2017	$0 - No Funding Required	Principal, teachers

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34.8% in 2015 to 51.4% in 2017.

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 05/31/2017 as measured by K-Prep.

Strategy1:

PBIS - PBIS will create a support system for implementation of positive interventions that will correct behavior issues and increase both classroom management and behavior growth within individual classrooms and the school as a whole.

Category: Continuous Improvement

Research Cited:

Activity - PBIS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train both principal and staff in level one of PBIS development and implementation.	Professional Learning	08/08/2016	05/31/2017	$1000 - General Fund	Principal, Leisa Frazier, Eddie Warren

Activity - PBIS Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement PBIS into the daily activities of all teachers and students.	Behavioral Support Program	08/08/2016	05/31/2017	$1000 - District Funding	Principal, teachers

Strategy2:

Professional Development - Teachers will attend PD related to district and school initatives 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	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	08/08/2016	05/31/2017	$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: Professional Learning & Support

Research Cited: Office of Next Generation Schools and Districts.

Activity - Data Analysis GAP	Activity Type	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	08/08/2016	05/31/2017	$0 - No Funding Required	Principal, teachers, curriculum coach.

Activity - Scheduling for Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine the assignment of staff (strengths) to best serve the identified students	Policy and Process	08/08/2016	05/31/2017	$0 - No Funding Required	Principal and teachers

Activity - Strategy Development	Activity Type	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	08/08/2016	05/31/2017	$1000 - Other	Principal, teachers

Comprehensive School Improvement Plan

Oneida Elementary School

Activity - After School Programs	Activity Type	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	08/08/2016	05/31/2017	$6000 - Other	Principal, Leisa Frazier, promise neighborhood contact.

Strategy4:

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	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	08/08/2016	05/31/2017	$0 - No Funding Required	All teachers

Activity - Family Reading Night	Activity Type	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	08/08/2016	05/31/2017	$500 - Other	Promise Neighborhood Personnel, Principal, Teachers

Activity - Surveys	Activity Type	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	08/08/2016	05/31/2017	$300 - Other	Principal, promise neighborhood personnel

Goal 3:

Ensure that principals, and all teachers receive updates and support for full implementation of the PGES framework during the 2016-2017 school year.

Measurable Objective 1:

collaborate to increase the effectiveness of teachers through full implementation of PGES by 05/31/2017 as measured by teacher participation in TPGES professional development and completion of all components.

Strategy1:

TPGES Professional Learning for Teachers - Teachers will participate in professional learning through PLC's, PD, and available leadership networks to deepen

knowledge of TPGES in order to effectively complete and implement professional growth plans, student growth goals, and self-reflections, etc.

Category: Professional Learning & Support

Research Cited:

Activity - Participation in Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in PLC meetings, professional development, and network cadres to effectively implement and address the components of TPGES, as evidenced by PLC Feedback Reports, PD certificates or agendas, professional growth plans, PD360 walkthrough observations, etc.	Professional Learning	08/08/2016	05/31/2017	$1000 - District Funding	Principal and Teachers

Activity - Teachers Utilize Informative Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will consider information from walkthrough observations, and data from the TELL survey to ensure teaching practices and behaviors meet criteria for effectiveness as described in TPGES.	Professional Learning	08/08/2016	05/31/2017	$0 - No Funding Required	Principal and Teachers

Measurable Objective 2:

collaborate to increase the effectiveness of principals through full implementation of PGES by 05/31/2017 as measured by principal

participation in professional learning opportunities, and completion of all components.

Strategy1:

PGES Professional Learning for Principals - The principal will participate in district and regional leadership teams and networks to deepen knowledge of TPGES to

support effective implementation.

Category: Professional Learning & Support

Research Cited:

Activity - Participation in Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will participate in the District Leadership Team, KLA, KASA, Next-Generation Learning, and ISLN, to effectively prepare for implementation of TPGES, as evidenced by professional learning logs, district-level meeting minutes, principal's growth plans, and administrative walkthroughs.	Professional Learning	08/08/2016	05/31/2017	$400 - District Funding	Principal

Activity - Utilize Informative Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will utilize TELL Survey data as a formative instrument to drive decisions concerning leadership behaviors.	Professional Learning	08/08/2016	05/31/2017	$350 - District Funding	Principal

Goal 4:

Oneida Elementary will decrease the number of novice math students from 25 on the 2016 K-PREP to 20 in 2017.

Measurable Objective 1:

A total of 59 Third, Fourth, Fifth and Sixth grade students will increase student growth by performing at least apprentice for their grade level. in Mathematics by 05/31/2017 as measured by 15 or less students performing at the novice level on K-PREP.

Strategy1:

MATH Block - Students in grades 4-6 are divided based on quantile data. Groups are labeled using a color and then each teacher spends approximately 8 weeks with each group working on a variety of math related ideas and concepts. Class is 30 minutes a day and takes place right before lunch. Teachers will utilize the quantile website to obtain lesson plans and printables that are targeted to specific standards for students based on quantile scores.

Category: Learning Systems

Research Cited: The Quantile Framework for Mathematics

Activity - Peer Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be required to teach each other in small groups. Teachers will assign topics based on quantile framework reports.	Tutoring	10/03/2016	05/31/2017	$0 - No Funding Required	Mr. Hyden, Kevin Allen, Wes Ruth, Alysia Davidson

Strategy2:

Morning Math Lab - Students will be identified by previous K-PREP data and MAP scores. Those students arriving at school before 7:30 will be pulled into the mac lab and expected to use IXL or work one on one with the math interventionist.

Category: Learning Systems

Research Cited: MIT grant research - building fundamental math concepts with students.

Activity - Peer Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Higher level math students will work one on one with struggling students that have scored novice on K-PREP or have similar low scores on recent MAP assessments. Content for tutoring will be grade level appropriate.	Tutoring	08/08/2016	05/31/2017	$0 - No Funding Required	Mr. Hyden, Leisa Frazier

Activity - MIT Math Interventionist Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The MIT for Oneida will work with one or two students that are in danger of being novice on K-PREP. Using number relationships and manipulatives, the MIT will build basic math fundamentals with struggling students.	Direct Instruction	08/08/2016	05/31/2017	$0 - No Funding Required	Leisa Frazier

Activity - IXL Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students work to build mastery levels using online, self-paced, learning modulus.	Technology	09/12/2016	05/31/2017	$900 - Other	Mr. Hyden, Leisa Frazier

Goal 5:

Oneida Elementary will decrease the number of novice reading students from 15 on the 2016 K-PREP to 10 in 2017.

Measurable Objective 1:

82% of Third, Fourth, Fifth and Sixth grade students will increase student growth above the novice level in Reading by 05/31/2017 as measured by 2017 K-PREP reading scores.

Strategy1:

Reading Groups - Students will be grouped based on Lexile scores and assigned to different reading groups that focus on standards where proficiency has not been met.

Category: Learning Systems

Research Cited: High Yield Instructional Strategies, Lexile Framework for Reading

Activity - Peer Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the morning before school starts, students that are either proficient or distinguished in grades 5 and 6 will read and work with students in grades 3 and 4 that are at risk of performing novice on the K-PREP test.	Tutoring	10/03/2016	05/31/2017	$0 - No Funding Required	Mr. Hyden, Leisa Frazier, Melissa Robinson

Activity - AR - Book Points	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students that are testing below proficiency will be assigned a teacher mentor to assist them in getting their book points each 9 weeks.	Academic Support Program	08/08/2016	05/31/2017	$0 - No Funding Required	All teachers, administrators and aides will be responsible.

Activity - Strategy Read	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have students fill out graphic organizers from www.readinga-z.com for each reading assignment in class in grades 3-6. Reading strategies will be used during the reading while comprehension organizers will be applied at the end.	Academic Support Program	09/05/2016	05/31/2017	$0 - No Funding Required	Mr. Hyden, Melissa Robinson, Wes Ruth, Kevin Allen.

Activity - Reading Mastery Retired Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A retired teacher will be contracted for three hours a day to teach reading mastery to students that meet the criteria for novice reduction.	Academic Support Program	08/08/2016	05/31/2017	$5000 - Title I Part A	Mr. Hyden, Pam Lunsford

Goal 6:

Oneida Elementary will increase the number of students that are labeled kindergarten ready.

Measurable Objective 1:

40% of Kindergarten grade students will increase student growth to perform at or above grade level in Reading by 08/25/2017 as measured by Brigance Kindergarten Readiness Screener.

Strategy1:

Community Outreach - Without the ability to have a preschool, Oneida faculty and staff will have a variety of options to reach out to potential kindergarten students for the upcoming year. The strategy is to offer help for parents to work with their kids and prepare them for entry into kindergarten as best they can.

Category: Stakeholder Engagement

Research Cited: http://www.childrenandyouth.org/ offered through the SOAR program.

Activity - Kindergarten Picnic	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that will be enrolled in kindergarten for the 2016-2017 school year will be invited to OES along with their parents for an evening of fun. Students will do crafts, listen to music, play games and receive free books. Parents will be educated on what to do to help get their child ready for kindergarten.	Extra Curricular	04/03/2017	04/28/2017	$1500 - Grant Funds	Mr. Hyden, Sherry Maggard, Leisa Frazier

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Reading Nights will be offered 4 times throughout the year for future kindergarten students and their families to come and be read to. Every student will be given a book and parents will be given information on what to teach their child throughout the year to help prepare them for kindergarten.	Parent Involvement Academic Support Program Community Engagement	09/05/2016	05/31/2017	$1000 - Other	All faculty and staff

Goal 7:

Increase the averaged combined reading and math K-PREP scores for Oneida Elementary from 40.2% in 2016 to 50.5% in 2017.

Measurable Objective 1:

collaborate to increase the combined average rating and math scores to 50.5% by 05/31/2017 as measured by K-PREP.

Strategy1:

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	Funding Amount & Source	Staff Responsible
Math will be used during lab time thats is included in the master schedule.	Academic Support Program	08/01/2016	05/31/2017	$4500 - Other	Teachers and administration

Goal 8:

Oneida Elementary will decrease the number of Novice number of students from 15 students on 2016 KPREP to 10 in the 2017 KPREP.

Measurable Objective 1:

A 80% increase of Third, Fourth, Fifth and Sixth grade students will increase student growth decrease Novice reading from 15 students in 2016 to 10 students in 2017 in Reading by 05/31/2017 as measured by KPREP scores.

Strategy1:

Reading Groups - Retired teacher will pull students who struggle in reading and work with them and build their reading skills.

Category: Stakeholder Engagement

Research Cited:

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Retired teacher will pull students 5 days a week and work with them in small group instruction in reading. This will help students build skills to improve their reading and comprehension.	Direct Instruction Academic Support Program	09/02/2016	05/31/2017	$0 - District Funding	teacher, principal

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 35.3% in 2015 to 51.7% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math scores to 51.2% by 05/31/2017 as measured by K-PREP .

Strategy1:

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

Category: Professional Learning & Support

Research Cited: Kentucky Initiative

Activity - Peasron Math	Activity Type	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	08/08/2016	05/31/2017	$8000 - Other	Teachers and administration

Activity - IXL Math	Activity Type	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	08/08/2016	05/31/2017	$1000 - Title I Part A	Principal, Lab teacher, Classroom teachers

Strategy2:

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	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	08/08/2016	05/31/2017	$500 - General Fund	All Teachers and administration

Activity - Data Analysis	Activity Type	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	08/08/2016	05/31/2017	$300 - General Fund	All 3-6 grade teachers and administration.

Strategy3:

RtI - Individualize assistance for those students not meeting benchmarks.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Individual Intervention	Activity Type	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 RtI.	Policy and Process	08/08/2016	05/31/2017	$300 - General Fund	All teachers in grades 3-6. Promise Neighboorhood Representative. Administration

Activity - easyCBM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
easyCBM will be used to test student for deficiencies in math and reading. Data from easyCBM will be incorporated into the RtI data collection for use in evaluation for special education services.	Academic Support Program	08/08/2016	05/31/2017	$40 - General Fund	Mr. Hibbard, Valerie Cole, Leisa Frasier

Strategy4:

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

Category: Continuous Improvement

Research Cited: Ongoing Research

Activity - Reading Implementations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement daily-thinking, inferring, visualizing, connecting, predicting and summarizing text skills.	Academic Support Program	08/08/2016	05/31/2017	$0 - No Funding Required	All 3-6 grade teachers.

Activity - Differentiate	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiate vocabulary strategies in Reading and Math for grades K-6. To be done weekly.	Academic Support Program	08/08/2016	05/31/2017	$500 - General Fund	Teachers in grades K-6, Administration, Workshop Aids

Strategy5:

Best Practices - 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	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	08/08/2016	05/31/2017	$300 - General Fund	Math Committee

Activity - Best Practice Research	Activity Type	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	08/08/2016	05/31/2017	$300 - General Fund	Literacy Committee

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students entering kindergarten will be given the Brigance Screener for Kindergarten readiness.	Policy and Process	08/08/2016	05/31/2017	$0 - No Funding Required	Mr. Hyden, Sherry Maggard

Activity - Curriculum Check	Activity Type	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	08/08/2016	05/31/2017	$0 - No Funding Required	Principal

Strategy6:

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

Category:

Research Cited: Kentucky Inititative

Activity - Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 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	08/08/2016	05/31/2017	$0 - No Funding Required	CIITS building leader, teachers, administration

Activity - CIITS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/08/2016	05/31/2017	$1500 - Race to the Top	Leisa Frazier

Measurable Objective 2:

collaborate to incorporate Program Reviews into the normal schedule by 05/31/2017 as measured by the program review rubrics for arts and

humanities, practal living, K-3, writing and world language.

Strategy1:

Data Collection - Data will be collected to keep proof of the implementation of program review materials. This will validate all scores

associated with the program reviews.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Microsoft Cloud	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be required to submit proof of each topic associated with the program review to the correct Microsoft Cloud folder.	Policy and Process	10/17/2016	05/31/2017	$0 - No Funding Required	Principal, teachers

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34.8% in 2015 to 51.4% in 2017.

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 05/31/2017 as measured by K-Prep.

Strategy1:

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

Category: Stakeholder Engagement

Research Cited: Customer Service Initiative

Activity - Surveys	Activity Type	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	08/08/2016	05/31/2017	$300 - Other	Principal, promise neighborhood personnel

Activity - Family Reading Night	Activity Type	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	08/08/2016	05/31/2017	$500 - Other	Promise Neighborhood Personnel, Principal, Teachers

Activity - Tell Survey	Activity Type	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	08/08/2016	05/31/2017	$0 - No Funding Required	All teachers

Strategy2:

PBIS - PBIS will create a support system for implementation of positive interventions that will correct behavior issues and increase both classroom management and behavior growth within individual classrooms and the school as a whole.

Category: Continuous Improvement

Research Cited:

Activity - PBIS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train both principal and staff in level one of PBIS development and implementation.	Professional Learning	08/08/2016	05/31/2017	$1000 - General Fund	Principal, Leisa Frazier, Eddie Warren

Activity - PBIS Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement PBIS into the daily activities of all teachers and students.	Behavioral Support Program	08/08/2016	05/31/2017	$1000 - District Funding	Principal, 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: Professional Learning & Support

Research Cited: Office of Next Generation Schools and Districts.

Activity - Data Analysis GAP	Activity Type	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	08/08/2016	05/31/2017	$0 - No Funding Required	Principal, teachers, curriculum coach.

Activity - Strategy Development	Activity Type	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	08/08/2016	05/31/2017	$1000 - Other	Principal, teachers

Activity - Scheduling for Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine the assignment of staff (strengths) to best serve the identified students	Policy and Process	08/08/2016	05/31/2017	$0 - No Funding Required	Principal and teachers

Activity - After School Programs	Activity Type	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	08/08/2016	05/31/2017	$6000 - Other	Principal, Leisa Frazier, promise neighborhood contact.

Strategy4:

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

achievement.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Comprehensive School Improvement Plan

Oneida Elementary School

Activity - CIITS Training	Activity Type	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	08/08/2016	05/31/2017	$1500 - Other	CIITS Building Leader, all teachers.

Goal 3:

Ensure that principals, and all teachers receive updates and support for full implementation of the PGES framework during the 2016-2017 school year.

Measurable Objective 1:

collaborate to increase the effectiveness of teachers through full implementation of PGES by 05/31/2017 as measured by teacher participation in TPGES professional development and completion of all components.

Strategy1:

TPGES Professional Learning for Teachers - Teachers will participate in professional learning through PLC's, PD, and available leadership networks to deepen

knowledge of TPGES in order to effectively complete and implement professional growth plans, student growth goals, and self-reflections, etc.

Category: Professional Learning & Support

Research Cited:

Activity - Participation in Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in PLC meetings, professional development, and network cadres to effectively implement and address the components of TPGES, as evidenced by PLC Feedback Reports, PD certificates or agendas, professional growth plans, PD360 walkthrough observations, etc.	Professional Learning	08/08/2016	05/31/2017	$1000 - District Funding	Principal and Teachers

Activity - Teachers Utilize Informative Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will consider information from walkthrough observations, and data from the TELL survey to ensure teaching practices and behaviors meet criteria for effectiveness as described in TPGES.	Professional Learning	08/08/2016	05/31/2017	$0 - No Funding Required	Principal and Teachers

Measurable Objective 2:

collaborate to increase the effectiveness of principals through full implementation of PGES by 05/31/2017 as measured by principal participation in professional learning opportunities, and completion of all components.

Comprehensive School Improvement Plan

Oneida Elementary School

Strategy1:

PGES Professional Learning for Principals - The principal will participate in district and regional leadership teams and networks to deepen knowledge of TPGES to

support effective implementation.

Category: Professional Learning & Support

Research Cited:

Activity - Utilize Informative Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will utilize TELL Survey data as a formative instrument to drive decisions concerning leadership behaviors.	Professional Learning	08/08/2016	05/31/2017	$350 - District Funding	Principal

Activity - Participation in Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will participate in the District Leadership Team, KLA, KASA, Next-Generation Learning, and ISLN, to effectively prepare for implementation of TPGES, as evidenced by professional learning logs, district-level meeting minutes, principal's growth plans, and administrative walkthroughs.	Professional Learning	08/08/2016	05/31/2017	$400 - District Funding	Principal

Goal 4:

Oneida Elementary will decrease the number of novice math students from 25 on the 2016 K-PREP to 20 in 2017.

Measurable Objective 1:

A total of 59 Third, Fourth, Fifth and Sixth grade students will increase student growth by performing at least apprentice for their grade level. in Mathematics by 05/31/2017 as measured by 15 or less students performing at the novice level on K-PREP.

Strategy1:

MATH Block - Students in grades 4-6 are divided based on quantile data. Groups are labeled using a color and then each teacher spends approximately 8 weeks with each group working on a variety of math related ideas and concepts. Class is 30 minutes a day and takes place right before lunch. Teachers will utilize the quantile website to obtain lesson plans and printables that are targeted to specific standards for students based on quantile scores.

Category: Learning Systems

Research Cited: The Quantile Framework for Mathematics

Activity - Peer Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be required to teach each other in small groups. Teachers will assign topics based on quantile framework reports.	Tutoring	10/03/2016	05/31/2017	$0 - No Funding Required	Mr. Hyden, Kevin Allen, Wes Ruth, Alysia Davidson

Strategy2:

Morning Math Lab - Students will be identified by previous K-PREP data and MAP scores. Those students arriving at school before 7:30 will

be pulled into the mac lab and expected to use IXL or work one on one with the math interventionist.

Category: Learning Systems

Research Cited: MIT grant research - building fundamental math concepts with students.

Activity - Peer Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Higher level math students will work one on one with struggling students that have scored novice on K-PREP or have similar low scores on recent MAP assessments. Content for tutoring will be grade level appropriate.	Tutoring	08/08/2016	05/31/2017	$0 - No Funding Required	Mr. Hyden, Leisa Frazier

Activity - IXL Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students work to build mastery levels using online, self-paced, learning modulus.	Technology	09/12/2016	05/31/2017	$900 - Other	Mr. Hyden, Leisa Frazier

Activity - MIT Math Interventionist Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The MIT for Oneida will work with one or two students that are in danger of being novice on K-PREP. Using number relationships and manipulatives, the MIT will build basic math fundamentals with struggling students.	Direct Instruction	08/08/2016	05/31/2017	$0 - No Funding Required	Leisa Frazier

Goal 5:

Oneida Elementary will decrease the number of novice reading students from 15 on the 2016 K-PREP to 10 in 2017.

Measurable Objective 1:

82% of Third, Fourth, Fifth and Sixth grade students will increase student growth above the novice level in Reading by 05/31/2017 as

measured by 2017 K-PREP reading scores.

Strategy1:

Reading Groups - Students will be grouped based on Lexile scores and assigned to different reading groups that focus on standards where

proficiency has not been met.

Category: Learning Systems

Research Cited: High Yield Instructional Strategies, Lexile Framework for Reading

Activity - Reading Mastery Retired Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A retired teacher will be contracted for three hours a day to teach reading mastery to students that meet the criteria for novice reduction.	Academic Support Program	08/08/2016	05/31/2017	$5000 - Title I Part A	Mr. Hyden, Pam Lunsford

Activity - Strategy Read	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have students fill out graphic organizers from www.readinga-z.com for each reading assignment in class in grades 3-6. Reading strategies will be used during the reading while comprehension organizers will be applied at the end.	Academic Support Program	09/05/2016	05/31/2017	$0 - No Funding Required	Mr. Hyden, Melissa Robinson, Wes Ruth, Kevin Allen.

Activity - AR - Book Points	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students that are testing below proficiency will be assigned a teacher mentor to assist them in getting their book points each 9 weeks.	Academic Support Program	08/08/2016	05/31/2017	$0 - No Funding Required	All teachers, administrators and aides will be responsible.

Activity - Peer Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the morning before school starts, students that are either proficient or distinguished in grades 5 and 6 will read and work with students in grades 3 and 4 that are at risk of performing novice on the K-PREP test.	Tutoring	10/03/2016	05/31/2017	$0 - No Funding Required	Mr. Hyden, Leisa Frazier, Melissa Robinson

Goal 6:

Oneida Elementary will increase the number of students that are labeled kindergarten ready.

Measurable Objective 1:

40% of Kindergarten grade students will increase student growth to perform at or above grade level in Reading by 08/25/2017 as measured by Brigance Kindergarten Readiness Screener.

Strategy1:

Community Outreach - Without the ability to have a preschool, Oneida faculty and staff will have a variety of options to reach out to potential kindergarten students for the upcoming year. The strategy is to offer help for parents to work with their kids and prepare them for entry into kindergarten as best they can.

Category: Stakeholder Engagement

Research Cited: http://www.childrenandyouth.org/ offered through the SOAR program.

Activity - Kindergarten Picnic	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that will be enrolled in kindergarten for the 2016-2017 school year will be invited to OES along with their parents for an evening of fun. Students will do crafts, listen to music, play games and receive free books. Parents will be educated on what to do to help get their child ready for kindergarten.	Extra Curricular	04/03/2017	04/28/2017	$1500 - Grant Funds	Mr. Hyden, Sherry Maggard, Leisa Frazier

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Reading Nights will be offered 4 times throughout the year for future kindergarten students and their families to come and be read to. Every student will be given a book and parents will be given information on what to teach their child throughout the year to help prepare them for kindergarten.	Academic Support Program Parent Involvement Community Engagement	09/05/2016	05/31/2017	$1000 - Other	All faculty and staff

Goal 7:

Increase the averaged combined reading and math K-PREP scores for Oneida Elementary from 40.2% in 2016 to 50.5% in 2017.

Measurable Objective 1:

collaborate to increase the combined average rating and math scores to 50.5% by 05/31/2017 as measured by K-PREP.

Strategy1:

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	Funding Amount & Source	Staff Responsible
Math will be used during lab time thats is included in the master schedule.	Academic Support Program	08/01/2016	05/31/2017	$4500 - Other	Teachers and administration

Goal 8:

Oneida Elementary will decrease the number of Novice number of students from 15 students on 2016 KPREP to 10 in the 2017 KPREP.

Measurable Objective 1:

A 80% increase of Third, Fourth, Fifth and Sixth grade students will increase student growth decrease Novice reading from 15 students in 2016 to 10 students in 2017 in Reading by 05/31/2017 as measured by KPREP scores.

Strategy1:

Reading Groups - Retired teacher will pull students who struggle in reading and work with them and build their reading skills.

Category: Stakeholder Engagement

Research Cited:

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Retired teacher will pull students 5 days a week and work with them in small group instruction in reading. This will help students build skills to improve their reading and comprehension.	Academic Support Program Direct Instruction	09/02/2016	05/31/2017	$0 - District Funding	teacher, principal

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

Goal 1:

Oneida Elementary will increase the number of students that are labeled kindergarten ready.

Measurable Objective 1:

40% of Kindergarten grade students will increase student growth to perform at or above grade level in Reading by 08/25/2017 as measured by Brigance Kindergarten Readiness Screener.

Strategy1:

Community Outreach - Without the ability to have a preschool, Oneida faculty and staff will have a variety of options to reach out to potential kindergarten students for the upcoming year. The strategy is to offer help for parents to work with their kids and prepare them for entry into kindergarten as best they can.

Category: Stakeholder Engagement

Research Cited: http://www.childrenandyouth.org/ offered through the SOAR program.

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Reading Nights will be offered 4 times throughout the year for future kindergarten students and their families to come and be read to. Every student will be given a book and parents will be given information on what to teach their child throughout the year to help prepare them for kindergarten.	Academic Support Program Community Engagement Parent Involvement	09/05/2016	05/31/2017	$1000 - Other	All faculty and staff

Activity - Kindergarten Picnic	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that will be enrolled in kindergarten for the 2016-2017 school year will be invited to OES along with their parents for an evening of fun. Students will do crafts, listen to music, play games and receive free books. Parents will be educated on what to do to help get their child ready for kindergarten.	Extra Curricular	04/03/2017	04/28/2017	$1500 - Grant Funds	Mr. Hyden, Sherry Maggard, Leisa Frazier

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

Goal 1:

Oneida Elementary will increase the number of students that are labeled kindergarten ready.

Measurable Objective 1:

40% of Kindergarten grade students will increase student growth to perform at or above grade level in Reading by 08/25/2017 as measured by Brigance Kindergarten Readiness Screener.

Strategy1:

Community Outreach - Without the ability to have a preschool, Oneida faculty and staff will have a variety of options to reach out to potential kindergarten students for the upcoming year. The strategy is to offer help for parents to work with their kids and prepare them for entry into kindergarten as best they can.

Category: Stakeholder Engagement

Research Cited: http://www.childrenandyouth.org/ offered through the SOAR program.

Activity - Kindergarten Picnic	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that will be enrolled in kindergarten for the 2016-2017 school year will be invited to OES along with their parents for an evening of fun. Students will do crafts, listen to music, play games and receive free books. Parents will be educated on what to do to help get their child ready for kindergarten.	Extra Curricular	04/03/2017	04/28/2017	$1500 - Grant Funds	Mr. Hyden, Sherry Maggard, Leisa Frazier

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Reading Nights will be offered 4 times throughout the year for future kindergarten students and their families to come and be read to. Every student will be given a book and parents will be given information on what to teach their child throughout the year to help prepare them for kindergarten.	Parent Involvement Community Engagement Academic Support Program	09/05/2016	05/31/2017	$1000 - Other	All faculty and staff

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 35.3% in 2015 to 51.7% in 2017.

Measurable Objective 1:

collaborate to incorporate Program Reviews into the normal schedule by 05/31/2017 as measured by the program review rubrics for arts and humanities, practal living, K-3, writing and world language.

Strategy1:

Data Collection - Data will be collected to keep proof of the implementation of program review materials. This will validate all scores associated with the program reviews.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Microsoft Cloud	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be required to submit proof of each topic associated with the program review to the correct Microsoft Cloud folder.	Policy and Process	10/17/2016	05/31/2017	$0 - No Funding Required	Principal, teachers

Measurable Objective 2:

collaborate to increase the average combined reading and math scores to 51.2% by 05/31/2017 as measured by K-PREP .

Strategy1:

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

Category: Professional Learning & Support

Research Cited: Kentucky Initiative

Activity - Data Analysis	Activity Type	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	08/08/2016	05/31/2017	$300 - General Fund	All 3-6 grade teachers and administration.

Activity - Assessment Alignment	Activity Type	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	08/08/2016	05/31/2017	$500 - General Fund	All Teachers and administration

Strategy2:

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	Funding Amount & Source	Staff Responsible
Differentiate vocabulary strategies in Reading and Math for grades K-6. To be done weekly.	Academic Support Program	08/08/2016	05/31/2017	$500 - General Fund	Teachers in grades K-6, Administration, Workshop Aids

Activity - Reading Implementations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement daily-thinking, inferring, visualizing, connecting, predicting and summarizing text skills.	Academic Support Program	08/08/2016	05/31/2017	$0 - No Funding Required	All 3-6 grade teachers.

Strategy3:

RtI - Individualize assistance for those students not meeting benchmarks.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Individual Intervention	Activity Type	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 RtI.	Policy and Process	08/08/2016	05/31/2017	$300 - General Fund	All teachers in grades 3-6. Promise Neighboorhood Representative. Administration

Activity - easyCBM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
easyCBM will be used to test student for deficiencies in math and reading. Data from easyCBM will be incorporated into the RtI data collection for use in evaluation for special education services.	Academic Support Program	08/08/2016	05/31/2017	$40 - General Fund	Mr. Hibbard, Valerie Cole, Leisa Frasier

Strategy4:

Best Practices - 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 - Curriculum Check	Activity Type	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	08/08/2016	05/31/2017	$0 - No Funding Required	Principal

Activity - Best Practice Research	Activity Type	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	08/08/2016	05/31/2017	$300 - General Fund	Math Committee

Activity - Best Practice Research	Activity Type	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	08/08/2016	05/31/2017	$300 - General Fund	Literacy Committee

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students entering kindergarten will be given the Brigance Screener for Kindergarten readiness.	Policy and Process	08/08/2016	05/31/2017	$0 - No Funding Required	Mr. Hyden, Sherry Maggard

Strategy5:

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

Category: Professional Learning & Support

Research Cited: Kentucky Initiative

Activity - Peasron Math	Activity Type	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	08/08/2016	05/31/2017	$8000 - Other	Teachers and administration

Activity - IXL Math	Activity Type	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	08/08/2016	05/31/2017	$1000 - Title I Part A	Principal, Lab teacher, Classroom teachers

Strategy6:

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

Category:

Research Cited: Kentucky Inititative

Activity - CIITS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/08/2016	05/31/2017	$1500 - Race to the Top	Leisa Frazier

Activity - Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 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	08/08/2016	05/31/2017	$0 - No Funding Required	CIITS building leader, teachers, administration

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34.8% in 2015 to 51.4% in 2017.

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 05/31/2017 as measured by K-Prep.

Strategy1:

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

Category: Stakeholder Engagement

Research Cited: Customer Service Initiative

Activity - Surveys	Activity Type	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	08/08/2016	05/31/2017	$300 - Other	Principal, promise neighborhood personnel

Activity - Family Reading Night	Activity Type	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	08/08/2016	05/31/2017	$500 - Other	Promise Neighborhood Personnel, Principal, Teachers

Activity - Tell Survey	Activity Type	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	08/08/2016	05/31/2017	$0 - No Funding Required	All teachers

Strategy2:

PBIS - PBIS will create a support system for implementation of positive interventions that will correct behavior issues and increase both classroom management and behavior growth within individual classrooms and the school as a whole.

Comprehensive School Improvement Plan

Oneida Elementary School

Category: Continuous Improvement

Research Cited:

Activity - PBIS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train both principal and staff in level one of PBIS development and implementation.	Professional Learning	08/08/2016	05/31/2017	$1000 - General Fund	Principal, Leisa Frazier, Eddie Warren

Activity - PBIS Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement PBIS into the daily activities of all teachers and students.	Behavioral Support Program	08/08/2016	05/31/2017	$1000 - District Funding	Principal, 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: Professional Learning & Support

Research Cited: Office of Next Generation Schools and Districts.

Activity - Scheduling for Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine the assignment of staff (strengths) to best serve the identified students	Policy and Process	08/08/2016	05/31/2017	$0 - No Funding Required	Principal and teachers

Activity - Strategy Development	Activity Type	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	08/08/2016	05/31/2017	$1000 - Other	Principal, teachers

Activity - Data Analysis GAP	Activity Type	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	08/08/2016	05/31/2017	$0 - No Funding Required	Principal, teachers, curriculum coach.

Activity - After School Programs	Activity Type	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	08/08/2016	05/31/2017	$6000 - Other	Principal, Leisa Frazier, promise neighborhood contact.

Strategy4:

Professional Development - Teachers will attend PD related to district and school initatives 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	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	08/08/2016	05/31/2017	$1500 - Other	CIITS Building Leader, all teachers.

Goal 3:

Oneida Elementary will decrease the number of novice math students from 25 on the 2016 K-PREP to 20 in 2017.

Measurable Objective 1:

A total of 59 Third, Fourth, Fifth and Sixth grade students will increase student growth by performing at least apprentice for their grade level. in Mathematics by 05/31/2017 as measured by 15 or less students performing at the novice level on K-PREP.

Strategy1:

Morning Math Lab - Students will be identified by previous K-PREP data and MAP scores. Those students arriving at school before 7:30 will be pulled into the mac lab and expected to use IXL or work one on one with the math interventionist.

Category: Learning Systems

Research Cited: MIT grant research - building fundamental math concepts with students.

Activity - Peer Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Higher level math students will work one on one with struggling students that have scored novice on K-PREP or have similar low scores on recent MAP assessments. Content for tutoring will be grade level appropriate.	Tutoring	08/08/2016	05/31/2017	$0 - No Funding Required	Mr. Hyden, Leisa Frazier

Activity - MIT Math Interventionist Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The MIT for Oneida will work with one or two students that are in danger of being novice on K-PREP. Using number relationships and manipulatives, the MIT will build basic math fundamentals with struggling students.	Direct Instruction	08/08/2016	05/31/2017	$0 - No Funding Required	Leisa Frazier

Activity - IXL Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students work to build mastery levels using online, self-paced, learning modulus.	Technology	09/12/2016	05/31/2017	$900 - Other	Mr. Hyden, Leisa Frazier

Strategy2:

MATH Block - Students in grades 4-6 are divided based on quantile data. Groups are labeled using a color and then each teacher spends approximately 8 weeks with each group working on a variety of math related ideas and concepts. Class is 30 minutes a day and takes place right before lunch. Teachers will utilize the quantile website to obtain lesson plans and printables that are targeted to specific standards for students based on quantile scores.

Category: Learning Systems

Research Cited: The Quantile Framework for Mathematics

Activity - Peer Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be required to teach each other in small groups. Teachers will assign topics based on quantile framework reports.	Tutoring	10/03/2016	05/31/2017	$0 - No Funding Required	Mr. Hyden, Kevin Allen, Wes Ruth, Alysia Davidson

Goal 4:

Oneida Elementary will decrease the number of novice reading students from 15 on the 2016 K-PREP to 10 in 2017.

Measurable Objective 1:

82% of Third, Fourth, Fifth and Sixth grade students will increase student growth above the novice level in Reading by 05/31/2017 as measured by 2017 K-PREP reading scores.

Strategy1:

Reading Groups - Students will be grouped based on Lexile scores and assigned to different reading groups that focus on standards where proficiency has not been met.

Category: Learning Systems

Research Cited: High Yield Instructional Strategies, Lexile Framework for Reading

Activity - AR - Book Points	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students that are testing below proficiency will be assigned a teacher mentor to assist them in getting their book points each 9 weeks.	Academic Support Program	08/08/2016	05/31/2017	$0 - No Funding Required	All teachers, administrators and aides will be responsible.

Activity - Peer Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the morning before school starts, students that are either proficient or distinguished in grades 5 and 6 will read and work with students in grades 3 and 4 that are at risk of performing novice on the K-PREP test.	Tutoring	10/03/2016	05/31/2017	$0 - No Funding Required	Mr. Hyden, Leisa Frazier, Melissa Robinson

Activity - Reading Mastery Retired Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A retired teacher will be contracted for three hours a day to teach reading mastery to students that meet the criteria for novice reduction.	Academic Support Program	08/08/2016	05/31/2017	$5000 - Title I Part A	Mr. Hyden, Pam Lunsford

Activity - Strategy Read	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have students fill out graphic organizers from www.readinga-z.com for each reading assignment in class in grades 3-6. Reading strategies will be used during the reading while comprehension organizers will be applied at the end.	Academic Support Program	09/05/2016	05/31/2017	$0 - No Funding Required	Mr. Hyden, Melissa Robinson, Wes Ruth, Kevin Allen.

Goal 5:

Increase the averaged combined reading and math K-PREP scores for Oneida Elementary from 40.2% in 2016 to 50.5% in 2017.

Measurable Objective 1:

collaborate to increase the combined average rating and math scores to 50.5% by 05/31/2017 as measured by K-PREP.

Strategy1:

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	Funding Amount & Source	Staff Responsible
Math will be used during lab time thats is included in the master schedule.	Academic Support Program	08/01/2016	05/31/2017	$4500 - Other	Teachers and administration

Goal 6:

Oneida Elementary will decrease the number of Novice number of students from 15 students on 2016 KPREP to 10 in the 2017 KPREP.

Measurable Objective 1:

A 80% increase of Third, Fourth, Fifth and Sixth grade students will increase student growth decrease Novice reading from 15 students in 2016 to 10 students in 2017 in Reading by 05/31/2017 as measured by KPREP scores.

Strategy1:

Reading Groups - Retired teacher will pull students who struggle in reading and work with them and build their reading skills.

Category: Stakeholder Engagement

Research Cited:

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Retired teacher will pull students 5 days a week and work with them in small group instruction in reading. This will help students build skills to improve their reading and comprehension.	Direct Instruction Academic Support Program	09/02/2016	05/31/2017	$0 - District Funding	teacher, principal

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the averaged combined reading and math K-Prep scores for Oneida Elementary School students from 35.3% in 2015 to 51.7% in 2017.

Measurable Objective 1:

collaborate to incorporate Program Reviews into the normal schedule by 05/31/2017 as measured by the program review rubrics for arts and humanities, practal living, K-3, writing and world language.

Strategy1:

Data Collection - Data will be collected to keep proof of the implementation of program review materials. This will validate all scores associated with the program reviews.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Microsoft Cloud	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be required to submit proof of each topic associated with the program review to the correct Microsoft Cloud folder.	Policy and Process	10/17/2016	05/31/2017	$0 - No Funding Required	Principal, teachers

Measurable Objective 2:

collaborate to increase the average combined reading and math scores to 51.2% by 05/31/2017 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 Inititative

Comprehensive School Improvement Plan

Oneida Elementary School

Activity - Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 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	08/08/2016	05/31/2017	$0 - No Funding Required	CIITS building leader, teachers, administration

Activity - CIITS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/08/2016	05/31/2017	$1500 - Race to the Top	Leisa Frazier

Strategy2:

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

Category: Continuous Improvement

Research Cited: Ongoing Research

Activity - Reading Implementations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement daily-thinking, inferring, visualizing, connecting, predicting and summarizing text skills.	Academic Support Program	08/08/2016	05/31/2017	$0 - No Funding Required	All 3-6 grade teachers.

Activity - Differentiate	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiate vocabulary strategies in Reading and Math for grades K-6. To be done weekly.	Academic Support Program	08/08/2016	05/31/2017	$500 - General Fund	Teachers in grades K-6, Administration, Workshop Aids

Strategy3:

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

Category: Professional Learning & Support

Research Cited: Kentucky Initiative

Activity - Peasron Math	Activity Type	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	08/08/2016	05/31/2017	$8000 - Other	Teachers and administration

Activity - IXL Math	Activity Type	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	08/08/2016	05/31/2017	$1000 - Title I Part A	Principal, Lab teacher, Classroom teachers

Strategy4:

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	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	08/08/2016	05/31/2017	$500 - General Fund	All Teachers and administration

Activity - Data Analysis	Activity Type	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	08/08/2016	05/31/2017	$300 - General Fund	All 3-6 grade teachers and administration.

Strategy5:

RtI - Individualize assistance for those students not meeting benchmarks.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - easyCBM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
easyCBM will be used to test student for deficiencies in math and reading. Data from easyCBM will be incorporated into the RtI data collection for use in evaluation for special education services.	Academic Support Program	08/08/2016	05/31/2017	$40 - General Fund	Mr. Hibbard, Valerie Cole, Leisa Frasier

Activity - Individual Intervention	Activity Type	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 RtI.	Policy and Process	08/08/2016	05/31/2017	$300 - General Fund	All teachers in grades 3-6. Promise Neighboorhood Representative. Administration

Strategy6:

Best Practices - 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 - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students entering kindergarten will be given the Brigance Screener for Kindergarten readiness.	Policy and Process	08/08/2016	05/31/2017	$0 - No Funding Required	Mr. Hyden, Sherry Maggard

Activity - Curriculum Check	Activity Type	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	08/08/2016	05/31/2017	$0 - No Funding Required	Principal

Activity - Best Practice Research	Activity Type	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	08/08/2016	05/31/2017	$300 - General Fund	Math Committee

Activity - Best Practice Research	Activity Type	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	08/08/2016	05/31/2017	$300 - General Fund	Literacy Committee

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34.8% in 2015 to 51.4% in 2017.

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 05/31/2017 as measured by K-Prep.

Strategy1:

PBIS - PBIS will create a support system for implementation of positive interventions that will correct behavior issues and increase both classroom management and behavior growth within individual classrooms and the school as a whole.

Category: Continuous Improvement

Research Cited:

Activity - PBIS Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement PBIS into the daily activities of all teachers and students.	Behavioral Support Program	08/08/2016	05/31/2017	$1000 - District Funding	Principal, teachers

Activity - PBIS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train both principal and staff in level one of PBIS development and implementation.	Professional Learning	08/08/2016	05/31/2017	$1000 - General Fund	Principal, Leisa Frazier, Eddie Warren

Strategy2:

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	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	08/08/2016	05/31/2017	$0 - No Funding Required	Principal, teachers, curriculum coach.

Activity - After School Programs	Activity Type	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	08/08/2016	05/31/2017	$6000 - Other	Principal, Leisa Frazier, promise neighborhood contact.

Activity - Strategy Development	Activity Type	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	08/08/2016	05/31/2017	$1000 - Other	Principal, teachers

Activity - Scheduling for Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine the assignment of staff (strengths) to best serve the identified students	Policy and Process	08/08/2016	05/31/2017	$0 - No Funding Required	Principal and teachers

Strategy3:

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	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	08/08/2016	05/31/2017	$0 - No Funding Required	All teachers

Activity - Surveys	Activity Type	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	08/08/2016	05/31/2017	$300 - Other	Principal, promise neighborhood personnel

Activity - Family Reading Night	Activity Type	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	08/08/2016	05/31/2017	$500 - Other	Promise Neighborhood Personnel, Principal, Teachers

Strategy4:

Professional Development - Teachers will attend PD related to district and school initatives 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	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	08/08/2016	05/31/2017	$1500 - Other	CIITS Building Leader, all teachers.

Goal 3:

Oneida Elementary will decrease the number of novice math students from 25 on the 2016 K-PREP to 20 in 2017.

Measurable Objective 1:

A total of 59 Third, Fourth, Fifth and Sixth grade students will increase student growth by performing at least apprentice for their grade level.

in Mathematics by 05/31/2017 as measured by 15 or less students performing at the novice level on K-PREP.

Strategy1:

MATH Block - Students in grades 4-6 are divided based on quantile data. Groups are labeled using a color and then each teacher spends

approximately 8 weeks with each group working on a variety of math related ideas and concepts. Class is 30 minutes a day and takes place

right before lunch. Teachers will utilize the quantile website to obtain lesson plans and printables that are targeted to specific standards for

students based on quantile scores.

Category: Learning Systems

Research Cited: The Quantile Framework for Mathematics

Activity - Peer Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be required to teach each other in small groups. Teachers will assign topics based on quantile framework reports.	Tutoring	10/03/2016	05/31/2017	$0 - No Funding Required	Mr. Hyden, Kevin Allen, Wes Ruth, Alysia Davidson

Strategy2:

Morning Math Lab - Students will be identified by previous K-PREP data and MAP scores. Those students arriving at school before 7:30 will be pulled into the mac lab and expected to use IXL or work one on one with the math interventionist.

Category: Learning Systems

Research Cited: MIT grant research - building fundamental math concepts with students.

Activity - Peer Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Higher level math students will work one on one with struggling students that have scored novice on K-PREP or have similar low scores on recent MAP assessments. Content for tutoring will be grade level appropriate.	Tutoring	08/08/2016	05/31/2017	$0 - No Funding Required	Mr. Hyden, Leisa Frazier

Activity - MIT Math Interventionist Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The MIT for Oneida will work with one or two students that are in danger of being novice on K-PREP. Using number relationships and manipulatives, the MIT will build basic math fundamentals with struggling students.	Direct Instruction	08/08/2016	05/31/2017	$0 - No Funding Required	Leisa Frazier

Activity - IXL Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students work to build mastery levels using online, self-paced, learning modulus.	Technology	09/12/2016	05/31/2017	$900 - Other	Mr. Hyden, Leisa Frazier

Goal 4:

Oneida Elementary will decrease the number of novice reading students from 15 on the 2016 K-PREP to 10 in 2017.

Measurable Objective 1:

82% of Third, Fourth, Fifth and Sixth grade students will increase student growth above the novice level in Reading by 05/31/2017 as measured by 2017 K-PREP reading scores.

Strategy1:

Reading Groups - Students will be grouped based on Lexile scores and assigned to different reading groups that focus on standards where proficiency has not been met.

Category: Learning Systems

Research Cited: High Yield Instructional Strategies, Lexile Framework for Reading

Activity - Peer Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the morning before school starts, students that are either proficient or distinguished in grades 5 and 6 will read and work with students in grades 3 and 4 that are at risk of performing novice on the K-PREP test.	Tutoring	10/03/2016	05/31/2017	$0 - No Funding Required	Mr. Hyden, Leisa Frazier, Melissa Robinson

Activity - Strategy Read	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have students fill out graphic organizers from www.readinga-z.com for each reading assignment in class in grades 3-6. Reading strategies will be used during the reading while comprehension organizers will be applied at the end.	Academic Support Program	09/05/2016	05/31/2017	$0 - No Funding Required	Mr. Hyden, Melissa Robinson, Wes Ruth, Kevin Allen.

Activity - AR - Book Points	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students that are testing below proficiency will be assigned a teacher mentor to assist them in getting their book points each 9 weeks.	Academic Support Program	08/08/2016	05/31/2017	$0 - No Funding Required	All teachers, administrators and aides will be responsible.

Activity - Reading Mastery Retired Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A retired teacher will be contracted for three hours a day to teach reading mastery to students that meet the criteria for novice reduction.	Academic Support Program	08/08/2016	05/31/2017	$5000 - Title I Part A	Mr. Hyden, Pam Lunsford

Goal 5:

Oneida Elementary will increase the number of students that are labeled kindergarten ready.

Measurable Objective 1:

40% of Kindergarten grade students will increase student growth to perform at or above grade level in Reading by 08/25/2017 as measured by Brigance Kindergarten Readiness Screener.

Strategy1:

Community Outreach - Without the ability to have a preschool, Oneida faculty and staff will have a variety of options to reach out to potential kindergarten students for the upcoming year. The strategy is to offer help for parents to work with their kids and prepare them for entry into kindergarten as best they can.

Category: Stakeholder Engagement

Research Cited: http://www.childrenandyouth.org/ offered through the SOAR program.

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Reading Nights will be offered 4 times throughout the year for future kindergarten students and their families to come and be read to. Every student will be given a book and parents will be given information on what to teach their child throughout the year to help prepare them for kindergarten.	Parent Involvement Academic Support Program Community Engagement	09/05/2016	05/31/2017	$1000 - Other	All faculty and staff

Activity - Kindergarten Picnic	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that will be enrolled in kindergarten for the 2016-2017 school year will be invited to OES along with their parents for an evening of fun. Students will do crafts, listen to music, play games and receive free books. Parents will be educated on what to do to help get their child ready for kindergarten.	Extra Curricular	04/03/2017	04/28/2017	$1500 - Grant Funds	Mr. Hyden, Sherry Maggard, Leisa Frazier

Goal 6:

Increase the averaged combined reading and math K-PREP scores for Oneida Elementary from 40.2% in 2016 to 50.5% in 2017.

Measurable Objective 1:

collaborate to increase the combined average rating and math scores to 50.5% by 05/31/2017 as measured by K-PREP.

Strategy1:

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	Funding Amount & Source	Staff Responsible
Math will be used during lab time thats is included in the master schedule.	Academic Support Program	08/01/2016	05/31/2017	$4500 - Other	Teachers and administration

Goal 7:

Oneida Elementary will decrease the number of Novice number of students from 15 students on 2016 KPREP to 10 in the 2017 KPREP.

Measurable Objective 1:

A 80% increase of Third, Fourth, Fifth and Sixth grade students will increase student growth decrease Novice reading from 15 students in

2016 to 10 students in 2017 in Reading by 05/31/2017 as measured by KPREP scores.

Strategy1:

Reading Groups - Retired teacher will pull students who struggle in reading and work with them and build their reading skills.

Category: Stakeholder Engagement

Research Cited:

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Retired teacher will pull students 5 days a week and work with them in small group instruction in reading. This will help students build skills to improve their reading and comprehension.	Academic Support Program Direct Instruction	09/02/2016	05/31/2017	$0 - District Funding	teacher, principal

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for Oneida Elementary School students from 35.3% in 2015 to 51.7% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math scores to 51.2% by 05/31/2017 as measured by K-PREP .

Strategy1:

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	Funding Amount & Source	Staff Responsible
Differentiate vocabulary strategies in Reading and Math for grades K-6. To be done weekly.	Academic Support Program	08/08/2016	05/31/2017	$500 - General Fund	Teachers in grades K-6, Administration, Workshop Aids

Activity - Reading Implementations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement daily-thinking, inferring, visualizing, connecting, predicting and summarizing text skills.	Academic Support Program	08/08/2016	05/31/2017	$0 - No Funding Required	All 3-6 grade teachers.

Strategy2:

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

Category: Professional Learning & Support

Research Cited: Kentucky Initiative

Activity - Data Analysis	Activity Type	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	08/08/2016	05/31/2017	$300 - General Fund	All 3-6 grade teachers and administration.

Activity - Assessment Alignment	Activity Type	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	08/08/2016	05/31/2017	$500 - General Fund	All Teachers and administration

Strategy3:

RtI - Individualize assistance for those students not meeting benchmarks.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - easyCBM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
easyCBM will be used to test student for deficiencies in math and reading. Data from easyCBM will be incorporated into the RtI data collection for use in evaluation for special education services.	Academic Support Program	08/08/2016	05/31/2017	$40 - General Fund	Mr. Hibbard, Valerie Cole, Leisa Frasier

Activity - Individual Intervention	Activity Type	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 RtI.	Policy and Process	08/08/2016	05/31/2017	$300 - General Fund	All teachers in grades 3-6. Promise Neighboorhood Representative. Administration

Strategy4:

Best Practices - 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	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	08/08/2016	05/31/2017	$300 - General Fund	Math Committee

Activity - Best Practice Research	Activity Type	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	08/08/2016	05/31/2017	$300 - General Fund	Literacy Committee

Activity - Curriculum Check	Activity Type	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	08/08/2016	05/31/2017	$0 - No Funding Required	Principal

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students entering kindergarten will be given the Brigance Screener for Kindergarten readiness.	Policy and Process	08/08/2016	05/31/2017	$0 - No Funding Required	Mr. Hyden, Sherry Maggard

Strategy5:

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

Category: Professional Learning & Support

Research Cited: Kentucky Initiative

Activity - Peasron Math	Activity Type	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	08/08/2016	05/31/2017	$8000 - Other	Teachers and administration

Activity - IXL Math	Activity Type	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	08/08/2016	05/31/2017	$1000 - Title I Part A	Principal, Lab teacher, Classroom teachers

Strategy6:

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

Category:

Research Cited: Kentucky Inititative

Activity - CIITS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/08/2016	05/31/2017	$1500 - Race to the Top	Leisa Frazier

Activity - Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 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	08/08/2016	05/31/2017	$0 - No Funding Required	CIITS building leader, teachers, administration

Measurable Objective 2:

collaborate to incorporate Program Reviews into the normal schedule by 05/31/2017 as measured by the program review rubrics for arts and humanities, practal living, K-3, writing and world language.

Strategy1:

Data Collection - Data will be collected to keep proof of the implementation of program review materials. This will validate all scores associated with the program reviews.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Microsoft Cloud	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be required to submit proof of each topic associated with the program review to the correct Microsoft Cloud folder.	Policy and Process	10/17/2016	05/31/2017	$0 - No Funding Required	Principal, teachers

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 34.8% in 2015 to 51.4% in 2017.

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 05/31/2017 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: Professional Learning & Support

Research Cited: Office of Next Generation Schools and Districts.

Activity - After School Programs	Activity Type	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	08/08/2016	05/31/2017	$6000 - Other	Principal, Leisa Frazier, promise neighborhood contact.

Activity - Scheduling for Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine the assignment of staff (strengths) to best serve the identified students	Policy and Process	08/08/2016	05/31/2017	$0 - No Funding Required	Principal and teachers

Activity - Strategy Development	Activity Type	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	08/08/2016	05/31/2017	$1000 - Other	Principal, teachers

Activity - Data Analysis GAP	Activity Type	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	08/08/2016	05/31/2017	$0 - No Funding Required	Principal, teachers, curriculum coach.

Strategy2:

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

Category: Stakeholder Engagement

Research Cited: Customer Service Initiative

Activity - Family Reading Night	Activity Type	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	08/08/2016	05/31/2017	$500 - Other	Promise Neighborhood Personnel, Principal, Teachers

Activity - Surveys	Activity Type	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	08/08/2016	05/31/2017	$300 - Other	Principal, promise neighborhood personnel

Activity - Tell Survey	Activity Type	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	08/08/2016	05/31/2017	$0 - No Funding Required	All teachers

Strategy3:

Professional Development - Teachers will attend PD related to district and school initatives 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	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	08/08/2016	05/31/2017	$1500 - Other	CIITS Building Leader, all teachers.

Strategy4:

PBIS - PBIS will create a support system for implementation of positive interventions that will correct behavior issues and increase both classroom management and behavior growth within individual classrooms and the school as a whole.

Category: Continuous Improvement

Research Cited:

Activity - PBIS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train both principal and staff in level one of PBIS development and implementation.	Professional Learning	08/08/2016	05/31/2017	$1000 - General Fund	Principal, Leisa Frazier, Eddie Warren

Activity - PBIS Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement PBIS into the daily activities of all teachers and students.	Behavioral Support Program	08/08/2016	05/31/2017	$1000 - District Funding	Principal, teachers

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 135. The location of the school is in a rural southeastern Kentucky that has seen little change in the past three years. The school itself is the oldest building in the district and has not seen any level of extensive renovation beyond expanding the gymnasium. There is one class per grade level. Teacher turnover is high, in the last two years there have been four new teachers and three staff changes in the school. Also, it has had a administrative change with a new principal in September. The rural setting of Oneida Elementary limits the opportunities available to students, but offers a close community partnership that is hard to come by. Oneida Elementary is one of the largest organizations in the community, of the 135 students in attendance, 53% are female and 47% are male while all students are mainly Caucasian. Oneida Elementary offers food programs, family reading nights, summer programs, family math night, kindergarten picnic and a variety of other activities and productions to engage community members.

A unique challenge that Oneida Elementary faces is the location of the school. The community is a very proud and doesn't want the outside world to know just how needy they are compared to the rest of the county schools. They want to be able to provide for the students but have a limited abundance of knowledge and money. They are willing to do what they can and if someone offers assistance then they will slowly accept it.

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 hard work and determination of its faculty and staff students will be successful. Oneida faces various obstacles including rural constructs and high levels of poverty. One of our goals are 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 bi-weekly 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. With all the program offerings at Oneida Elementary, we expect all students to perform at their top potential and achieve as much as students their age.

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 the staff being placed in their strong points, students will continue to excel in reading and in math.

Extra curricular activities at Oneida have picked up support this year. The school offers Basketball, Cheer, Dance, Drama, Academics for all grade levels, and new this year an archery program for grades 4-6, dance team and little dribbler team for preschool to second grades. More community members have attended these events than in past years. The schools is showing the community that we are here for them and they are responding greatly. Family reading night, family math night and open house has increased in average attendance and support.

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 have the highest quality instruction possible for all students enrolled. To do this Oneida Elementary feels community support must be present as well as district support. So we are continuing to get as much community involvement as possible. As increased attention is focused on instruction and support of student learning at Oneida Elementary, we expect to see great improvements in student performance in both the classroom and on KPREP.