



Comprehensive School Improvement Plan

Oak Hill Elementary School
Pulaski County

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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)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*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.</p> <p>**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:</p>	I acknowledge that I have uploaded the School Equity Data.		2016-17 OHES Equitable Access Form

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.

Our school has a smaller population than others in our district of minority, ELL, and free/reduced lunch students. However, we as a school take time to focus on ensuring that all students have their needs met academically. We utilize district resources for ELL students, and make sure to allocate necessary funds for instructional practices to ensure that all students have their needs met.

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.

The administration and staff have reviewed the data to determine what, if any, barriers exist that would hinder student learning and performance. Some of the barriers include: Percentage of free and reduced lunch students, percentage of students with disabilities, and number of transient students. The sources to determine the barriers include the CIITS dashboard, KY report card, the LEAD report. Root causes include: our geographic location, local economy, educational background of our families, etc. The current PGES data states that 100% are effective.

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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.		Equitable Access Goal Setting

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:

2016-17 COMMUNITY - The school will work with families and community groups to remove barriers to learning in order to meet the intellectual, social, and developmental needs of all students.

Measurable Objective 1:

collaborate to Work with families and community groups to remove barriers to learning in order to meet the intellectual, social, and developmental needs of all students by 12/31/2017 as measured by Measured by surveys.

Strategy1:

Student Recognition - Students will be recognized for various accomplishments.

Category: Stakeholder Engagement

Research Cited:

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Activity - Student of the Week	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every homeroom teacher will choose a "Student of the Week". The teacher will ask the student and his/her parents to complete a profile that highlights the student. The profile will be displayed in the common areas or hallways for others to see.	Behavioral Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Mr. Cook, Ms. Owens, homeroom teachers

Activity - Student Achievement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be recognized for achievement in testing, Accelerated Reader, Dreambox, Monthly Character Award winners, and perfect attendance. Accomplishments will be reported to the media.	Behavioral Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Mr. Cook, Ms. Owens, Ms. Crawford, homeroom teachers

Strategy2:

School Safety - Teachers and students will receive safety instruction and practice skills and procedures to minimize possible dangers.

Category: Management Systems

Research Cited:

Activity - Emergency Management Plan and Emergency Drills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Emergency Management Plan (EMP) will be reviewed with teachers. The school will practice the procedures in the EMP with students according to the District emergency drill schedule.	Policy and Process	01/01/2017	12/31/2017	\$0 - General Fund	The Emergency Management Plan (EMP) will be reviewed with teachers. The school will practice the procedures in the EMP with students according to the District emergency drill schedule.

Activity - Bullying and Harassment Prevention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teaching students what bullying/harassment is (and is not), effective strategies for dealing with these situations, the importance of reporting incidences to an adult, and how to respond if it is happening to someone else.	Behavioral Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Mr. Cook

Strategy3:

Family Communication - School staff will share relevant information and engage families through multiple modes of communication.

Category: Stakeholder Engagement

Research Cited:

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Activity - Positive Post Cards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Five positive postcards will be sent to students by teachers monthly to develop a positive family connection.	Community Engagement Parent Involvement	01/01/2017	12/31/2017	\$0 - General Fund	Homeroom teachers

Activity - Communication Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents, guardians, and the community will be regularly informed of school activities, events, and other relevant information through these methods: classroom newsletters (paper and electronic), One-Call system, Remind, school website, email, parent-teacher Page 20 of 27 10/21/2016 10:02:15 AM conferences (face-to-face and phone), Common Focus (OHES's parent organization) meetings, Central Communicator, and the local newspaper.	Parent Involvement	01/01/2017	12/31/2017	\$0 - General Fund	Mr. Cook, Ms. Owens, teachers

Activity - Family Resource	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The FRC director will conduct home visits and initiate communication with families to better inform families and to remove barriers to learning for children.	Other Parent Involvement	01/01/2017	12/31/2017	\$0 - General Fund	Amy Cress

Goal 2:

2016-17 PROFICIENCY - Increase the averaged combined reading and math K-PREP proficiency ratings from 70.6% to 71.0% by 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency from 70.6% to 71.0% by 12/31/2017 as measured by K-PREP.

Strategy1:

Progress Monitoring and School Readiness - Staff will monitor students in interventions to gauge the students' progress.

Category: Learning Systems

Research Cited:

Activity - Kindergarten Screening and Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergartners at school entry with the common statewide screener (BRIGANCE). Analyze data from the screener and any other assessment or early childcare information.	Academic Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Ms. Owens, Kindergarten Staff

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Activity - School Intervention Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The School Intervention Team will look at academic/behavioral data for the school. Set academic and behavioral benchmarks and cut scores for the school. Consider areas (Tier 1) of student needs and meet with PLC's to develop plans to address gaps in instructional planning or learner needs based on the standards. Review school intervention resources that are available. Develop a plan for Tier 2 and Tier 3 intervention services. Consider scheduling options.	Academic Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Mr. Cook, Ms. Owens

Activity - Early Childhood Provider Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify early childhood providers (e.g. preschool, Head Start, child care, First Steps, etc.), families and community members to ensure all children experience effective transitions to school entry. Gather any transition data from early child care providers to get to know the incoming kindergarten learners. Disseminate school readiness definition to early child care community and parents of incoming kindergarten students.	Academic Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Mrs. Crawford, Mrs. Cress

Strategy2:

Curriculum Assessment and Alignment - Staff will assess and align curriculum across grade levels.

Category: Learning Systems

Research Cited:

Activity - Growth Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Time will be devoted (either at the school or district level) for teachers to reflect on the curriculum and make adjustments as necessary to improve students learning.	Professional Learning	01/01/2017	12/31/2017	\$0 - Other	Mr. Cook, Ms. Owens

Activity - Project Lead the Way	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue instruction of Project Lead the way, engineering curriculum, for students in grades K-5, as aligned with the Next-Generation Science Standards.	Academic Support Program	01/01/2017	12/31/2017	\$1000 - Title I Part A	Mr. Cook, Ms. Owens, Ms. Haney

Activity - District PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in district-wide content area and/or grade level PLCs. As curriculum timelines, assessments, unit plans, or lesson plans are updated, they will be shared with school leadership and teachers.	Professional Learning	01/01/2017	12/31/2017	\$0 - Other	District Staff, Mr. Cook, Ms. Owens

Goal 3:

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2016-17 GAP - Increase the averaged combined reading and math K-PREP proficiency ratings in the non-duplicated gap group from 65.4% to 66% by 2017.

Measurable Objective 1:

collaborate to increase the average combines reading and math proficiency ratings in the non-duplicated gap group from 65.4% to 66% by 12/31/2017 as measured by K-PREP.

Strategy1:

Best Practices - Best Practices - Apply Best Practices to ensure student learning and achievement.

Category: Learning Systems

Research Cited:

Activity - Analyze Student Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student achievement by gap groups, relative to state, district, and school assessment systems, design a review format for making on going modifications to instruction relative to the data, develop a bank of intervention strategies that are research-based and matched the individual student needs with ways to determine effectiveness, identify non-cognitive data such as attendance, behavior, and retention, define the use of instructional best practices by all staff, determine the assignment of staff to best serve the identified students, and identify ways to integrate programs and funding.	Academic Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Ms. Owens, staff

Activity - Digital Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Integrate digital content into the curriculum by ensuring that technology needs are met and the equity issues are addressed, creating a plan to determine the content area(s) that will be targeted based on student test results and a process for monitoring the digital content integration, training teachers in using and integrating digital resources that align with standards in the selected content area(s), collecting data to assess the effectiveness of the digital content and delivery and make adjustments accordingly.	Academic Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Ms. Owens, staff

Activity - Progress Monitoring and Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using AIMSweb, all students will be screened in August, December, and May. MAP assessments will be administered in September, November, and March.	Academic Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Ms. Owens, staff

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?

Matt Cook-Principal

Katie Owens-Curriculum Specialist

Karla Crawford-Guidance Counselor

Amy Cress-FRYSC Coordinator

Autumn Watters-Parent

Relationship Building

Overall Rating: 3.57

	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.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

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

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

Communications

Overall Rating: 3.14

	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).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

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

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

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	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.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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	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: 2.86

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

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees 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.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council 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 report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	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: 3.33

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

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

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

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

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

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

Learning Opportunities

Overall Rating: 3.5

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	District and school leadership involve all stakeholders, use many community resources and opportunities to explain standards and rights as defined under Proficient, and expects that all parents will have adequate information and understanding of these practices. Parents with barriers to learning are individually assisted.	Distinguished

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

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

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

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

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

Community Partnerships

Overall Rating: 3.0

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

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

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

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

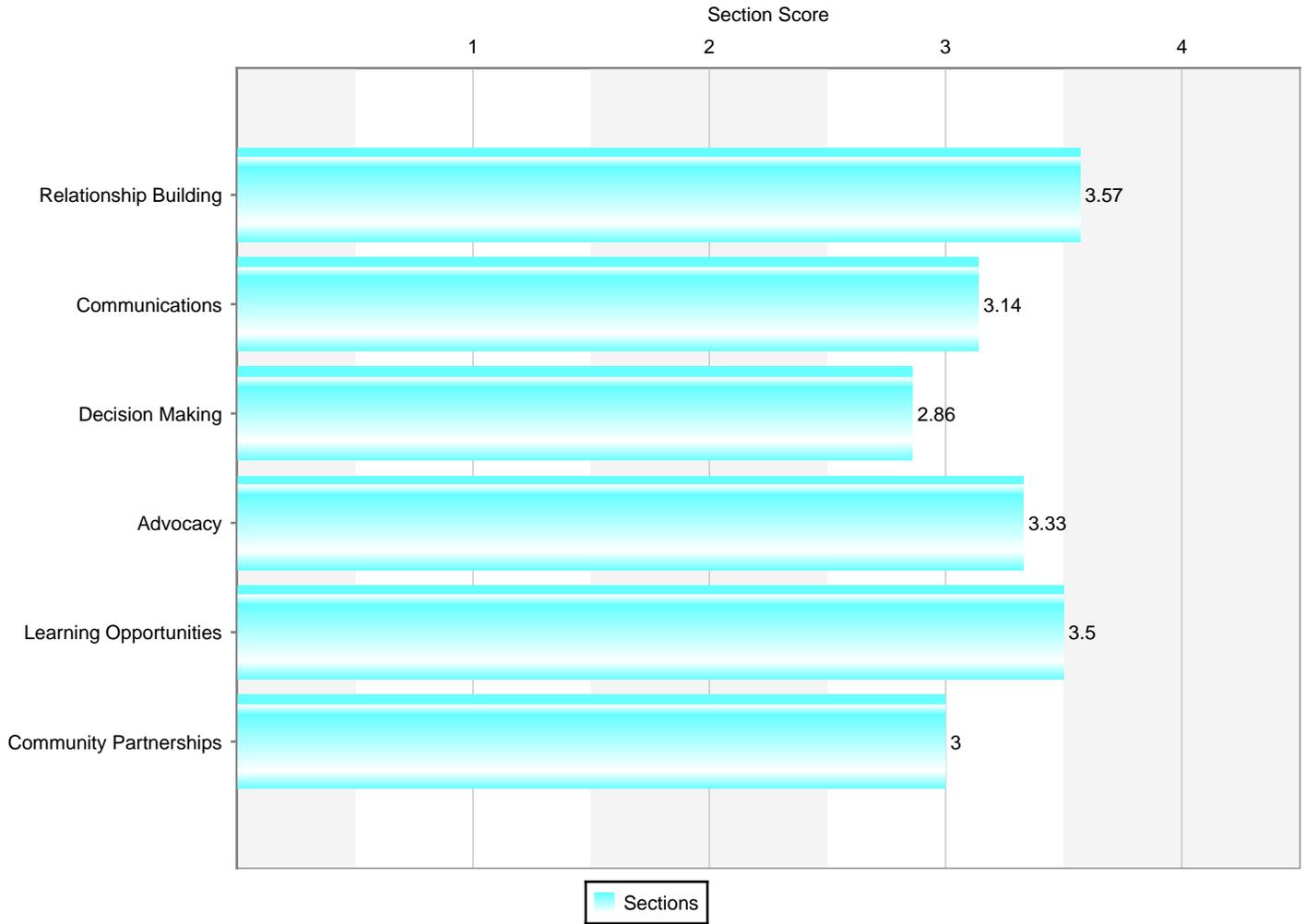
Reflection

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

One of our main strengths is in the area of communication. Our teachers and staff members are accommodating to parents and willingly answer questions regarding their child's academics. This year, we have continued to implement a monthly parent meeting and recognition ceremony to build rapport with our school community. Our main area of need is in parental participation in school activities. We hope that with the new initiative of meeting monthly, and creating more opportunities to reach out to parents, that we will show improvement in that area. Another area that we could show improvement is in decision making within our school council. Our council will take a look at this diagnostic and determine areas for improvement as well.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

* School improvement plans are all analyzed and implemented through the administration, teachers, staff, and SBDM.

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

The school also develops a committee to help complete the CSIP and program reviews. The Needs assessment and school improvement plans are posted on the school's website.

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

The school followed the district calendar for the CSIP. The improvement plan is shared with the SBDM, the district Board of Education, Central Office supervisors, and posted to the website for public view.

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?

The questions we were trying to answer on our data analysis day are:

- 1) How are our students doing?
- 2) How are our teachers doing?
- 3) What do we need to do to continue to show improvement?

Areas of Strengths

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

The noted areas of strength for our school were that in 2012 under the new accountability system, Oak Hill received the label as a proficient school with a total score of 69.7. Sadly, this was just .3 shy of the 70 that would have moved us up to a distinguished ranking!! Our student achievement score was 2nd in our district. We showed great gain in the areas of 3rd grade reading and math, 5th grade reading, social studies, and on-demand.

Opportunities for Improvement

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

We have been working on plans to increase student growth from 3rd grade to 4th grade and from 4th grade to 5th grade. We are also looking at ways to increase student's achievement in the "gap groups." We would like to continue to raise the number of students who score proficient and distinguished in all grades and subjects as well as lowering the number of novice.

Conclusion

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

Our school strives to make learning as fun and engaging as possible. We feel it is critical that each child believe they can and will be successful. We hold the highest expectations for our students and work on many ways to motivate students to do their best. We have monthly pep rallies that are centered around a school-wide theme that changes each year. We hold "learning check" parties for the students who showed they can score proficient or distinguished on an assessment that covers the content in each subject. We offer Accelerated Reader awards for students and classrooms. We encourage attendance through prizes and incentives. Oak Hill offers many after-school activities to help students become more involved in their community. For example, we offer chorus, drama club, academic team, problem solving team, robotics club, football, basketball, cheerleading, tutoring, and after-school child care.

2016-2017 OHES CSIP

Overview

Plan Name

2016-2017 OHES CSIP

Plan Description

2016-2017 OHES CSIP

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	2016-17 NOVICE REDUCTION - Reduce the number of reading and math K-PREP novice ratings by 10% by 2017	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
2	2016-17 COMMUNITY - The school will work with families and community groups to remove barriers to learning in order to meet the intellectual, social, and developmental needs of all students.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$0
3	2016-17 PROFICIENCY - Increase the averaged combined reading and math K-PREP proficiency ratings from 70.6% to 71.0% by 2017.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$1000
4	2016-17 GAP - Increase the averaged combined reading and math K-PREP proficiency ratings in the non-duplicated gap group from 65.4% to 66% by 2017.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
5	2016-17 PROGRAM REVIEWS - Demonstrate proficiency in all areas of the Program Review by 2017. Programs include Arts & Humanities, Practical Living/Career Studies, Writing, Primary K-3, Global Competency, & World Language.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: 2016-17 NOVICE REDUCTION - Reduce the number of reading and math K-PREP novice ratings by 10% by 2017

Measurable Objective 1:

collaborate to reduce the number of reading and math novice ratings by 12/31/2017 as measured by K-PREP.

Strategy 1:

Collaboration - Decrease the number of K-PREP novice ratings in each subcategory by 10% by 2017.

Category: Learning Systems

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom Teachers and Support Personnel will collaborate to increase individual achievement by focusing on students who have scored novice on past MAP and K-PREP assessments.	Academic Support Program	01/01/2017	12/31/2017	\$0	General Fund	Ms. Owens, Staff

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-teaching will occur in each 3-5 reading and math classroom which includes identified intervention students on a daily basis. This setting will allow each student with the extra support necessary to engage in grade level standards. Reading and Math interventionists will pull small groups of identified students in K-2 on a daily basis.	Academic Support Program	01/01/2017	12/31/2017	\$0	General Fund	Mr. Cook, Ms. Owens, staff

Strategy 2:

Vertical and Horizontal Alignment - Vertical and Horizontal planning will ensure efficient instruction of the KCAS.

Category: Professional Learning & Support

Activity - Grade Level Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly grade level meetings (PLC's) in grade/content areas will be held to facilitate focus on goals, objectives, and strategies in the CSIP. PLC's will specifically focus on novice reduction.	Academic Support Program	01/01/2017	12/31/2017	\$0	General Fund	Mr. Cook, Ms. Owens

Goal 2: 2016-17 COMMUNITY - The school will work with families and community groups to remove barriers to learning in order to meet the intellectual, social, and developmental needs of all students.

Measurable Objective 1:

collaborate to Work with families and community groups to remove barriers to learning in order to meet the intellectual, social, and developmental needs of all students by 12/31/2017 as measured by Measured by surveys.

Strategy 1:

School Safety - Teachers and students will receive safety instruction and practice skills and procedures to minimize possible dangers.

Category: Management Systems

Activity - Bullying and Harassment Prevention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching students what bullying/harassment is (and is not), effective strategies for dealing with these situations, the importance of reporting incidences to an adult, and how to respond if it is happening to someone else.	Behavioral Support Program	01/01/2017	12/31/2017	\$0	General Fund	Mr. Cook

Activity - Emergency Management Plan and Emergency Drills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Emergency Management Plan (EMP) will be reviewed with teachers. The school will practice the procedures in the EMP with students according to the District emergency drill schedule.	Policy and Process	01/01/2017	12/31/2017	\$0	General Fund	The Emergency Management Plan (EMP) will be reviewed with teachers. The school will practice the procedures in the EMP with students according to the District emergency drill schedule.

Comprehensive School Improvement Plan

Oak Hill Elementary School

Strategy 2:

Family Communication - School staff will share relevant information and engage families through multiple modes of communication.

Category: Stakeholder Engagement

Activity - Communication Methods	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents, guardians, and the community will be regularly informed of school activities, events, and other relevant information through these methods: classroom newsletters (paper and electronic), One-Call system, Remind, school website, email, parent-teacher conferences (face-to-face and phone), Common Focus (OHES's parent organization) meetings, Central Communicator, and the local newspaper. Page 20 of 27 10/21/2016 10:02:15 AM	Parent Involvement	01/01/2017	12/31/2017	\$0	General Fund	Mr. Cook, Ms. Owens, teachers
Activity - Family Resource	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The FRC director will conduct home visits and initiate communication with families to better inform families and to remove barriers to learning for children.	Parent Involvement, Other	01/01/2017	12/31/2017	\$0	General Fund	Amy Cress
Activity - Positive Post Cards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Five positive postcards will be sent to students by teachers monthly to develop a positive family connection.	Community Engagement, Parent Involvement	01/01/2017	12/31/2017	\$0	General Fund	Homeroom teachers

Strategy 3:

Student Recognition - Students will be recognized for various accomplishments.

Category: Stakeholder Engagement

Activity - Student of the Week	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every homeroom teacher will choose a "Student of the Week". The teacher will ask the student and his/her parents to complete a profile that highlights the student. The profile will be displayed in the common areas or hallways for others to see.	Behavioral Support Program	01/01/2017	12/31/2017	\$0	General Fund	Mr. Cook, Ms. Owens, homeroom teachers

Comprehensive School Improvement Plan

Oak Hill Elementary School

Activity - Student Achievement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be recognized for achievement in testing, Accelerated Reader, Dreambox, Monthly Character Award winners, and perfect attendance. Accomplishments will be reported to the media.	Behavioral Support Program	01/01/2017	12/31/2017	\$0	General Fund	Mr. Cook, Ms. Owens, Ms. Crawford, homeroom teachers

Goal 3: 2016-17 PROFICIENCY - Increase the averaged combined reading and math K-PREP proficiency ratings from 70.6% to 71.0% by 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency from 70.6% to 71.0% by 12/31/2017 as measured by K-PREP.

Strategy 1:

Curriculum Assessment and Alignment - Staff will assess and align curriculum across grade levels.

Category: Learning Systems

Activity - District PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district-wide content area and/or grade level PLCs. As curriculum timelines, assessments, unit plans, or lesson plans are updated, they will be shared with school leadership and teachers.	Professional Learning	01/01/2017	12/31/2017	\$0	Other	District Staff, Mr. Cook, Ms. Owens

Activity - Growth Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Time will be devoted (either at the school or district level) for teachers to reflect on the curriculum and make adjustments as necessary to improve students learning.	Professional Learning	01/01/2017	12/31/2017	\$0	Other	Mr. Cook, Ms. Owens

Activity - Project Lead the Way	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue instruction of Project Lead the way, engineering curriculum, for students in grades K-5, as aligned with the Next-Generation Science Standards.	Academic Support Program	01/01/2017	12/31/2017	\$1000	Title I Part A	Mr. Cook, Ms. Owens, Ms. Haney

Strategy 2:

Progress Monitoring and School Readiness - Staff will monitor students in interventions to gauge the students' progress.

Category: Learning Systems

Comprehensive School Improvement Plan

Oak Hill Elementary School

Activity - School Intervention Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Intervention Team will look at academic/behavioral data for the school. Set academic and behavioral benchmarks and cut scores for the school. Consider areas (Tier 1) of student needs and meet with PLC's to develop plans to address gaps in instructional planning or learner needs based on the standards. Review school intervention resources that are available. Develop a plan for Tier 2 and Tier 3 intervention services. Consider scheduling options.	Academic Support Program	01/01/2017	12/31/2017	\$0	General Fund	Mr. Cook, Ms. Owens
Activity - Early Childhood Provider Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify early childhood providers (e.g. preschool, Head Start, child care, First Steps, etc.), families and community members to ensure all children experience effective transitions to school entry. Gather any transition data from early child care providers to get to know the incoming kindergarten learners. Disseminate school readiness definition to early child care community and parents of incoming kindergarten students.	Academic Support Program	01/01/2017	12/31/2017	\$0	General Fund	Mrs. Crawford, Mrs. Cress
Activity - Kindergarten Screening and Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess all kindergartners at school entry with the common statewide screener (BRIGANCE). Analyze data from the screener and any other assessment or early childcare information.	Academic Support Program	01/01/2017	12/31/2017	\$0	General Fund	Ms. Owens, Kindergarten Staff

Goal 4: 2016-17 GAP - Increase the averaged combined reading and math K-PREP proficiency ratings in the non-duplicated gap group from 65.4% to 66% by 2017.

Measurable Objective 1:

collaborate to increase the average combines reading and math proficiency ratings in the non-duplicated gap group from 65.4% to 66% by 12/31/2017 as measured by K-PREP.

Strategy 1:

Best Practices - Best Practices - Apply Best Practices to ensure student learning and achievement.

Category: Learning Systems

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

Comprehensive School Improvement Plan

Oak Hill Elementary School

Analyze student achievement by gap groups, relative to state, district, and school assessment systems, design a review format for making on going modifications to instruction relative to the data, develop a bank of intervention strategies that are research-based and matched the individual student needs with ways to determine effectiveness, identify non-cognitive data such as attendance, behavior, and retention, define the use of instructional best practices by all staff, determine the assignment of staff to best serve the identified students, and identify ways to integrate programs and funding.	Academic Support Program	01/01/2017	12/31/2017	\$0	General Fund	Ms. Owens, staff
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Activity - Digital Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Integrate digital content into the curriculum by ensuring that technology needs are met and the equity issues are addressed, creating a plan to determine the content area(s) that will be targeted based on student test results and a process for monitoring the digital content integration, training teachers in using and integrating digital resources that align with standards in the selected content area(s), collecting data to assess the effectiveness of the digital content and delivery and make adjustments accordingly.	Academic Support Program	01/01/2017	12/31/2017	\$0	General Fund	Ms. Owens, staff

Activity - Progress Monitoring and Intervention Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using AIMSweb, all students will be screened in August, December, and May. MAP assessments will be administered in September, November, and March.	Academic Support Program	01/01/2017	12/31/2017	\$0	General Fund	Ms. Owens, staff

Goal 5: 2016-17 PROGRAM REVIEWS - Demonstrate proficiency in all areas of the Program Review by 2017. Programs include Arts & Humanities, Practical Living/Career Studies, Writing, Primary K-3, Global Competency, & World Language.

Measurable Objective 1:

collaborate to build proficiency in all areas of the Program Review by 05/15/2017 as measured by KDE Program Review Rubrics.

Strategy 1:

Continuous Improvement - Monitor the PR areas, analyze levels of implementation, identify needs, and locate resources and processes for improvement.

Category: Continuous Improvement

Activity - PR Cycle I & II Reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Oak Hill Elementary School

The school will submit summary reports documenting internal reviews and progress toward program proficiency to the district Program Review Coordinator. Cycle I Report will be submitted November 30; Cycle II Report will be submitted January 30. The Cycle Reports will also be reviewed by the SBDM.	Policy and Process, Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Mr. Cook, Ms. Owens
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Activity - District External Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will participate in an external district review of programs, conducted by the District Program Review Coordinator. The external reviews will take place in late April or early May. The School Program Review Coordinator, school administrators, and district representatives will discuss program strengths, weaknesses, and opportunities for improvement. Areas of need and resources to meet proficiency will be identified.	Policy and Process	01/01/2017	12/31/2017	\$0	No Funding Required	Mr. Cook, Ms. Owens

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Resource	The FRC director will conduct home visits and initiate communication with families to better inform families and to remove barriers to learning for children.	Parent Involvement, Other	01/01/2017	12/31/2017	\$0	Amy Cress
School Intervention Team	The School Intervention Team will look at academic/behavioral data for the school. Set academic and behavioral benchmarks and cut scores for the school. Consider areas (Tier 1) of student needs and meet with PLC's to develop plans to address gaps in instructional planning or learner needs based on the standards. Review school intervention resources that are available. Develop a plan for Tier 2 and Tier 3 intervention services. Consider scheduling options.	Academic Support Program	01/01/2017	12/31/2017	\$0	Mr. Cook, Ms. Owens
Student Achievement	Students will be recognized for achievement in testing, Accelerated Reader, Dreambox, Monthly Character Award winners, and perfect attendance. Accomplishments will be reported to the media.	Behavioral Support Program	01/01/2017	12/31/2017	\$0	Mr. Cook, Ms. Owens, Ms. Crawford, homeroom teachers
Communication Methods	Parents, guardians, and the community will be regularly informed of school activities, events, and other relevant information through these methods: classroom newsletters (paper and electronic), One-Call system, Remind, school website, email, parent-teacher meetings, Central Communicator, and the local newspaper.	Parent Involvement	01/01/2017	12/31/2017	\$0	Mr. Cook, Ms. Owens, teachers
Kindergarten Screening and Analysis	Assess all kindergartners at school entry with the common statewide screener (BRIGANCE). Analyze data from the screener and any other assessment or early childcare information.	Academic Support Program	01/01/2017	12/31/2017	\$0	Ms. Owens, Kindergarten Staff

Comprehensive School Improvement Plan

Oak Hill Elementary School

Interventions	Co-teaching will occur in each 3-5 reading and math classroom which includes identified intervention students on a daily basis. This setting will allow each student with the extra support necessary to engage in grade level standards. Reading and Math interventionists will pull small groups of identified students in K-2 on a daily basis.	Academic Support Program	01/01/2017	12/31/2017	\$0	Mr. Cook, Ms. Owens, staff
Co-Teaching	Classroom Teachers and Support Personnel will collaborate to increase individual achievement by focusing on students who have scored novice on past MAP and K-PREP assessments.	Academic Support Program	01/01/2017	12/31/2017	\$0	Ms. Owens, Staff
Positive Post Cards	Five positive postcards will be sent to students by teachers monthly to develop a positive family connection.	Community Engagement, Parent Involvement	01/01/2017	12/31/2017	\$0	Homeroom teachers
Emergency Management Plan and Emergency Drills	The Emergency Management Plan (EMP) will be reviewed with teachers. The school will practice the procedures in the EMP with students according to the District emergency drill schedule.	Policy and Process	01/01/2017	12/31/2017	\$0	The Emergency Management Plan (EMP) will be reviewed with teachers. The school will practice the procedures in the EMP with students according to the District emergency drill schedule.
Student of the Week	Every homeroom teacher will choose a "Student of the Week". The teacher will ask the student and his/her parents to complete a profile that highlights the student. The profile will be displayed in the common areas or hallways for others to see.	Behavioral Support Program	01/01/2017	12/31/2017	\$0	Mr. Cook, Ms. Owens, homeroom teachers
Analyze Student Data	Analyze student achievement by gap groups, relative to state, district, and school assessment systems, design a review format for making on going modifications to instruction relative to the data, develop a bank of intervention strategies that are research-based and matched the individual student needs with ways to determine effectiveness, identify non-cognitive data such as attendance, behavior, and retention, define the use of instructional best practices by all staff, determine the assignment of staff to best serve the identified students, and identify ways to integrate programs and funding.	Academic Support Program	01/01/2017	12/31/2017	\$0	Ms. Owens, staff

Comprehensive School Improvement Plan

Oak Hill Elementary School

Bullying and Harassment Prevention	Teaching students what bullying/harassment is (and is not), effective strategies for dealing with these situations, the importance of reporting incidences to an adult, and how to respond if it is happening to someone else.	Behavioral Support Program	01/01/2017	12/31/2017	\$0	Mr. Cook
Progress Monitoring and Intervention Groups	Using AIMSweb, all students will be screened in August, December, and May. MAP assessments will be administered in September, November, and March.	Academic Support Program	01/01/2017	12/31/2017	\$0	Ms. Owens, staff
Early Childhood Provider Identification	Identify early childhood providers (e.g. preschool, Head Start, child care, First Steps, etc.), families and community members to ensure all children experience effective transitions to school entry. Gather any transition data from early child care providers to get to know the incoming kindergarten learners. Disseminate school readiness definition to early child care community and parents of incoming kindergarten students.	Academic Support Program	01/01/2017	12/31/2017	\$0	Mrs. Crawford, Mrs. Cress
Digital Learning	Integrate digital content into the curriculum by ensuring that technology needs are met and the equity issues are addressed, creating a plan to determine the content area(s) that will be targeted based on student test results and a process for monitoring the digital content integration, training teachers in using and integrating digital resources that align with standards in the selected content area(s), collecting data to assess the effectiveness of the digital content and delivery and make adjustments accordingly.	Academic Support Program	01/01/2017	12/31/2017	\$0	Ms. Owens, staff
Grade Level Meetings	Monthly grade level meetings (PLC's) in grade/content areas will be held to facilitate focus on goals, objectives, and strategies in the CSIP. PLC's will specifically focus on novice reduction.	Academic Support Program	01/01/2017	12/31/2017	\$0	Mr. Cook, Ms. Owens
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Project Lead the Way	Continue instruction of Project Lead the way, engineering curriculum, for studentsd in grades K-5, as aligned with the Next-Generation Science Standards.	Academic Support Program	01/01/2017	12/31/2017	\$1000	Mr. Cook, Ms. Owens, Ms. Haney
Total					\$1000	

No Funding Required

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

Oak Hill Elementary School

PR Cycle I & II Reports	The school will submit summary reports documenting internal reviews and progress toward program proficiency to the district Program Review Coordinator. Cycle I Report will be submitted November 30; Cycle II Report will be submitted January 30. The Cycle Reports will also be reviewed by the SBDM.	Policy and Process, Academic Support Program	01/01/2017	12/31/2017	\$0	Mr. Cook, Ms. Owens
District External Review	The school will participate in an external district review of programs, conducted by the District Program Review Coordinator. The external reviews will take place in late April or early May. The School Program Review Coordinator, school administrators, and district representatives will discuss program strengths, weaknesses, and opportunities for improvement. Areas of need and resources to meet proficiency will be identified.	Policy and Process	01/01/2017	12/31/2017	\$0	Mr. Cook, Ms. Owens
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District PLCs	Teachers will participate in district-wide content area and/or grade level PLCs. As curriculum timelines, assessments, unit plans, or lesson plans are updated, they will be shared with school leadership and teachers.	Professional Learning	01/01/2017	12/31/2017	\$0	District Staff, Mr. Cook, Ms. Owens
Growth Days	Time will be devoted (either at the school or district level) for teachers to reflect on the curriculum and make adjustments as necessary to improve students learning.	Professional Learning	01/01/2017	12/31/2017	\$0	Mr. Cook, Ms. Owens
Total					\$0	

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		

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

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

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

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

Comprehensive School Improvement Plan

Oak Hill Elementary School

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

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

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

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

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

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

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

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.	Yes		

Comprehensive School Improvement Plan

Oak Hill Elementary School

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

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.	Yes		

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.	Yes		

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		

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.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

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

Comprehensive School Improvement Plan

Oak Hill Elementary School

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.	Yes		

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).	Yes		

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		

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		

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		

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

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

Comprehensive School Improvement Plan

Oak Hill Elementary 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		

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.	Yes		

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

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

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:

The school will work with families and community groups to remove barriers to learning in order to meet the intellectual, social, and developmental needs of all students.

Measurable Objective 1:

collaborate to Work with families and community groups to remove barriers to learning in order to meet the intellectual, social, and developmental needs of all students by 12/31/2017 as measured by Measured by surveys.

Strategy1:

School Safety - Teachers and students will receive safety instruction and practice skills and procedures to minimize possible dangers.

Category: Management Systems

Research Cited:

Activity - Emergency Management Plan and Emergency Drills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Emergency Management Plan (EMP) will be reviewed with teachers. The school will practice the procedures in the EMP with students according to the District emergency drill schedule.	Policy and Process	01/01/2017	12/31/2017	\$0 - General Fund	The Emergency Management Plan (EMP) will be reviewed with teachers. The school will practice the procedures in the EMP with students according to the District emergency drill schedule.

Activity - Bullying and Harassment Prevention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teaching students what bullying/harassment is (and is not), effective strategies for dealing with these situations, the importance of reporting incidences to an adult, and how to respond if it is happening to someone else.	Behavioral Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Mr. Cook

Strategy2:

Student Recognition - Students will be recognized for various accomplishments.

Category: Stakeholder Engagement

Research Cited:

Comprehensive School Improvement Plan

Oak Hill Elementary School

Activity - Student Achievement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be recognized for achievement in testing, Accelerated Reader, Dreambox, Monthly Character Award winners, and perfect attendance. Accomplishments will be reported to the media.	Behavioral Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Mr. Cook, Ms. Owens, Ms. Crawford, homeroom teachers

Activity - Student of the Week	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every homeroom teacher will choose a "Student of the Week". The teacher will ask the student and his/her parents to complete a profile that highlights the student. The profile will be displayed in the common areas or hallways for others to see.	Behavioral Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Mr. Cook, Ms. Owens, homeroom teachers

Strategy3:

Family Communication - School staff will share relevant information and engage families through multiple modes of communication.

Category: Stakeholder Engagement

Research Cited:

Activity - Communication Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents, guardians, and the community will be regularly informed of school activities, events, and other relevant information through these methods: classroom newsletters (paper and electronic), One-Call system, Remind, school website, email, parent-teacher Page 20 of 27 10/21/2016 10:02:15 AM conferences (face-to-face and phone), Common Focus (OHES's parent organization) meetings, Central Communicator, and the local newspaper.	Parent Involvement	01/01/2017	12/31/2017	\$0 - General Fund	Mr. Cook, Ms. Owens, teachers

Activity - Family Resource	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The FRC director will conduct home visits and initiate communication with families to better inform families and to remove barriers to learning for children.	Other Parent Involvement	01/01/2017	12/31/2017	\$0 - General Fund	Amy Cress

Activity - Positive Post Cards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Five positive postcards will be sent to students by teachers monthly to develop a positive family connection.	Parent Involvement Community Engagement	01/01/2017	12/31/2017	\$0 - General Fund	Homeroom teachers

Comprehensive School Improvement Plan

Oak Hill Elementary School

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

Goal 1:

All students at Oak Hill Elementary School will become proficient readers.

Measurable Objective 1:

91% of Third grade students will demonstrate a proficiency score of proficient or distinguished in English Language Arts by 10/18/2013 as measured by K-PREP.

Strategy1:

Individualized Instruction - Students will be provided with individualized instruction from various sources

Category:

Research Cited: null

Activity - Success Maker Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive individualized instruction in the five essential areas of reading while connecting their learning across other content areas	Academic Support Program	08/13/2012	05/10/2013	\$50000 - Other	Jane Jones, Melanie Gover

Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Reading Intervention Teacher will provide small group instruction to identified K-3 students using Reading Mastery	Academic Support Program	08/13/2012	05/10/2013	\$50000 - Other	Jane Jones, Melanie Gover, Hannah Vaught

Measurable Objective 2:

83% of Fourth grade students will demonstrate a proficiency score of proficient or distinguished in English Language Arts by 10/18/2013 as measured by K-PREP.

Strategy1:

Individualized Instruction - Students will be provided with individualized instruction from various sources

Category:

Research Cited: null

Comprehensive School Improvement Plan

Oak Hill Elementary School

Activity - Success Maker Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive individualized instruction in the five essential areas of reading while connecting their learning across other content areas	Academic Support Program	08/13/2012	05/10/2013	\$50000 - Other	Jane Jones, Melanie Gover

Measurable Objective 3:

91% of Fifth grade students will demonstrate a proficiency score of proficient or distinguished in English Language Arts by 10/18/2013 as measured by K-PREP.

Strategy1:

Individualized Instruction - Students will be provided with individualized instruction from various sources

Category:

Research Cited:

Activity - Success Maker Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive individualized instruction in the five essential areas of reading while connecting their learning across other content areas.	Academic Support Program	08/13/2012	05/01/2013	\$50000 - Other	Jane Jones, Melanie Gover

Activity - Instructional Assistants	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Assistants may provide Reading Mastery, if numbers warrant, in small groups to targeted 4th and 5th grade students.	Academic Support Program	08/13/2012	05/10/2013	\$64000 - State Funds	Jane Jones, Melanie Gover

Goal 2:

2016-17 Novice Reduction - Reduce the number of reading and math K-PREP novice ratings by 10% by 2017

Measurable Objective 1:

collaborate to reduce the number of reading and math novice ratings by 12/31/2017 as measured by K-PREP.

Strategy1:

Vertical and Horizontal Alignment - Vertical and Horizontal planning will ensure efficient instruction of the KCAS.

Category: Professional Learning & Support

Research Cited:

Comprehensive School Improvement Plan

Oak Hill Elementary School

Activity - Grade Level Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly grade level meetings (PLC's) in grade/content areas will be held to facilitate focus on goals, objectives, and strategies in the CSIP. PLC's will specifically focus on novice reduction.	Academic Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Mr. Cook, Ms. Owens

Strategy2:

Collaboration - Decrease the number of K-PREP novice ratings in each subcategory by 10% by 2017.

Category: Learning Systems

Research Cited:

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Co-teaching will occur in each 3-5 reading and math classroom which includes identified intervention students on a daily basis. This setting will allow each student with the extra support necessary to engage in grade level standards. Reading and Math interventionists will pull small groups of identified students in K-2 on a daily basis.	Academic Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Mr. Cook, Ms. Owens, staff

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom Teachers and Support Personnel will collaborate to increase individual achievement by focusing on students who have scored novice on past MAP and K-PREP assessments.	Academic Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Ms. Owens, Staff

Goal 3:

2016-17 PROFICIENCY - Increase the averaged combined reading and math K-PREP proficiency ratings from 70.6% to 71.0% by 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency from 70.6% to 71.0% by 12/31/2017 as measured by K-PREP.

Strategy1:

Progress Monitoring and School Readiness - Staff will monitor students in interventions to gauge the students' progress.

Category: Learning Systems

Research Cited:

Comprehensive School Improvement Plan

Oak Hill Elementary School

Activity - School Intervention Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The School Intervention Team will look at academic/behavioral data for the school. Set academic and behavioral benchmarks and cut scores for the school. Consider areas (Tier 1) of student needs and meet with PLC's to develop plans to address gaps in instructional planning or learner needs based on the standards. Review school intervention resources that are available. Develop a plan for Tier 2 and Tier 3 intervention services. Consider scheduling options.	Academic Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Mr. Cook, Ms. Owens

Activity - Kindergarten Screening and Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergartners at school entry with the common statewide screener (BRIGANCE). Analyze data from the screener and any other assessment or early childcare information.	Academic Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Ms. Owens, Kindergarten Staff

Activity - Early Childhood Provider Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify early childhood providers (e.g. preschool, Head Start, child care, First Steps, etc.), families and community members to ensure all children experience effective transitions to school entry. Gather any transition data from early child care providers to get to know the incoming kindergarten learners. Disseminate school readiness definition to early child care community and parents of incoming kindergarten students.	Academic Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Mrs. Crawford, Mrs. Cress

Strategy2:

Curriculum Assessment and Alignment - Staff will assess and align curriculum across grade levels.

Category: Learning Systems

Research Cited:

Activity - Project Lead the Way	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue instruction of Project Lead the way, engineering curriculum, for students in grades K-5, as aligned with the Next-Generation Science Standards.	Academic Support Program	01/01/2017	12/31/2017	\$1000 - Title I Part A	Mr. Cook, Ms. Owens, Ms. Haney

Activity - Growth Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Time will be devoted (either at the school or district level) for teachers to reflect on the curriculum and make adjustments as necessary to improve students learning.	Professional Learning	01/01/2017	12/31/2017	\$0 - Other	Mr. Cook, Ms. Owens

Comprehensive School Improvement Plan

Oak Hill Elementary School

Activity - District PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in district-wide content area and/or grade level PLCs. As curriculum timelines, assessments, unit plans, or lesson plans are updated, they will be shared with school leadership and teachers.	Professional Learning	01/01/2017	12/31/2017	\$0 - Other	District Staff, Mr. Cook, Ms. Owens

Goal 4:

2016-17 GAP - Increase the averaged combined reading and math K-PREP proficiency ratings in the non-duplicated gap group from 65.4% to 66% by 2017.

Measurable Objective 1:

collaborate to increase the average combines reading and math proficiency ratings in the non-duplicated gap group from 65.4% to 66% by 12/31/2017 as measured by K-PREP.

Strategy1:

Best Practices - Best Practices - Apply Best Practices to ensure student learning and achievement.

Category: Learning Systems

Research Cited:

Activity - Analyze Student Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student achievement by gap groups, relative to state, district, and school assessment systems, design a review format for making on going modifications to instruction relative to the data, develop a bank of intervention strategies that are research-based and matched the individual student needs with ways to determine effectiveness, identify non-cognitive data such as attendance, behavior, and retention, define the use of instructional best practices by all staff, determine the assignment of staff to best serve the identified students, and identify ways to integrate programs and funding.	Academic Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Ms. Owens, staff

Activity - Progress Monitoring and Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using AIMSweb, all students will be screened in August, December, and May. MAP assessments will be administered in September, November, and March.	Academic Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Ms. Owens, staff

Comprehensive School Improvement Plan

Oak Hill Elementary School

Activity - Digital Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Integrate digital content into the curriculum by ensuring that technology needs are met and the equity issues are addressed, creating a plan to determine the content area(s) that will be targeted based on student test results and a process for monitoring the digital content integration, training teachers in using and integrating digital resources that align with standards in the selected content area(s), collecting data to assess the effectiveness of the digital content and delivery and make adjustments accordingly.	Academic Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Ms. Owens, staff

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

Goal 1:

2016-17 GAP - Increase the averaged combined reading and math K-PREP proficiency ratings in the non-duplicated gap group from 65.4% to 66% by 2017.

Measurable Objective 1:

collaborate to increase the average combines reading and math proficiency ratings in the non-duplicated gap group from 65.4% to 66% by 12/31/2017 as measured by K-PREP.

Strategy1:

Best Practices - Best Practices - Apply Best Practices to ensure student learning and achievement.

Category: Learning Systems

Research Cited:

Activity - Progress Monitoring and Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using AIMSweb, all students will be screened in August, December, and May. MAP assessments will be administered in September, November, and March.	Academic Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Ms. Owens, staff

Comprehensive School Improvement Plan

Oak Hill Elementary School

Activity - Analyze Student Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student achievement by gap groups, relative to state, district, and school assessment systems, design a review format for making on going modifications to instruction relative to the data, develop a bank of intervention strategies that are research-based and matched the individual student needs with ways to determine effectiveness, identify non-cognitive data such as attendance, behavior, and retention, define the use of instructional best practices by all staff, determine the assignment of staff to best serve the identified students, and identify ways to integrate programs and funding.	Academic Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Ms. Owens, staff

Activity - Digital Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Integrate digital content into the curriculum by ensuring that technology needs are met and the equity issues are addressed, creating a plan to determine the content area(s) that will be targeted based on student test results and a process for monitoring the digital content integration, training teachers in using and integrating digital resources that align with standards in the selected content area(s), collecting data to assess the effectiveness of the digital content and delivery and make adjustments accordingly.	Academic Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Ms. Owens, staff

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

Goal 1:

Increase the averaged combined reading and math scores on K-PREP for grades 3-5.

Measurable Objective 1:

collaborate to increase the overall reading and math scores for Oak Hill Elementary by 05/13/2016 as measured by K-Prep.

Strategy1:

Curriculum Assessment and Alignment - Staff will assess and align curriculum across grade levels.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Oak Hill Elementary School

Activity - Identify and establish curriculum design team (SBDM or grade level team members).	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze curriculum to identify gaps, make necessary adjustments to curriculum, utilize instructional resources aligned to KCAS, disseminate updated/revised curriculum to teachers to gather feedback and input, team reviews feedback submitted, revise if needed, disseminate to all teachers, ensure that teachers implement the curriculum using best practices for instruction and assessment, and monitor.	Policy and Process	08/05/2015	05/13/2016	\$0 - No Funding Required	Matt Cook, Melanie Gover

Activity - Project Lead the Way Launch	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Initial implementation of Project Lead the Way Launch, engineering curriculum, for students in grades K-5, as aligned with the Next-Generation Science Standards.	Direct Instruction	08/05/2015	05/13/2016	\$4000 - General Fund	Matt Cook

Activity - Program Review Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review results of the practical living/career studies, writing, arts/humanities, and K-3 primary program reviews and make improvements followed by monitoring.	Professional Learning	10/16/2015	05/13/2016	\$0 - No Funding Required	Matt Cook, Melanie Gover

Strategy2:

School Readiness and Early Learning - The school and the early childhood providers will collaborate to provide a smooth transition from Preschool to Kindergarten. The school will also work to communicate with parents of incoming KG students about readiness and general student information.

Category: Early Learning

Research Cited:

Activity - Early Childhood Provider Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify early childhood providers (e.g., preschool, Head Start, child care, First Steps, etc.), families and community members to ensure all children experience effective transitions to school entry. Gather any transition data from EC providers to get to know the incoming K learners. Disseminate school readiness definition to EC community and parents of incoming K students.	Policy and Process	11/20/2015	05/13/2016	\$300 - No Funding Required	Karla Crawford, Amy Cress

Activity - Kindergarten Screening and Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarteners at school entry with the common statewide screener. (BRIGANCE) Analyze data from the screener and any other assessment or EC information.	Professional Learning	08/05/2015	05/13/2016	\$1000 - District Funding	Melanie Gover and Kindergarten staff

Strategy3:

SY 2016-2017

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RTI - Staff will monitor students in interventions to gauge the students' progress.

Category: Continuous Improvement

Research Cited:

Activity - School Intervention Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish a School Intervention Team that looks at academic/behavioral data for the school. Set academic and behavioral benchmarks and cut scores for the school, consider large areas (Tier 1) of student needs and meet with PLCs to develop plans to address gaps in instructional planning or learner needs based on standards, review school intervention resources that are available, develop a plan for Tier 2 and Tier 3 intervention services, and consider scheduling options.	Policy and Process	08/05/2015	05/13/2016	\$0 - No Funding Required	Matt Cook, Melanie Gover

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

Goal 1:

2016-17 Novice Reduction - Reduce the number of reading and math K-PREP novice ratings by 10% by 2017

Measurable Objective 1:

collaborate to reduce the number of reading and math novice ratings by 12/31/2017 as measured by K-PREP.

Strategy1:

Vertical and Horizontal Alignment - Vertical and Horizontal planning will ensure efficient instruction of the KCAS.

Category: Professional Learning & Support

Research Cited:

Activity - Grade Level Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly grade level meetings (PLC's) in grade/content areas will be held to facilitate focus on goals, objectives, and strategies in the CSIP. PLC's will specifically focus on novice reduction.	Academic Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Mr. Cook, Ms. Owens

Strategy2:

Collaboration - Decrease the number of K-PREP novice ratings in each subcategory by 10% by 2017.

Category: Learning Systems

Research Cited:

Comprehensive School Improvement Plan

Oak Hill Elementary School

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Co-teaching will occur in each 3-5 reading and math classroom which includes identified intervention students on a daily basis. This setting will allow each student with the extra support necessary to engage in grade level standards. Reading and Math interventionists will pull small groups of identified students in K-2 on a daily basis.	Academic Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Mr. Cook, Ms. Owens, staff

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom Teachers and Support Personnel will collaborate to increase individual achievement by focusing on students who have scored novice on past MAP and K-PREP assessments.	Academic Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Ms. Owens, Staff

Goal 2:

2016-17 PROFICIENCY - Increase the averaged combined reading and math K-PREP proficiency ratings from 70.6% to 71.0% by 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency from 70.6% to 71.0% by 12/31/2017 as measured by K-PREP.

Strategy1:

Curriculum Assessment and Alignment - Staff will assess and align curriculum across grade levels.

Category: Learning Systems

Research Cited:

Activity - District PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in district-wide content area and/or grade level PLCs. As curriculum timelines, assessments, unit plans, or lesson plans are updated, they will be shared with school leadership and teachers.	Professional Learning	01/01/2017	12/31/2017	\$0 - Other	District Staff, Mr. Cook, Ms. Owens

Activity - Project Lead the Way	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue instruction of Project Lead the way, engineering curriculum, for studentsd in grades K-5, as aligned with the Next-Generation Science Standards.	Academic Support Program	01/01/2017	12/31/2017	\$1000 - Title I Part A	Mr. Cook, Ms. Owens, Ms. Haney

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Oak Hill Elementary School

Activity - Growth Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Time will be devoted (either at the school or district level) for teachers to reflect on the curriculum and make adjustments as necessary to improve students learning.	Professional Learning	01/01/2017	12/31/2017	\$0 - Other	Mr. Cook, Ms. Owens

Strategy2:

Progress Monitoring and School Readiness - Staff will monitor students in interventions to gauge the students' progress.

Category: Learning Systems

Research Cited:

Activity - Kindergarten Screening and Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergartners at school entry with the common statewide screener (BRIGANCE). Analyze data from the screener and any other assessment or early childcare information.	Academic Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Ms. Owens, Kindergarten Staff

Activity - School Intervention Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The School Intervention Team will look at academic/behavioral data for the school. Set academic and behavioral benchmarks and cut scores for the school. Consider areas (Tier 1) of student needs and meet with PLC's to develop plans to address gaps in instructional planning or learner needs based on the standards. Review school intervention resources that are available. Develop a plan for Tier 2 and Tier 3 intervention services. Consider scheduling options.	Academic Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Mr. Cook, Ms. Owens

Activity - Early Childhood Provider Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify early childhood providers (e.g. preschool, Head Start, child care, First Steps, etc.), families and community members to ensure all children experience effective transitions to school entry. Gather any transition data from early child care providers to get to know the incoming kindergarten learners. Disseminate school readiness definition to early child care community and parents of incoming kindergarten students.	Academic Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Mrs. Crawford, Mrs. Cress

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

2016-17 GAP - Increase the averaged combined reading and math K-PREP proficiency ratings in the non-duplicated gap group from 65.4% to 66% by 2017.

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Measurable Objective 1:

collaborate to increase the average combines reading and math proficiency ratings in the non-duplicated gap group from 65.4% to 66% by 12/31/2017 as measured by K-PREP.

Strategy1:

Best Practices - Best Practices - Apply Best Practices to ensure student learning and achievement.

Category: Learning Systems

Research Cited:

Activity - Progress Monitoring and Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using AIMSweb, all students will be screened in August, December, and May. MAP assessments will be administered in September, November, and March.	Academic Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Ms. Owens, staff

Activity - Analyze Student Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student achievement by gap groups, relative to state, district, and school assessment systems, design a review format for making on going modifications to instruction relative to the data, develop a bank of intervention strategies that are research-based and matched the individual student needs with ways to determine effectiveness, identify non-cognitive data such as attendance, behavior, and retention, define the use of instructional best practices by all staff, determine the assignment of staff to best serve the identified students, and identify ways to integrate programs and funding.	Academic Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Ms. Owens, staff

Activity - Digital Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Integrate digital content into the curriculum by ensuring that technology needs are met and the equity issues are addressed, creating a plan to determine the content area(s) that will be targeted based on student test results and a process for monitoring the digital content integration, training teachers in using and integrating digital resources that align with standards in the selected content area(s), collecting data to assess the effectiveness of the digital content and delivery and make adjustments accordingly.	Academic Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Ms. Owens, staff

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

Comprehensive School Improvement Plan

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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:

The staff at OHES will focus on open communication between school, home, and community to move forward with opportunities for community members and families to become more involved and work together to promote tolerance and acceptance of all students.

Measurable Objective 1:

collaborate to have family and community stakeholders become eager participants in the education of Oak Hill Elementary School students and the promotion of tolerance and acceptance for all students by 11/30/2016 as measured by family and student surveys.

Strategy1:

Student Recognition - Students will be recognized for various accomplishments.

Category: Stakeholder Engagement

Research Cited:

Activity - Student Achievements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be recognized for achievement in testing, Accelerated Reader, and perfect attendance. Accomplishment will be reported to the media.	Other	08/05/2015	05/13/2016	\$200 - General Fund	Matt Cook, Karla Crawford, and Melanie Gover

Activity - School Events/Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career Day, EGAT Day, Dental Health Month, Common focus Meeting, National Breakfast/Lunch Week, Grandparent's Day, Veteran's Day, Abuse Prevention, Testing Celebration Day, Family Fun Nights, Donuts with Dad, Muffins with Mom, Blood Drive, Scrubby Bear, Oak Hill's Got Talent, Literacy Bell, Tooth Fairy, and various assemblies will enhance an open school culture focused on building relationships with families and our community.	Community Engagement	08/05/2015	05/13/2016	\$750 - General Fund	Matt Cook, Karla Crawford, Amy Cress

Comprehensive School Improvement Plan

Oak Hill Elementary School

Activity - Wolverine Pride	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our staff, teachers, and students will recite 'Wolverine Pride' every morning, so they will become more intrinsically committed to our school's mission	Behavioral Support Program	08/05/2015	05/13/2016	\$0 - No Funding Required	Classroom Teachers

Activity - Wolverines to Warriors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fifth grade boys and girls will participate in Wolverines to Warriors programs and reinforcement activities. Topics will include Digital Citizenship, forgiveness/apologizing, empathy, team building, tolerance, stress coping, empowerment, hygiene, etc.	Career Preparation/Orientation	08/05/2015	05/13/2016	\$0 - No Funding Required	Karla Crawford, Amy Cress

Activity - Student of the Week	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every teacher will choose a "Student of the Week". The teacher will ask the student and his/her parents to complete a profile that highlights the student. Then the profile will be displayed in the common areas or hallways for other to see.	Parent Involvement	08/05/2015	05/13/2016	\$0 - No Funding Required	Homeroom teachers, Matt Cook, and Karla Crawford

Measurable Objective 2:

collaborate to increase the communication between school, home, and community with an emphasis on promotion of school activities and student progress by 11/30/2016 as measured by student, family and staff surveys.

Strategy1:

Home Communication - Staff at OHES will communicate effectively with parents/guardians

Category: Stakeholder Engagement

Research Cited:

Activity - Positive postcards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Five positive postcards will be sent to students by teachers monthly to develop a positive family connection.	Parent Involvement	08/05/2015	05/13/2016	\$0 - No Funding Required	Karla Crawford, Amy Cress, Homeroom Teachers

Activity - Newsletters/Website Postings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Family Resource Center will send home newsletters containing classroom and health information to families on a regular basis. Important dates of school activities will be posted on the school's website and on teachers' websites.	Parent Involvement	08/05/2015	05/13/2016	\$0 - No Funding Required	Classroom Teachers, Amy Cress

Measurable Objective 3:

collaborate to provide staff with professional development opportunities that focus on students with disabilities by 05/13/2016 as measured SY 2016-2017

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by by professional development records.

Strategy1:

Professional Development - Teacher will be offered professional development about specific learning disabilities.

Category:

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development about specific learning disabilities i.e. autism, as needed.	Professional Learning	06/08/2015	04/29/2016	\$500 - District Funding	Matt Cook

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?

Oak Hill Elementary is located in Somerset, Kentucky, home of Lake Cumberland. We currently have 536 students enrolled at Oak Hill, which is one of the largest enrollments our school has ever had. Our staff has a wide range of experience, from second year teachers to some who have taught almost thirty years. Our families and demographic would best be characterized as rural.

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.

Our mission statement reads: The dedicated staff of Oak Hill Elementary school accepts the responsibility of working with families to maintain open communication between home and school, to build a lasting relationship with all students allowing them to attain their maximum potential by fostering high expectations for all children in all facets of learning. Each morning our students read our Wolverine PRIDE motto, I will perform to the best to the best of my ability, respect those around me, inspire my peers, and demonstrate positive working habits, and encourage others. PRIDE, Wolverine Pride lives in me.

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.

Two of the last three years Oak Hill has been labeled a School of Distinction. After our first year of being a School of Distinction, we fell out of that label into the Proficient category. This past year, we were able to improve and regain status as a School of Distinction. Our biggest areas for improvement over the next three years will be to increase scores among the GAP group and continue to reduce novice.

Additional Information

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

Our long term goal at Oak Hill is to maintain the status of School of Distinction on a yearly basis.