



KDE Comprehensive School Improvement Plan

Oakview Elementary School
Ashland Independent

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Oakview Elementary is situated in the community of South Ashland. It is a predominately low to middle income neighborhood. We are a Kindergarten through sixth grade elementary school with an enrollment of approximately 440 students, including all the behavior disorder students in the district.. We have 19 homerooms. Our student population is 61% free and reduced lunch. Oakview has a minority population of 8.8%. We have 20% of students who have IEPs. Our overall KREP score for last year was 64.5. Our achievement score 76.7. Our gap score was 47.4. Our growth score was 55.9. We made significant gains in Reading and Math.

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.

The mission of Oakview Elementary School is to act as an integral part of the Ashland Independent School District which is a standard of excellence in Kentucky and the nation, is to ensure for each student a globally comprehensive education in a positive, nurturing environment which provides individualized learning opportunities, produces responsible citizens, and instills a desire for lifelong learning through quality instructional programs, sound fiscal management, visionary leadership, and a partnership involving home, school, and community.

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.

Oakview elementary students has shown significant improvements in Reading and Math over the past three years. We saw steady growth in both overall and GAP groups last year. We saw a decrease in the areas of Science and Social Studies. On demand has steadily improved over the past three years, however, we aren't experiencing growth in Language Mechanics. Also, another area of concern is Program Reviews, and we are working hard to improve. We will continue in the next two years to analyze K-Prep, MAP and common assessment data to plan instruction to continue our path of improvement.

Additional Information

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

Oakview Elementary has a dedicated and hard working staff and a wonderful student body. We truly believe that Ashland's Future Starts Here, and we greet each day with excitement and eagerness to learn. We have challenged ourselves to be top in the District.

Oakview CSIP Final 2014-15

Overview

Plan Name

Oakview CSIP Final 2014-15

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.	Objectives: 1 Strategies: 7 Activities: 7	Organizational	\$5700
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 5 Strategies: 16 Activities: 16	Organizational	\$28500
3	Increase number of teachers responding to the Tell survey.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	The number of components marked as proficient overall through Program Review will increase by 2015.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	Increase the percentage of effective teachers from _____% in 2015 to _____% in 2020.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for Oakview Elementary students from 55.3% in 2014 to 63.1% by 05/29/2015 as measured by K-Prep scores.

Strategy 1:

Response to Intervention - Students will be grouped according to MAP scores, teacher assessments and academic performance and will receive targeted intervention instruction at least 30 minutes per day, 5 days per week.

Category:

Activity - Small group specialized instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assigned, based on MAP scores and classroom assessments, to specific small groups for targeted instruction based on their area of need.	Academic Support Program	09/03/2012	05/29/2015	\$0	No Funding Required	Principal, classroom teachers, instructional assistants

Strategy 2:

Review of test data - The staff of Oakview will review MAP, K-Prep, and common assessments to ensure continuous progress toward school and state academic goals and expectations.

Category:

Activity - Faculty, team and PLC meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in large group, grade level teams and in grade level PLC's.	Academic Support Program	08/21/2012	05/29/2015	\$0	No Funding Required	Principal, all instructional staff

Strategy 3:

ESS - Students will be referred according to MAP scores, teacher assessments and academic performance. They will receive individual and small group instruction in specific areas of concern.

Category:

Activity - individual and small group instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Referred students will receive individual and small group instruction from ESS teacher in specific areas of concern.	Academic Support Program	11/05/2012	05/29/2015	\$5700	Other	Principal, teachers, ESS teacher
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Strategy 4:

Implementation of Common Core Standards - Math and reading instruction will be based on Common Core Standards in Reading and Math.

Category: Continuous Improvement

Activity - Classroom Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will base all instruction on Common Core Standards.	Academic Support Program	08/22/2012	05/29/2015	\$0	No Funding Required	Principal, teachers

Strategy 5:

Kindergarten screen - Administer the Brigance screen to identify entering kindergarten student needs.

Category:

Activity - Brigance Screen	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are screened on reading fluency using the Brigance Screen to identify individual student needs.	Academic Support Program	08/15/2012	05/29/2015	\$0	No Funding Required	Kindergarten teachers, instructional assistants, special education staff

Strategy 6:

Dibels Next and Words per Minute fluency assessment - Students are screened on reading fluency.

Category:

Activity - Dibels fluency assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are screened on reading fluency using Dibels Next and words per minute fluency assessments to determine instructional strategies and possible interventions.	Academic Support Program	08/15/2012	05/29/2015	\$0	No Funding Required	principal, classroom teachers, instructional assistants and special education staff

Strategy 7:

Program Review Meetings for all four components - We will perform three Program Review Meetings over all four components. We will score our school by the rubric for each component and track our improvement throughout the year as well as collect on going evidence and documentation.

Category: Continuous Improvement

Activity - PRC Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PR Meeting for Rubric scoring	Academic Support Program	08/11/2014	05/29/2015	\$0	Other	All faculty

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all Oakview Elementary students in the non-duplicated gap group from 42.5% in 2014 to 52.5% by 05/29/2015 as measured by Kprep results.

Strategy 1:

Response to Intervention - Students receive appropriate intervention instruction for a minimum of 30 minutes per day based upon their MAP assessment scores. As students are assessed and show improvement they are reorganized into appropriate RTI groups.

Category:

Research Cited: MAP and K-Prep scores

Activity - Small group instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be grouped according to MAP scores and teacher assessments to receive targeted instruction in the area of need.	Academic Support Program	09/10/2012	05/29/2015	\$0	No Funding Required	Principal, teachers, instructional assistants

Strategy 2:

ESS - Students as identified by MAP scores and through teacher recommendations, are provided extra instruction from ESS teacher during the school day.

Category:

Activity - Individual and small group instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will be recommended for ESS instruction based on MAP, teacher assessments and classroom academic performance. They will receive individual or small group targeted instruction from the ESS teacher in the area of concern.	Academic Support Program	11/05/2012	05/29/2015	\$5700	Other	Principal, teachers, ESS teacher
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Strategy 3:

Implementation of Common Core Standards - Math and reading curriculum will follow adopted Common Core Standards in Reading and Math.

Category:

Activity - classroom instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will base all instruction on Common Core Standards	Academic Support Program	08/22/2012	05/29/2015	\$0	No Funding Required	Principal, teachers

Strategy 4:

computer based instruction - Students will participate in computer based instruction in math and reading.

Category:

Activity - computer based reading and math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in computer based instruction such as Study Island, Reading Eggs, Math Facts in a Flash, and Carbo Reading.	Academic Support Program	08/22/2012	05/29/2015	\$0	No Funding Required	Principal, teachers, instructional assistants

Measurable Objective 2:

collaborate to increase achievement at Oakview Elementary for free and reduced students from 49.1% in 2014 to 59.8% proficiency in reading by 05/29/2015 as measured by K-Prep scores.

Strategy 1:

RTI - Students will be grouped according to MAP scores, teacher assessments for targeted instruction in areas of concern.

Category:

Activity - Small group specialized instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be grouped in small groups according to MAP and teacher assessment scores and will receive targeted instruction in areas of concern.	Academic Support Program	09/10/2012	05/29/2015	\$0	No Funding Required	Principal, teachers, instructional assistants

Strategy 2:

ESS - Students will be selected by MAP scores, teacher assessments and classroom academic performance to receive individual and small group instruction from the

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ESS teacher to address areas of concern for each student referred.

Category:

Activity - Individual and small group instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be referred for ESS according to MAP scores, teacher assessments and academic progress in the classroom.	Academic Support Program	11/05/2012	05/29/2015	\$5700	Other	Principal, teachers, ESS teacher

Strategy 3:

Computer Based instruction - Students will participate in computer based instruction in reading and math.

Category:

Activity - computer based reading and math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in computer based instruction such as Reading Eggs, Study Island, Math Facts in a Flash, and Carbo Reading.	Academic Support Program	08/22/2012	05/29/2015	\$0	No Funding Required	Principal, teachers

Measurable Objective 3:

collaborate to increase achievement at Oakview Elementary for free and reduced students from 36.2% in 2014 to 43.8% proficiency in math by 05/29/2015 as measured by K-Prep scores.

Strategy 1:

RTI - Students will be grouped according to MAP scores, teacher assessments, and academic performance and will receive targeted instruction to address areas of concern.

Category:

Activity - Small group instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students, grouped according to MAP scores, teacher assessments and academic performance receive targeted instruction for areas of concern.	Academic Support Program	09/10/2012	05/29/2015	\$0	No Funding Required	Principal, teachers, instructional assistants

Strategy 2:

ESS - Students will be referred according to MAP scores, teacher assessments, and academic performance in the classroom. Referred students will receive individual and small group instruction to address areas of concern.

Category:

Activity - Individual and small group instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Referred students will receive targeted instruction on an individual and small group basis to address specific areas of concern.	Academic Support Program	11/05/2012	05/29/2015	\$5700	Scholarship Fund	Principal, teachers, ESS teacher
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Strategy 3:

Computer based instruction - Students will participate in computer based instruction in reading and math.

Category:

Activity - computer based reading and math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in computer based reading and math instruction such as Reading Eggs, Study Island, Math Facts in a Flash, and Carbo Reading.	Academic Support Program	08/22/2012	05/29/2015	\$0	No Funding Required	Principal, teachers

Measurable Objective 4:

collaborate to increase achievement at Oakview Elementary for students with disabilities from 53.1% in 2014 to 59.0% proficiency in reading by 05/29/2015 as measured by K-Prep scores.

Strategy 1:

RTI - Students will be grouped according to MAP scores, teachers assessments and academic performance to receive targeted instruction to address areas of concern.

Category:

Activity - Small group instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students grouped according to MAP scores, teacher assessments and academic performance will receive targeted instruction to address specific areas of concern.	Academic Support Program	09/10/2012	05/29/2015	\$0	No Funding Required	Principal, teachers, instructional assistants

Strategy 2:

ESS - Students will be referred according to MAP scores, teacher assessments and academic performance. They will receive individual and small group instruction from ESS teacher.

Category:

Activity - individual and small group instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Referred students will receive individual and small group targeted instruction from ESS teacher to address specific areas of concern.	Academic Support Program	11/05/2012	05/29/2015	\$5700	Other	Principal, teachers, ESS teacher

Strategy 3:

computer based instruction - Students will participate in computer based instruction in reading and math.

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Category:

Activity - computer based reading and math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in reading and math computer based instruction such as Reading Eggs, Study Island, Math Facts in a Flash, and Carbo Reading.	Academic Support Program	08/22/2012	05/29/2015	\$0	No Funding Required	Principals and teachers

Measurable Objective 5:

collaborate to increase achievement at Oakview Elementary for students with disabilities from 33.8% in 2014 to 35.9% proficiency in math by 05/29/2015 as measured by K-Prep scores.

Strategy 1:

RTI - Students will be grouped according to MAP scores, teacher assessments, and academic performance. These groups will receive targeted instruction to address specific areas of concern.

Category:

Activity - small group instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Groups of students will receive targeted instruction to address specific areas of concern.	Academic Support Program	09/10/2012	05/29/2015	\$0	No Funding Required	Principal, teachers, instructional assistants

Strategy 2:

ESS - Students will be referred to ESS according to MAP scores, teacher assessments, and academic performance.

Category:

Activity - individual and small group instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Referred students will receive individual and small group instruction from the ESS teacher to address specific concerns.	Academic Support Program	11/05/2012	05/29/2015	\$5700	Other	Principal, teachers, ESS teacher

Strategy 3:

Computer based instruction - Students will participate in reading and math computer based instruction.

Category:

Activity - computer based reading and math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will participate in reading and math computer instruction such as Reading Eggs, Study Island, Math Facts in a Flash, and Carbo Reading.	Academic Support Program	08/22/2012	05/29/2015	\$0	No Funding Required	Principal and teachers
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Goal 3: Increase number of teachers responding to the Tell survey.

Measurable Objective 1:

collaborate to increase the participation of staff in the Tell Survey process. by 05/29/2015 as measured by the amount of responses recieved to the Tell Survey..

Strategy 1:

promotion of survey - We will collaborate to promote participation in the Tell Survey process.

Category:

Activity - Survey Promotion Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will promote participation through announcements, emails, etc.	Other	04/08/2013	05/29/2015	\$0	No Funding Required	Principal, teachers

Goal 4: The number of components marked as proficient overall through Program Review will increase by 2015.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in the overall number of standards. in Art & Humanities by 05/31/2017 as measured by the percentage of standards marked as proficient overall..

Strategy 1:

planning - Arts and humanities teachers will collaborate with classroom teachers to devise a plan of integration that will ensure the number of standards marked proficient will increase.

Category:

Activity - collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Arts and humanities teachers will collaborate through staff planning meetings and PLC's to increase proficiency.	Academic Support Program	02/01/2013	05/31/2017	\$0	No Funding Required	Principal, arts and humanities teachers, special education teachers and classroom teachers.
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Goal 5: Increase the percentage of effective teachers from ____% in 2015 to ____% in 2020.

Measurable Objective 1:

collaborate to prepare for implementation of the professional growth and effectiveness system by 07/30/2014 by 05/31/2020 as measured by 100% teacher capacity..

Strategy 1:

Professional growth and effectiveness system - Develop implementation plan for TPGES for 2014-15 statewide implementation which includes developing knowledge base of TPGES components and expectations among leadership, principal roles and responsibilities, teacher and peer observer roles and responsibilities, timeline for principals and teachers to meet for trainings, goal and growth plan development, review, and feedback, and reviews of current policies and recommendations for modifications.

Category:

Activity - TPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and teachers participating in the pilot will provide training for faculty during faculty meetings and PLC's throughout the district "gear up" plan.	Professional Learning	10/07/2013	05/29/2015	\$0	No Funding Required	Principal and participating teachers.

Activity - Hiring of Personnel	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All personnel, classified and certified, must hold certification for the job in which they are hired as well as receive proper training.	Academic Support Program	07/01/2014	05/29/2015	\$0	No Funding Required	School Principal SBDM

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
computer based reading and math	Students will participate in reading and math computer instruction such as Reading Eggs, Study Island, Math Facts in a Flash, and Carbo Reading.	Academic Support Program	08/22/2012	05/29/2015	\$0	Principal and teachers
Dibels fluency assessment	Students are screened on reading fluency using Dibels Next and words per minute fluency assessments to determine instructional strategies and possible interventions.	Academic Support Program	08/15/2012	05/29/2015	\$0	principal, classroom teachers, instructional assistants and special education staff
small group instruction	Groups of students will receive targeted instruction to address specific areas of concern.	Academic Support Program	09/10/2012	05/29/2015	\$0	Principal, teachers, instructional assistants
Small group instruction	Students grouped according to MAP scores, teacher assessments and academic performance will receive targeted instruction to address specific areas of concern.	Academic Support Program	09/10/2012	05/29/2015	\$0	Principal, teachers, instructional assistants
classroom instruction	Teachers will base all instruction on Common Core Standards	Academic Support Program	08/22/2012	05/29/2015	\$0	Principal, teachers
computer based reading and math	Students will participate in computer based reading and math instruction such as Reading Eggs, Study Island, Math Facts in a Flash, and Carbo Reading.	Academic Support Program	08/22/2012	05/29/2015	\$0	Principal, teachers
Classroom Instruction	Teachers will base all instruction on Common Core Standards.	Academic Support Program	08/22/2012	05/29/2015	\$0	Principal, teachers
Hiring of Personnel	All personnel, classified and certified, must hold certification for the job in which they are hired as well as receive proper training.	Academic Support Program	07/01/2014	05/29/2015	\$0	School Principal SBDM

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collaboration	Arts and humanities teachers will collaborate through staff planning meetings and PLC's to increase proficiency.	Academic Support Program	02/01/2013	05/31/2017	\$0	Principal, arts and humanities teachers, special education teachers and classroom teachers.
Faculty, team and PLC meetings	Teachers will meet in large group, grade level teams and in grade level PLC's.	Academic Support Program	08/21/2012	05/29/2015	\$0	Principal, all instructional staff
Survey Promotion Activities	We will promote participation through announcements, emails, etc.	Other	04/08/2013	05/29/2015	\$0	Principal, teachers
Small group specialized instruction	Students will be grouped in small groups according to MAP and teacher assessment scores and will receive targeted instruction in areas of concern.	Academic Support Program	09/10/2012	05/29/2015	\$0	Principal, teachers, instructional assistants
Small group specialized instruction	Students will be assigned, based on MAP scores and classroom assessments, to specific small groups for targeted instruction based on their area of need.	Academic Support Program	09/03/2012	05/29/2015	\$0	Principal, classroom teachers, instructional assistants
computer based reading and math	Students will participate in computer based instruction such as Reading Eggs, Study Island, Math Facts in a Flash, and Carbo Reading.	Academic Support Program	08/22/2012	05/29/2015	\$0	Principal, teachers
computer based reading and math	Students will participate in computer based instruction such as Study Island, Reading Eggs, Math Facts in a Flash, and Carbo Reading.	Academic Support Program	08/22/2012	05/29/2015	\$0	Principal, teachers, instructional assistants
TPGES	The principal and teachers participating in the pilot will provide training for faculty during faculty meetings and PLC's throughout the district "gear up" plan.	Professional Learning	10/07/2013	05/29/2015	\$0	Principal and participating teachers.
computer based reading and math	Students will participate in reading and math computer based instruction such as Reading Eggs, Study Island, Math Facts in a Flash, and Carbo Reading.	Academic Support Program	08/22/2012	05/29/2015	\$0	Principals and teachers
Small group instruction	Students, grouped according to MAP scores, teacher assessments and academic performance receive targeted instruction for areas of concern.	Academic Support Program	09/10/2012	05/29/2015	\$0	Principal, teachers, instructional assistants
Small group instruction	Students will be grouped according to MAP scores and teacher assessments to receive targeted instruction in the area of need.	Academic Support Program	09/10/2012	05/29/2015	\$0	Principal, teachers, instructional assistants

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Brigance Screen	Students are screened on reading fluency using the Brigance Screen to identify individual student needs.	Academic Support Program	08/15/2012	05/29/2015	\$0	Kindergarten teachers, instructional assistants, special education staff
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
individual and small group instruction	Referred students will receive individual and small group instruction from ESS teacher in specific areas of concern.	Academic Support Program	11/05/2012	05/29/2015	\$5700	Principal, teachers, ESS teacher
Individual and small group instruction	Students will be recommended for ESS instruction based on MAP, teacher assessments and classroom academic performance. They will receive individual or small group targeted instruction from the ESS teacher in the area of concern.	Academic Support Program	11/05/2012	05/29/2015	\$5700	Principal, teachers, ESS teacher
PRC Meeting	PR Meeting for Rubric scoring	Academic Support Program	08/11/2014	05/29/2015	\$0	All faculty
Individual and small group instruction	Students will be referred for ESS according to MAP scores, teacher assessments and academic progress in the classroom.	Academic Support Program	11/05/2012	05/29/2015	\$5700	Principal, teachers, ESS teacher
individual and small group instruction	Referred students will receive individual and small group instruction from the ESS teacher to address specific concerns.	Academic Support Program	11/05/2012	05/29/2015	\$5700	Principal, teachers, ESS teacher
individual and small group instruction	Referred students will receive individual and small group targeted instruction from ESS teacher to address specific areas of concern.	Academic Support Program	11/05/2012	05/29/2015	\$5700	Principal, teachers, ESS teacher
Total					\$28500	

Scholarship Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Individual and small group instruction	Referred students will receive targeted instruction on an individual and small group basis to address specific areas of concern.	Academic Support Program	11/05/2012	05/29/2015	\$5700	Principal, teachers, ESS teacher
Total					\$5700	

KDE Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

We use data analysis to determine how well our students are performing on state mandated tests. This analysis will also determine the performance levels of each of our sub groups. We will monitor our trajectory towards goals to ensure we are continuing to show student growth. Moving forward we will develop and track curriculum maps, pacing guides, and formative assessments. Our data indicates the need to continue focus on gap groups, and we are implementing RTI to close achievement gaps.

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?

Our areas of strength are reflected in the percentage of students with disabilities scoring proficient/distinguished. Though not at goal, the percentage is impressive and is on track to meet future goals. Overall performance is showing consistent growth and is on track for achievement targets. We service 20% of our student population with IEPs, and are meeting the needs of the students with great success.

Opportunities for Improvement

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

We need to continue to make improvements in our Proficiency rating across all contents to improve our growth goal and our content goals..Also, free and reduced lunch and students with disabilities are targets for gap reduction. We must continue to implement RTI to make sure we are meeting the needs of ALL students at ALL times. We will continue to review data and use results to plan instruction and interventions to address the needs of these students.

Conclusion

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

Here at Oakview we will continue to analyze data and use that to drive instruction. We have revised our daily schedule to better utilize RTI, computer programs and equipment to enhance instruction, working to increase parent involvement, and using PLC's to continue our trajectory to proficiency.

The Missing Piece

Introduction

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

Stakeholders

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

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

The principal Rebecca Howell, counselor Chad Tackett, attendance clerk Vicki Kelley, and SBDM members Hilary Rice, Jenny Johnson, Leslie Link, Heather Sellers, and Larry Lucas.

Relationship Building

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

Overall Rating: 3.57

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

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

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

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

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	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
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
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.	Student/family feedback data on school welcoming and engagement efforts is retained in a useable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

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

Overall Rating: 3.57

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

	Statement or Question	Response	Rating
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 stakeholders work together to learn from and use all resources available to meet the student's and parent's learning needs.	Distinguished

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

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

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

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

KDE Comprehensive School Improvement Plan

Oakview Elementary School

	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

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

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

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

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents and stakeholders are trained to create, measure and sustain authentic participation in all areas of school improvement at School and district level.	Distinguished

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Oakview Elementary School

	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

Advocacy

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

Overall Rating: 3.33

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	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
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report 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.)	Proficient

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

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

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

Learning Opportunities

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

Overall Rating: 3.33

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

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

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

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

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School staff has posted council policy on classroom visits, with access to all classrooms.</p>	Distinguished

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

Community Partnerships

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

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	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
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

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

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

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

Reflection

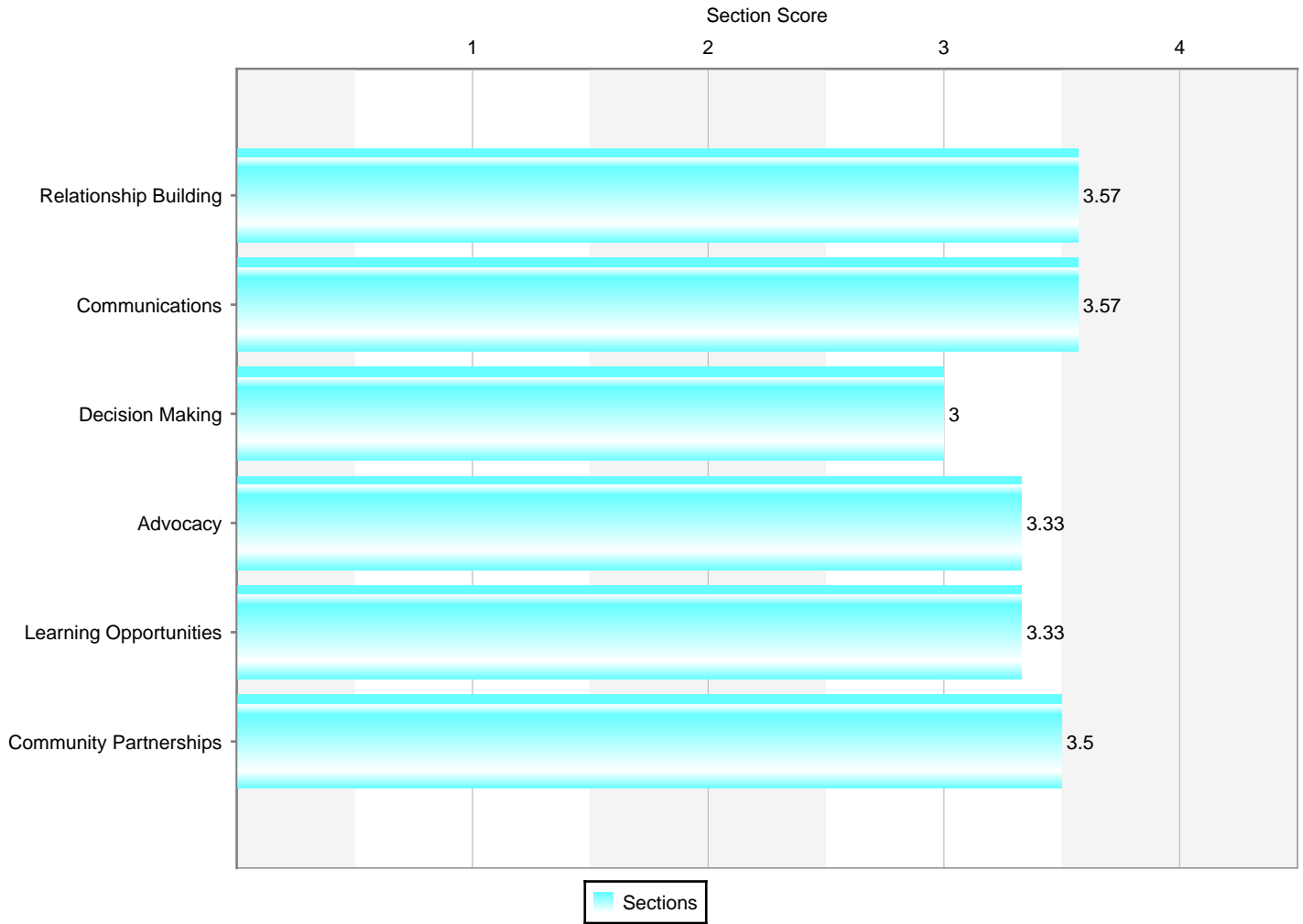
Reflect upon your responses to each of the Missing Piece objectives.

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

Our school does a really good job at communicating with parents. We serve all of our students well on an individual basis. Parents are afforded multiple different outlets to discuss their concerns. Also, we work well with outside agencies to ensure that students are receiving all services needed. We need to continue to improve on utilizing trainings and programs to ensure strong parent involvement on committees. The SBDM and PTO will work on finding ways to encourage parent involvement at a deep level.

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.

All staff was involved in analyzing the needs of the school. On Opening Day I asked teachers for feedback through email for items such as concerns, instructional needs, facility needs, concerns, and resources. These items were analyzed and prioritized to drive the decisions made concerning budgets and programs for the school. Also, all staff were involved in analyzing the assessment data of the school to help make informed decisions concerning instructional practices and programs. The SBDM also discussed assessments data, personnel decisions, budgets, and various policies to ensure resources are used to the fullest. Parents are communicated with daily through emails, newsletters, message board, On Calls, PTO, website, etc. Also, students are frequently asked by teachers what types of programs and activities they would like to have at Oakview.

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

The staff was involved in data analysis. They are the content specialists in the building and used PLCs and faculty meetings to assess the data and make informed decisions. The SBDM assessed data, budgets, and policies to make sure all resources were being used to fully implement programs for success at Oakview. Parents/Students were represented by themselves as well as PTO to offer ideas and suggestions for school improvement. Also, CO team was used to help offer feedback and guidance. The leadership team at Oakview meets frequently to ensure that all programs are utilized to the fullest to ensure all students learn at high levels.

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

This improvement plan was approved by SBDM and then made available to all stakeholders via the school website. It is reviewed by the leadership team as often as data is to drive instruction and make adjustments as needed to schedules and programs within the school.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

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
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

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

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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		

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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		

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
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	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		

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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		

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 and linked to our district 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	No	NA	

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 specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

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

KDE Comprehensive School Improvement Plan

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

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

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

Compliance and Accountability - Elementary Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Increase number of teachers responding to the Tell survey.

Measurable Objective 1:

collaborate to increase the participation of staff in the Tell Survey process. by 05/29/2015 as measured by the amount of responses recieved to the Tell Survey..

Strategy1:

promotion of survey - We will collaborate to promote participation in the Tell Survey process.

Category:

Research Cited:

Activity - Survey Promotion Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will promote participation through announcements, emails, etc.	Other			04/08/2013	05/29/2015	\$0 - No Funding Required	Principal, teachers

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for Oakview Elementary students from 55.3% in 2014 to 63.1% by 05/29/2015 as measured by K-Prep scores.

Strategy1:

Kindergarten screen - Administer the Brigance screen to identify entering kindergarten student needs.

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Oakview Elementary School

Activity - Brigance Screen	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened on reading fluency using the Brigance Screen to identify individual student needs.	Academic Support Program			08/15/2012	05/29/2015	\$0 - No Funding Required	Kindergarten teachers, instructional assistants, special education staff

Strategy2:

Review of test data - The staff of Oakview will review MAP, K-Prep, and common assessments to ensure continuous progress toward school and state academic goals and expectations.

Category:

Research Cited:

Activity - Faculty, team and PLC meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in large group, grade level teams and in grade level PLC's.	Academic Support Program			08/21/2012	05/29/2015	\$0 - No Funding Required	Principal, all instructional staff

Strategy3:

Dibels Next and Words per Minute fluency assessment - Students are screened on reading fluency.

Category:

Research Cited:

Activity - Dibels fluency assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened on reading fluency using Dibels Next and words per minute fluency assessments to determine instructional strategies and possible interventions.	Academic Support Program			08/15/2012	05/29/2015	\$0 - No Funding Required	principal, classroom teachers, instructional assistants and special education staff

Strategy4:

ESS - Students will be referred according to MAP scores, teacher assessments and academic performance. They will receive individual and small group instruction in specific areas of concern.

Category:

Research Cited:

Activity - individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Referred students will receive individual and small group instruction from ESS teacher in specific areas of concern.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Other	Principal, teachers, ESS teacher

Strategy5:

Implementation of Common Core Standards - Math and reading instruction will be based on Common Core Standards in Reading and Math.

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Category:

Research Cited:

Activity - Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will base all instruction on Common Core Standards.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers

Strategy6:

Program Review Meetings for all four components - We will perform three Program Review Meetings over all four components. We will score our school by the rubric for each component and track our improvement throughout the year as well as collect on going evidence and documentation.

Category: Continuous Improvement

Research Cited:

Activity - PRC Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PR Meeting for Rubric scoring	Academic Support Program			08/11/2014	05/29/2015	\$0 - Other	All faculty

Strategy7:

Response to Intervention - Students will be grouped according to MAP scores, teacher assessments and academic performance and will receive targeted intervention instruction at least 30 minutes per day, 5 days per week.

Category:

Research Cited:

Activity - Small group specialized instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assigned, based on MAP scores and classroom assessments, to specific small groups for targeted instruction based on their area of need.	Academic Support Program			09/03/2012	05/29/2015	\$0 - No Funding Required	Principal, classroom teachers, instructional assistants

All children were screened for kindergarten readiness.

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

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Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for Oakview Elementary students from 55.3% in 2014 to 63.1% by 05/29/2015 as measured by K-Prep scores.

Strategy1:

Kindergarten screen - Administer the Brigance screen to identify entering kindergarten student needs.

Category:

Research Cited:

Activity - Brigance Screen	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened on reading fluency using the Brigance Screen to identify individual student needs.	Academic Support Program			08/15/2012	05/29/2015	\$0 - No Funding Required	Kindergarten teachers, instructional assistants, special education staff

Strategy2:

Dibels Next and Words per Minute fluency assessment - Students are screened on reading fluency.

Category:

Research Cited:

Activity - Dibels fluency assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened on reading fluency using Dibels Next and words per minute fluency assessments to determine instructional strategies and possible interventions.	Academic Support Program			08/15/2012	05/29/2015	\$0 - No Funding Required	principal, classroom teachers, instructional assistants and special education 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 K-Prep scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for Oakview Elementary students from 55.3% in 2014 to 63.1% by 05/29/2015 as measured by K-Prep scores.

Strategy1:

Dibels Next and Words per Minute fluency assessment - Students are screened on reading fluency.

KDE Comprehensive School Improvement Plan

Oakview Elementary School

Category:

Research Cited:

Activity - Dibels fluency assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened on reading fluency using Dibels Next and words per minute fluency assessments to determine instructional strategies and possible interventions.	Academic Support Program			08/15/2012	05/29/2015	\$0 - No Funding Required	principal, classroom teachers, instructional assistants and special education staff

Strategy2:

Kindergarten screen - Administer the Brigance screen to identify entering kindergarten student needs.

Category:

Research Cited:

Activity - Brigance Screen	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened on reading fluency using the Brigance Screen to identify individual student needs.	Academic Support Program			08/15/2012	05/29/2015	\$0 - No Funding Required	Kindergarten teachers, instructional assistants, special education staff

Narrative:

All preregistered kindergarten students are given a kindergarten prep packet to complete before school starts. Preschool students are brought for a visit in the spring to meet the kindergarten teachers and sample kindergarten activities. a kindergarten transition camp is offer in the summer.

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for Oakview Elementary students from 55.3% in 2014 to 63.1% by 05/29/2015 as measured by K-Prep scores.

Strategy1:

ESS - Students will be referred according to MAP scores, teacher assessments and academic performance. They will receive individual and small group instruction in specific areas of concern.

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Oakview Elementary School

Activity - individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Referred students will receive individual and small group instruction from ESS teacher in specific areas of concern.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Other	Principal, teachers, ESS teacher

Strategy2:

Dibels Next and Words per Minute fluency assessment - Students are screened on reading fluency.

Category:

Research Cited:

Activity - Dibels fluency assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened on reading fluency using Dibels Next and words per minute fluency assessments to determine instructional strategies and possible interventions.	Academic Support Program			08/15/2012	05/29/2015	\$0 - No Funding Required	principal, classroom teachers, instructional assistants and special education staff

Strategy3:

Program Review Meetings for all four components - We will perform three Program Review Meetings over all four components. We will score our school by the rubric for each component and track our improvement throughout the year as well as collect on going evidence and documentation.

Category: Continuous Improvement

Research Cited:

Activity - PRC Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PR Meeting for Rubric scoring	Academic Support Program			08/11/2014	05/29/2015	\$0 - Other	All faculty

Strategy4:

Kindergarten screen - Administer the Brigance screen to identify entering kindergarten student needs.

Category:

Research Cited:

Activity - Brigance Screen	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened on reading fluency using the Brigance Screen to identify individual student needs.	Academic Support Program			08/15/2012	05/29/2015	\$0 - No Funding Required	Kindergarten teachers, instructional assistants, special education staff

KDE Comprehensive School Improvement Plan

Oakview Elementary School

Strategy5:

Implementation of Common Core Standards - Math and reading instruction will be based on Common Core Standards in Reading and Math.

Category:

Research Cited:

Activity - Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will base all instruction on Common Core Standards.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers

Strategy6:

Response to Intervention - Students will be grouped according to MAP scores, teacher assessments and academic performance and will receive targeted intervention instruction at least 30 minutes per day, 5 days per week.

Category:

Research Cited:

Activity - Small group specialized instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assigned, based on MAP scores and classroom assessments, to specific small groups for targeted instruction based on their area of need.	Academic Support Program			09/03/2012	05/29/2015	\$0 - No Funding Required	Principal, classroom teachers, instructional assistants

Strategy7:

Review of test data - The staff of Oakview will review MAP, K-Prep, and common assessments to ensure continuous progress toward school and state academic goals and expectations.

Category:

Research Cited:

Activity - Faculty, team and PLC meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in large group, grade level teams and in grade level PLC's.	Academic Support Program			08/21/2012	05/29/2015	\$0 - No Funding Required	Principal, all instructional staff

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

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

KDE Comprehensive School Improvement Plan

Oakview Elementary School

Measurable Objective 1:

collaborate to increase achievement at Oakview Elementary for free and reduced students from 36.2% in 2014 to 43.8% proficiency in math by 05/29/2015 as measured by K-Prep scores.

Strategy1:

RTI - Students will be grouped according to MAP scores, teacher assessments, and academic performance and will receive targeted instruction to address areas of concern.

Category:

Research Cited:

Activity - Small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students, grouped according to MAP scores, teacher assessments and academic performance receive targeted instruction for areas of concern.	Academic Support Program			09/10/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

Strategy2:

ESS - Students will be referred according to MAP scores, teacher assessments, and academic performance in the classroom. Referred students will receive individual and small group instruction to address areas of concern.

Category:

Research Cited:

Activity - Individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Referred students will receive targeted instruction on an individual and small group basis to address specific areas of concern.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Scholarship Fund	Principal, teachers, ESS teacher

Strategy3:

Computer based instruction - Students will participate in computer based instruction in reading and math.

Category:

Research Cited:

Activity - computer based reading and math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in computer based reading and math instruction such as Reading Eggs, Study Island, Math Facts in a Flash, and Carbo Reading.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers

Measurable Objective 2:

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collaborate to increase achievement at Oakview Elementary for free and reduced students from 49.1% in 2014 to 59.8% proficiency in reading by 05/29/2015 as measured by K-Prep scores.

Strategy1:

RTI - Students will be grouped according to MAP scores, teacher assessments for targeted instruction in areas of concern.

Category:

Research Cited:

Activity - Small group specialized instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be grouped in small groups according to MAP and teacher assessment scores and will receive targeted instruction in areas of concern.	Academic Support Program			09/10/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

Strategy2:

ESS - Students will be selected by MAP scores, teacher assessments and classroom academic performance to receive individual and small group instruction from the ESS teacher to address areas of concern for each student referred.

Category:

Research Cited:

Activity - Individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be referred for ESS according to MAP scores, teacher assessments and academic progress in the classroom.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Other	Principal, teachers, ESS teacher

Strategy3:

Computer Based instruction - Students will participate in computer based instruction in reading and math.

Category:

Research Cited:

Activity - computer based reading and math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in computer based instruction such as Reading Eggs, Study Island, Math Facts in a Flash, and Carbo Reading.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers

Measurable Objective 3:

collaborate to increase achievement at Oakview Elementary for students with disabilities from 33.8% in 2014 to 35.9% proficiency in math by 05/29/2015 as measured by K-Prep scores.

KDE Comprehensive School Improvement Plan

Oakview Elementary School

Strategy1:

ESS - Students will be referred to ESS according to MAP scores, teacher assessments, and academic performance.

Category:

Research Cited:

Activity - individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Referred students will receive individual and small group instruction from the ESS teacher to address specific concerns.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Other	Principal, teachers, ESS teacher

Strategy2:

Computer based instruction - Students will participate in reading and math computer based instruction.

Category:

Research Cited:

Activity - computer based reading and math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in reading and math computer instruction such as Reading Eggs, Study Island, Math Facts in a Flash, and Carbo Reading.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal and teachers

Strategy3:

RTI - Students will be grouped according to MAP scores, teacher assessments, and academic performance. These groups will receive targeted instruction to address specific areas of concern.

Category:

Research Cited:

Activity - small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Groups of students will receive targeted instruction to address specific areas of concern.	Academic Support Program			09/10/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

Measurable Objective 4:

collaborate to increase the average combined reading and math proficiency ratings for all Oakview Elementary students in the non-duplicated gap group from 42.5% in 2014 to 52.5% by 05/29/2015 as measured by Kprep results.

Strategy1:

ESS - Students as identified by MAP scores and through teacher recommendations, are provided extra instruction from ESS teacher during the school day.

Category:

SY 2014-2015

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KDE Comprehensive School Improvement Plan

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Research Cited:

Activity - Individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be recommended for ESS instruction based on MAP, teacher assessments and classroom academic performance. They will receive individual or small group targeted instruction from the ESS teacher in the area of concern.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Other	Principal, teachers, ESS teacher

Strategy2:

Implementation of Common Core Standards - Math and reading curriculum will follow adopted Common Core Standards in Reading and Math.

Category:

Research Cited:

Activity - classroom instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will base all instruction on Common Core Standards	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers

Strategy3:

computer based instruction - Students will participate in computer based instruction in math and reading.

Category:

Research Cited:

Activity - computer based reading and math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in computer based instruction such as Study Island, Reading Eggs, Math Facts in a Flash, and Carbo Reading.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

Strategy4:

Response to Intervention - Students receive appropriate intervention instruction for a minimum of 30 minutes per day based upon their MAP assessment scores. As students are assessed and show improvement they are reorganized into appropriate RTI groups.

Category:

Research Cited: MAP and K-Prep scores

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Activity - Small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be grouped according to MAP scores and teacher assessments to receive targeted instruction in the area of need.	Academic Support Program			09/10/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

Measurable Objective 5:

collaborate to increase achievement at Oakview Elementary for students with disabilities from 53.1% in 2014 to 59.0% proficiency in reading by 05/29/2015 as measured by K-Prep scores.

Strategy1:

ESS - Students will be referred according to MAP scores, teacher assessments and academic performance. They will receive individual and small group instruction from ESS teacher.

Category:

Research Cited:

Activity - individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Referred students will receive individual and small group targeted instruction from ESS teacher to address specific areas of concern.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Other	Principal, teachers, ESS teacher

Strategy2:

computer based instruction - Students will participate in computer based instruction in reading and math.

Category:

Research Cited:

Activity - computer based reading and math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in reading and math computer based instruction such as Reading Eggs, Study Island, Math Facts in a Flash, and Carbo Reading.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principals and teachers

Strategy3:

RTI - Students will be grouped according to MAP scores, teachers assessments and academic performance to receive targeted instruction to address areas of concern.

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Oakview Elementary School

Activity - Small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students grouped according to MAP scores, teacher assessments and academic performance will receive targeted instruction to address specific areas of concern.	Academic Support Program			09/10/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for Oakview Elementary students from 55.3% in 2014 to 63.1% by 05/29/2015 as measured by K-Prep scores.

Strategy1:

ESS - Students will be referred according to MAP scores, teacher assessments and academic performance. They will receive individual and small group instruction in specific areas of concern.

Category:

Research Cited:

Activity - individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Referred students will receive individual and small group instruction from ESS teacher in specific areas of concern.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Other	Principal, teachers, ESS teacher

Strategy2:

Kindergarten screen - Administer the Brigance screen to identify entering kindergarten student needs.

Category:

Research Cited:

Activity - Brigance Screen	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened on reading fluency using the Brigance Screen to identify individual student needs.	Academic Support Program			08/15/2012	05/29/2015	\$0 - No Funding Required	Kindergarten teachers, instructional assistants, special education staff

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Strategy3:

Implementation of Common Core Standards - Math and reading instruction will be based on Common Core Standards in Reading and Math.

Category:

Research Cited:

Activity - Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will base all instruction on Common Core Standards.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers

Strategy4:

Review of test data - The staff of Oakview will review MAP, K-Prep, and common assessments to ensure continuous progress toward school and state academic goals and expectations.

Category:

Research Cited:

Activity - Faculty, team and PLC meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in large group, grade level teams and in grade level PLC's.	Academic Support Program			08/21/2012	05/29/2015	\$0 - No Funding Required	Principal, all instructional staff

Strategy5:

Response to Intervention - Students will be grouped according to MAP scores, teacher assessments and academic performance and will receive targeted intervention instruction at least 30 minutes per day, 5 days per week.

Category:

Research Cited:

Activity - Small group specialized instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assigned, based on MAP scores and classroom assessments, to specific small groups for targeted instruction based on their area of need.	Academic Support Program			09/03/2012	05/29/2015	\$0 - No Funding Required	Principal, classroom teachers, instructional assistants

Strategy6:

Program Review Meetings for all four components - We will perform three Program Review Meetings over all four components. We will score our school by the rubric for each component and track our improvement throughout the year as well as collect on going evidence and documentation.

Category: Continuous Improvement

Research Cited:

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Activity - PRC Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PR Meeting for Rubric scoring	Academic Support Program			08/11/2014	05/29/2015	\$0 - Other	All faculty

Strategy7:

Dibels Next and Words per Minute fluency assessment - Students are screened on reading fluency.

Category:

Research Cited:

Activity - Dibels fluency assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened on reading fluency using Dibels Next and words per minute fluency assessments to determine instructional strategies and possible interventions.	Academic Support Program			08/15/2012	05/29/2015	\$0 - No Funding Required	principal, classroom teachers, instructional assistants and special education staff



KDE Title I Report

Oakview Elementary School

Ashland Independent

Rebecca Howell, Principal
3111 Blackburn Ave
Ashland, KY 41101

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Introduction

Complete the Title I requirement that is applicable to your school.

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I schoolwide programs as outlined in Section 1114 of the Elementary and Secondary Education Act. Using this tool will allow you to certify that the required schoolwide planning components are being met by a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP and b) inserting an optional narrative. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings. However, it is not necessary to answer all guiding questions when documenting the components.

Component 1: Comprehensive Needs Assessment

Comprehensive Needs Assessment

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for Oakview Elementary students from 55.3% in 2014 to 63.1% by 05/29/2015 as measured by K-Prep scores.

Strategy1:

Program Review Meetings for all four components - We will perform three Program Review Meetings over all four components. We will score our school by the rubric for each component and track our improvement throughout the year as well as collect on going evidence and documentation.

Category: Continuous Improvement

Research Cited:

Activity - PRC Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PR Meeting for Rubric scoring	Academic Support Program			08/11/2014	05/29/2015	\$0 - Other	All faculty

Strategy2:

Review of test data - The staff of Oakview will review MAP, K-Prep, and common assessments to ensure continuous progress toward school and state academic goals and expectations.

Category:

Research Cited:

Activity - Faculty, team and PLC meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in large group, grade level teams and in grade level PLC's.	Academic Support Program			08/21/2012	05/29/2015	\$0 - No Funding Required	Principal, all instructional staff

Strategy3:

Dibels Next and Words per Minute fluency assessment - Students are screened on reading fluency.

Category:

Research Cited:

KDE Title I Report

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Activity - Dibels fluency assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened on reading fluency using Dibels Next and words per minute fluency assessments to determine instructional strategies and possible interventions.	Academic Support Program			08/15/2012	05/29/2015	\$0 - No Funding Required	principal, classroom teachers, instructional assistants and special education staff

Strategy4:

Response to Intervention - Students will be grouped according to MAP scores, teacher assessments and academic performance and will receive targeted intervention instruction at least 30 minutes per day, 5 days per week.

Category:

Research Cited:

Activity - Small group specialized instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assigned, based on MAP scores and classroom assessments, to specific small groups for targeted instruction based on their area of need.	Academic Support Program			09/03/2012	05/29/2015	\$0 - No Funding Required	Principal, classroom teachers, instructional assistants

Strategy5:

Implementation of Common Core Standards - Math and reading instruction will be based on Common Core Standards in Reading and Math.

Category:

Research Cited:

Activity - Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will base all instruction on Common Core Standards.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers

Strategy6:

Kindergarten screen - Administer the Brigance screen to identify entering kindergarten student needs.

Category:

Research Cited:

Activity - Brigance Screen	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened on reading fluency using the Brigance Screen to identify individual student needs.	Academic Support Program			08/15/2012	05/29/2015	\$0 - No Funding Required	Kindergarten teachers, instructional assistants, special education staff

Strategy7:

KDE Title I Report

Oakview Elementary School

ESS - Students will be referred according to MAP scores, teacher assessments and academic performance. They will receive individual and small group instruction in specific areas of concern.

Category:

Research Cited:

Activity - individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Referred students will receive individual and small group instruction from ESS teacher in specific areas of concern.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Other	Principal, teachers, ESS teacher

Goal 2:

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

Measurable Objective 1:

collaborate to increase achievement at Oakview Elementary for students with disabilities from 33.8% in 2014 to 35.9% proficiency in math by 05/29/2015 as measured by K-Prep scores.

Strategy1:

Computer based instruction - Students will participate in reading and math computer based instruction.

Category:

Research Cited:

Activity - computer based reading and math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in reading and math computer instruction such as Reading Eggs, Study Island, Math Facts in a Flash, and Carbo Reading.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal and teachers

Strategy2:

ESS - Students will be referred to ESS according to MAP scores, teacher assessments, and academic performance.

Category:

Research Cited:

Activity - individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Referred students will receive individual and small group instruction from the ESS teacher to address specific concerns.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Other	Principal, teachers, ESS teacher

KDE Title I Report

Oakview Elementary School

Strategy3:

RTI - Students will be grouped according to MAP scores, teacher assessments, and academic performance. These groups will receive targeted instruction to address specific areas of concern.

Category:

Research Cited:

Activity - small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Groups of students will receive targeted instruction to address specific areas of concern.	Academic Support Program			09/10/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

Measurable Objective 2:

collaborate to increase achievement at Oakview Elementary for students with disabilities from 53.1% in 2014 to 59.0% proficiency in reading by 05/29/2015 as measured by K-Prep scores.

Strategy1:

ESS - Students will be referred according to MAP scores, teacher assessments and academic performance. They will receive individual and small group instruction from ESS teacher.

Category:

Research Cited:

Activity - individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Referred students will receive individual and small group targeted instruction from ESS teacher to address specific areas of concern.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Other	Principal, teachers, ESS teacher

Strategy2:

computer based instruction - Students will participate in computer based instruction in reading and math.

Category:

Research Cited:

Activity - computer based reading and math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in reading and math computer based instruction such as Reading Eggs, Study Island, Math Facts in a Flash, and Carbo Reading.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principals and teachers

Strategy3:

KDE Title I Report

Oakview Elementary School

RTI - Students will be grouped according to MAP scores, teachers assessments and academic performance to receive targeted instruction to address areas of concern.

Category:

Research Cited:

Activity - Small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students grouped according to MAP scores, teacher assessments and academic performance will receive targeted instruction to address specific areas of concern.	Academic Support Program			09/10/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

Measurable Objective 3:

collaborate to increase achievement at Oakview Elementary for free and reduced students from 49.1% in 2014 to 59.8% proficiency in reading by 05/29/2015 as measured by K-Prep scores.

Strategy1:

Computer Based instruction - Students will participate in computer based instruction in reading and math.

Category:

Research Cited:

Activity - computer based reading and math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in computer based instruction such as Reading Eggs, Study Island, Math Facts in a Flash, and Carbo Reading.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers

Strategy2:

ESS - Students will be selected by MAP scores, teacher assessments and classroom academic performance to receive individual and small group instruction from the ESS teacher to address areas of concern for each student referred.

Category:

Research Cited:

Activity - Individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be referred for ESS according to MAP scores, teacher assessments and academic progress in the classroom.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Other	Principal, teachers, ESS teacher

Strategy3:

RTI - Students will be grouped according to MAP scores, teacher assessments for targeted instruction in areas of concern.

Category:

Research Cited:

Activity - Small group specialized instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be grouped in small groups according to MAP and teacher assessment scores and will receive targeted instruction in areas of concern.	Academic Support Program			09/10/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

Measurable Objective 4:

collaborate to increase the average combined reading and math proficiency ratings for all Oakview Elementary students in the non-duplicated gap group from 42.5% in 2014 to 52.5% by 05/29/2015 as measured by Kprep results.

Strategy1:

Response to Intervention - Students receive appropriate intervention instruction for a minimum of 30 minutes per day based upon their MAP assessment scores. As students are assessed and show improvement they are reorganized into appropriate RTI groups.

Category:

Research Cited: MAP and K-Prep scores

Activity - Small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be grouped according to MAP scores and teacher assessments to receive targeted instruction in the area of need.	Academic Support Program			09/10/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

Strategy2:

computer based instruction - Students will participate in computer based instruction in math and reading.

Category:

Research Cited:

Activity - computer based reading and math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in computer based instruction such as Study Island, Reading Eggs, Math Facts in a Flash, and Carbo Reading.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

Strategy3:

Implementation of Common Core Standards - Math and reading curriculum will follow adopted Common Core Standards in Reading and Math.

Category:

Research Cited:

KDE Title I Report

Oakview Elementary School

Activity - classroom instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will base all instruction on Common Core Standards	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers

Strategy4:

ESS - Students as identified by MAP scores and through teacher recommendations, are provided extra instruction from ESS teacher during the school day.

Category:

Research Cited:

Activity - Individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be recommended for ESS instruction based on MAP, teacher assessments and classroom academic performance. They will receive individual or small group targeted instruction from the ESS teacher in the area of concern.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Other	Principal, teachers, ESS teacher

Measurable Objective 5:

collaborate to increase achievement at Oakview Elementary for free and reduced students from 36.2% in 2014 to 43.8% proficiency in math by 05/29/2015 as measured by K-Prep scores.

Strategy1:

ESS - Students will be referred according to MAP scores, teacher assessments, and academic performance in the classroom. Referred students will receive individual and small group instruction to address areas of concern.

Category:

Research Cited:

Activity - Individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Referred students will receive targeted instruction on an individual and small group basis to address specific areas of concern.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Scholarship Fund	Principal, teachers, ESS teacher

Strategy2:

Computer based instruction - Students will participate in computer based instruction in reading and math.

Category:

Research Cited:

KDE Title I Report

Oakview Elementary School

Activity - computer based reading and math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in computer based reading and math instruction such as Reading Eggs, Study Island, Math Facts in a Flash, and Carbo Reading.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers

Strategy3:

RTI - Students will be grouped according to MAP scores, teacher assessments, and academic performance and will receive targeted instruction to address areas of concern.

Category:

Research Cited:

Activity - Small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students, grouped according to MAP scores, teacher assessments and academic performance receive targeted instruction for areas of concern.	Academic Support Program			09/10/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for Oakview Elementary students from 55.3% in 2014 to 63.1% by 05/29/2015 as measured by K-Prep scores.

Strategy1:

ESS - Students will be referred according to MAP scores, teacher assessments and academic performance. They will receive individual and small group instruction in specific areas of concern.

Category:

Research Cited:

Activity - individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Referred students will receive individual and small group instruction from ESS teacher in specific areas of concern.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Other	Principal, teachers, ESS teacher

Strategy2:

Review of test data - The staff of Oakview will review MAP, K-Prep, and common assessments to ensure continuous progress toward school and state academic goals and expectations.

Category:

Research Cited:

Activity - Faculty, team and PLC meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in large group, grade level teams and in grade level PLC's.	Academic Support Program			08/21/2012	05/29/2015	\$0 - No Funding Required	Principal, all instructional staff

Strategy3:

Implementation of Common Core Standards - Math and reading instruction will be based on Common Core Standards in Reading and Math.

Category:

Research Cited:

KDE Title I Report

Oakview Elementary School

Activity - Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will base all instruction on Common Core Standards.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers

Strategy4:

Dibels Next and Words per Minute fluency assessment - Students are screened on reading fluency.

Category:

Research Cited:

Activity - Dibels fluency assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened on reading fluency using Dibels Next and words per minute fluency assessments to determine instructional strategies and possible interventions.	Academic Support Program			08/15/2012	05/29/2015	\$0 - No Funding Required	principal, classroom teachers, instructional assistants and special education staff

Strategy5:

Program Review Meetings for all four components - We will perform three Program Review Meetings over all four components. We will score our school by the rubric for each component and track our improvement throughout the year as well as collect on going evidence and documentation.

Category: Continuous Improvement

Research Cited:

Activity - PRC Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PR Meeting for Rubric scoring	Academic Support Program			08/11/2014	05/29/2015	\$0 - Other	All faculty

Strategy6:

Kindergarten screen - Administer the Brigance screen to identify entering kindergarten student needs.

Category:

Research Cited:

Activity - Brigance Screen	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened on reading fluency using the Brigance Screen to identify individual student needs.	Academic Support Program			08/15/2012	05/29/2015	\$0 - No Funding Required	Kindergarten teachers, instructional assistants, special education staff

Strategy7:

Response to Intervention - Students will be grouped according to MAP scores, teacher assessments and academic performance and will receive targeted intervention instruction at least 30 minutes per day, 5 days per week.

KDE Title I Report

Oakview Elementary School

Category:

Research Cited:

Activity - Small group specialized instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assigned, based on MAP scores and classroom assessments, to specific small groups for targeted instruction based on their area of need.	Academic Support Program			09/03/2012	05/29/2015	\$0 - No Funding Required	Principal, classroom teachers, instructional assistants

Goal 2:

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

Measurable Objective 1:

collaborate to increase achievement at Oakview Elementary for students with disabilities from 33.8% in 2014 to 35.9% proficiency in math by 05/29/2015 as measured by K-Prep scores.

Strategy1:

Computer based instruction - Students will participate in reading and math computer based instruction.

Category:

Research Cited:

Activity - computer based reading and math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in reading and math computer instruction such as Reading Eggs, Study Island, Math Facts in a Flash, and Carbo Reading.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal and teachers

Strategy2:

RTI - Students will be grouped according to MAP scores, teacher assessments, and academic performance. These groups will receive targeted instruction to address specific areas of concern.

Category:

Research Cited:

Activity - small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Groups of students will receive targeted instruction to address specific areas of concern.	Academic Support Program			09/10/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

Strategy3:

KDE Title I Report

Oakview Elementary School

ESS - Students will be referred to ESS according to MAP scores, teacher assessments, and academic performance.

Category:

Research Cited:

Activity - individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Referred students will receive individual and small group instruction from the ESS teacher to address specific concerns.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Other	Principal, teachers, ESS teacher

Measurable Objective 2:

collaborate to increase achievement at Oakview Elementary for students with disabilities from 53.1% in 2014 to 59.0% proficiency in reading by 05/29/2015 as measured by K-Prep scores.

Strategy1:

RTI - Students will be grouped according to MAP scores, teachers assessments and academic performance to receive targeted instruction to address areas of concern.

Category:

Research Cited:

Activity - Small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students grouped according to MAP scores, teacher assessments and academic performance will receive targeted instruction to address specific areas of concern.	Academic Support Program			09/10/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

Strategy2:

computer based instruction - Students will participate in computer based instruction in reading and math.

Category:

Research Cited:

Activity - computer based reading and math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in reading and math computer based instruction such as Reading Eggs, Study Island, Math Facts in a Flash, and Carbo Reading.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principals and teachers

Strategy3:

ESS - Students will be referred according to MAP scores, teacher assessments and academic performance. They will receive individual and small group instruction from ESS teacher.

KDE Title I Report

Oakview Elementary School

Category:

Research Cited:

Activity - individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Referred students will receive individual and small group targeted instruction from ESS teacher to address specific areas of concern.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Other	Principal, teachers, ESS teacher

Measurable Objective 3:

collaborate to increase the average combined reading and math proficiency ratings for all Oakview Elementary students in the non-duplicated gap group from 42.5% in 2014 to 52.5% by 05/29/2015 as measured by Kprep results.

Strategy1:

ESS - Students as identified by MAP scores and through teacher recommendations, are provided extra instruction from ESS teacher during the school day.

Category:

Research Cited:

Activity - Individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be recommended for ESS instruction based on MAP, teacher assessments and classroom academic performance. They will receive individual or small group targeted instruction from the ESS teacher in the area of concern.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Other	Principal, teachers, ESS teacher

Strategy2:

computer based instruction - Students will participate in computer based instruction in math and reading.

Category:

Research Cited:

Activity - computer based reading and math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in computer based instruction such as Study Island, Reading Eggs, Math Facts in a Flash, and Carbo Reading.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

Strategy3:

Response to Intervention - Students receive appropriate intervention instruction for a minimum of 30 minutes per day based upon their MAP assessment scores. As students are assessed and show improvement they are reorganized into appropriate RTI groups.

KDE Title I Report

Oakview Elementary School

Category:

Research Cited: MAP and K-Prep scores

Activity - Small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be grouped according to MAP scores and teacher assessments to receive targeted instruction in the area of need.	Academic Support Program			09/10/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

Strategy4:

Implementation of Common Core Standards - Math and reading curriculum will follow adopted Common Core Standards in Reading and Math.

Category:

Research Cited:

Activity - classroom instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will base all instruction on Common Core Standards	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers

Measurable Objective 4:

collaborate to increase achievement at Oakview Elementary for free and reduced students from 36.2% in 2014 to 43.8% proficiency in math by 05/29/2015 as measured by K-Prep scores.

Strategy1:

Computer based instruction - Students will participate in computer based instruction in reading and math.

Category:

Research Cited:

Activity - computer based reading and math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in computer based reading and math instruction such as Reading Eggs, Study Island, Math Facts in a Flash, and Carbo Reading.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers

Strategy2:

RTI - Students will be grouped according to MAP scores, teacher assessments, and academic performance and will receive targeted instruction to address areas of concern.

Category:

Research Cited:

KDE Title I Report

Oakview Elementary School

Activity - Small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students, grouped according to MAP scores, teacher assessments and academic performance receive targeted instruction for areas of concern.	Academic Support Program			09/10/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

Strategy3:

ESS - Students will be referred according to MAP scores, teacher assessments, and academic performance in the classroom. Referred students will receive individual and small group instruction to address areas of concern.

Category:

Research Cited:

Activity - Individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Referred students will receive targeted instruction on an individual and small group basis to address specific areas of concern.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Scholarship Fund	Principal, teachers, ESS teacher

Measurable Objective 5:

collaborate to increase achievement at Oakview Elementary for free and reduced students from 49.1% in 2014 to 59.8% proficiency in reading by 05/29/2015 as measured by K-Prep scores.

Strategy1:

ESS - Students will be selected by MAP scores, teacher assessments and classroom academic performance to receive individual and small group instruction from the ESS teacher to address areas of concern for each student referred.

Category:

Research Cited:

Activity - Individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be referred for ESS according to MAP scores, teacher assessments and academic progress in the classroom.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Other	Principal, teachers, ESS teacher

Strategy2:

RTI - Students will be grouped according to MAP scores, teacher assessments for targeted instruction in areas of concern.

Category:

Research Cited:

KDE Title I Report

Oakview Elementary School

Activity - Small group specialized instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be grouped in small groups according to MAP and teacher assessment scores and will receive targeted instruction in areas of concern.	Academic Support Program			09/10/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

Strategy3:

Computer Based instruction - Students will participate in computer based instruction in reading and math.

Category:

Research Cited:

Activity - computer based reading and math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in computer based instruction such as Reading Eggs, Study Island, Math Facts in a Flash, and Carbo Reading.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers

Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

Goal 1:

Increase the percentage of effective teachers from ____% in 2015 to ____% in 2020.

Measurable Objective 1:

collaborate to prepare for implementation of the professional growth and effectiveness system by 07/30/2014 by 05/31/2020 as measured by 100% teacher capacity..

Strategy1:

Professional growth and effectiveness system - Develop implementation plan for TPGES for 2014-15 statewide implementation which includes developing knowledge base of TPGES components and expectations among leadership, principal roles and responsibilities, teacher and peer observer roles and responsibilities, timeline for principals and teachers to meet for trainings, goal and growth plan development, review, and feedback, and reviews of current policies and recommendations for modifications.

Category:

Research Cited:

Activity - Hiring of Personnel	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All personnel, classified and certified, must hold certification for the job in which they are hired as well as receive proper training.	Academic Support Program			07/01/2014	05/29/2015	\$0 - No Funding Required	School Principal SBDM

Activity - TPGES	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and teachers participating in the pilot will provide training for faculty during faculty meetings and PLC's throughout the district "gear up" plan.	Professional Learning			10/07/2013	05/29/2015	\$0 - No Funding Required	Principal and participating teachers.

Component 4: High Quality Professional Development for Principals, Teachers, and Paraprofessionals

High Quality Professional Development for Principals, Teachers, and Paraprofessionals

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for Oakview Elementary students from 55.3% in 2014 to 63.1% by 05/29/2015 as measured by K-Prep scores.

Strategy1:

Program Review Meetings for all four components - We will perform three Program Review Meetings over all four components. We will score our school by the rubric for each component and track our improvement throughout the year as well as collect on going evidence and documentation.

Category: Continuous Improvement

Research Cited:

Activity - PRC Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PR Meeting for Rubric scoring	Academic Support Program			08/11/2014	05/29/2015	\$0 - Other	All faculty

Goal 2:

Increase the percentage of effective teachers from ____% in 2015 to ____% in 2020.

Measurable Objective 1:

collaborate to prepare for implementation of the professional growth and effectiveness system by 07/30/2014 by 05/31/2020 as measured by 100% teacher capacity..

Strategy1:

Professional growth and effectiveness system - Develop implementation plan for TPGES for 2014-15 statewide implementation which includes developing knowledge base of TPGES components and expectations among leadership, principal roles and responsibilities, teacher and peer observer roles and responsibilities, timeline for principals and teachers to meet for trainings, goal and growth plan development, review, and feedback, and reviews of current policies and recommendations for modifications.

Category:

KDE Title I Report

Oakview Elementary School

Research Cited:

Activity - Hiring of Personel	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All personnel, classified and certified, must hold certification for the job in which they are hired as well as receive proper training.	Academic Support Program			07/01/2014	05/29/2015	\$0 - No Funding Required	School Principal SBDM

Activity - TPGES	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and teachers participating in the pilot will provide training for faculty during faculty meetings and PLC's throughout the district "gear up" plan.	Professional Learning			10/07/2013	05/29/2015	\$0 - No Funding Required	Principal and participating teachers.

Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

Goal 1:

Increase number of teachers responding to the Tell survey.

Measurable Objective 1:

collaborate to increase the participation of staff in the Tell Survey process. by 05/29/2015 as measured by the amount of responses recieved to the Tell Survey..

Strategy1:

promotion of survey - We will collaborate to promote participation in the Tell Survey process.

Category:

Research Cited:

Activity - Survey Promotion Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will promote participation through announcements, emails, etc.	Other			04/08/2013	05/29/2015	\$0 - No Funding Required	Principal, teachers

Goal 2:

Increase the percentage of effective teachers from ____% in 2015 to ____% in 2020.

Measurable Objective 1:

collaborate to prepare for implementation of the professional growth and effectiveness system by 07/30/2014 by 05/31/2020 as measured by 100% teacher capacity..

Strategy1:

Professional growth and effectiveness system - Develop implementation plan for TPGES for 2014-15 statewide implementation which includes developing knowledge base of TPGES components and expectations among leadership, principal roles and responsibilities, teacher and peer observer roles and responsibilities, timeline for principals and teachers to meet for trainings, goal and growth plan development, review, and feedback, and reviews of current policies and recommendations for modifications.

Category:

Research Cited:

KDE Title I Report

Oakview Elementary School

Activity - TPGES	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and teachers participating in the pilot will provide training for faculty during faculty meetings and PLC's throughout the district "gear up" plan.	Professional Learning			10/07/2013	05/29/2015	\$0 - No Funding Required	Principal and participating teachers.

Activity - Hiring of Personel	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All personnel, classified and certified, must hold certification for the job in which they are hired as well as receive proper training.	Academic Support Program			07/01/2014	05/29/2015	\$0 - No Funding Required	School Principal SBDM

Component 6: Parent Involvement

Parent Involvement

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for Oakview Elementary students from 55.3% in 2014 to 63.1% by 05/29/2015 as measured by K-Prep scores.

Strategy1:

Program Review Meetings for all four components - We will perform three Program Review Meetings over all four components. We will score our school by the rubric for each component and track our improvement throughout the year as well as collect on going evidence and documentation.

Category: Continuous Improvement

Research Cited:

Activity - PRC Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PR Meeting for Rubric scoring	Academic Support Program			08/11/2014	05/29/2015	\$0 - Other	All faculty

Goal 2:

Increase number of teachers responding to the Tell survey.

Measurable Objective 1:

collaborate to increase the participation of staff in the Tell Survey process. by 05/29/2015 as measured by the amount of responses recieved to the Tell Survey..

Strategy1:

promotion of survey - We will collaborate to promote participation in the Tell Survey process.

Category:

Research Cited:

KDE Title I Report

Oakview Elementary School

Activity - Survey Promotion Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will promote participation through announcements, emails, etc.	Other			04/08/2013	05/29/2015	\$0 - No Funding Required	Principal, teachers

Component 7: Transition to Kindergarten

Transition to Kindergarten

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for Oakview Elementary students from 55.3% in 2014 to 63.1% by 05/29/2015 as measured by K-Prep scores.

Strategy1:

Kindergarten screen - Administer the Brigance screen to identify entering kindergarten student needs.

Category:

Research Cited:

Activity - Brigance Screen	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened on reading fluency using the Brigance Screen to identify individual student needs.	Academic Support Program			08/15/2012	05/29/2015	\$0 - No Funding Required	Kindergarten teachers, instructional assistants, special education staff

Strategy2:

Dibels Next and Words per Minute fluency assessment - Students are screened on reading fluency.

Category:

Research Cited:

Activity - Dibels fluency assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened on reading fluency using Dibels Next and words per minute fluency assessments to determine instructional strategies and possible interventions.	Academic Support Program			08/15/2012	05/29/2015	\$0 - No Funding Required	principal, classroom teachers, instructional assistants and special education staff

Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for Oakview Elementary students from 55.3% in 2014 to 63.1% by 05/29/2015 as measured by K-Prep scores.

Strategy1:

Review of test data - The staff of Oakview will review MAP, K-Prep, and common assessments to ensure continuous progress toward school and state academic goals and expectations.

Category:

Research Cited:

Activity - Faculty, team and PLC meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in large group, grade level teams and in grade level PLC's.	Academic Support Program			08/21/2012	05/29/2015	\$0 - No Funding Required	Principal, all instructional staff

Strategy2:

Kindergarten screen - Administer the Brigance screen to identify entering kindergarten student needs.

Category:

Research Cited:

Activity - Brigance Screen	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened on reading fluency using the Brigance Screen to identify individual student needs.	Academic Support Program			08/15/2012	05/29/2015	\$0 - No Funding Required	Kindergarten teachers, instructional assistants, special education staff

Strategy3:

Response to Intervention - Students will be grouped according to MAP scores, teacher assessments and academic performance and will receive targeted intervention instruction at least 30 minutes per day, 5 days per week.

Category:

KDE Title I Report

Oakview Elementary School

Research Cited:

Activity - Small group specialized instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assigned, based on MAP scores and classroom assessments, to specific small groups for targeted instruction based on their area of need.	Academic Support Program			09/03/2012	05/29/2015	\$0 - No Funding Required	Principal, classroom teachers, instructional assistants

Strategy4:

Implementation of Common Core Standards - Math and reading instruction will be based on Common Core Standards in Reading and Math.

Category:

Research Cited:

Activity - Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will base all instruction on Common Core Standards.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers

Strategy5:

ESS - Students will be referred according to MAP scores, teacher assessments and academic performance. They will receive individual and small group instruction in specific areas of concern.

Category:

Research Cited:

Activity - individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Referred students will receive individual and small group instruction from ESS teacher in specific areas of concern.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Other	Principal, teachers, ESS teacher

Strategy6:

Program Review Meetings for all four components - We will perform three Program Review Meetings over all four components. We will score our school by the rubric for each component and track our improvement throughout the year as well as collect on going evidence and documentation.

Category: Continuous Improvement

Research Cited:

Activity - PRC Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PR Meeting for Rubric scoring	Academic Support Program			08/11/2014	05/29/2015	\$0 - Other	All faculty

Strategy7:

Dibels Next and Words per Minute fluency assessment - Students are screened on reading fluency.

Category:

Research Cited:

Activity - Dibels fluency assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened on reading fluency using Dibels Next and words per minute fluency assessments to determine instructional strategies and possible interventions.	Academic Support Program			08/15/2012	05/29/2015	\$0 - No Funding Required	principal, classroom teachers, instructional assistants and special education staff

Goal 2:

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

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all Oakview Elementary students in the non-duplicated gap group from 42.5% in 2014 to 52.5% by 05/29/2015 as measured by Kprep results.

Strategy1:

Response to Intervention - Students receive appropriate intervention instruction for a minimum of 30 minutes per day based upon their MAP assessment scores. As students are assessed and show improvement they are reorganized into appropriate RTI groups.

Category:

Research Cited: MAP and K-Prep scores

Activity - Small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be grouped according to MAP scores and teacher assessments to receive targeted instruction in the area of need.	Academic Support Program			09/10/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

Strategy2:

computer based instruction - Students will participate in computer based instruction in math and reading.

Category:

Research Cited:

KDE Title I Report

Oakview Elementary School

Activity - computer based reading and math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in computer based instruction such as Study Island, Reading Eggs, Math Facts in a Flash, and Carbo Reading.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

Strategy3:

ESS - Students as identified by MAP scores and through teacher recommendations, are provided extra instruction from ESS teacher during the school day.

Category:

Research Cited:

Activity - Individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be recommended for ESS instruction based on MAP, teacher assessments and classroom academic performance. They will receive individual or small group targeted instruction from the ESS teacher in the area of concern.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Other	Principal, teachers, ESS teacher

Strategy4:

Implementation of Common Core Standards - Math and reading curriculum will follow adopted Common Core Standards in Reading and Math.

Category:

Research Cited:

Activity - classroom instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will base all instruction on Common Core Standards	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers

Measurable Objective 2:

collaborate to increase achievement at Oakview Elementary for students with disabilities from 53.1% in 2014 to 59.0% proficiency in reading by 05/29/2015 as measured by K-Prep scores.

Strategy1:

computer based instruction - Students will participate in computer based instruction in reading and math.

Category:

Research Cited:

KDE Title I Report

Oakview Elementary School

Activity - computer based reading and math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in reading and math computer based instruction such as Reading Eggs, Study Island, Math Facts in a Flash, and Carbo Reading.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principals and teachers

Strategy2:

RTI - Students will be grouped according to MAP scores, teachers assessments and academic performance to receive targeted instruction to address areas of concern.

Category:

Research Cited:

Activity - Small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students grouped according to MAP scores, teacher assessments and academic performance will receive targeted instruction to address specific areas of concern.	Academic Support Program			09/10/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

Strategy3:

ESS - Students will be referred according to MAP scores, teacher assessments and academic performance. They will receive individual and small group instruction from ESS teacher.

Category:

Research Cited:

Activity - individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Referred students will receive individual and small group targeted instruction from ESS teacher to address specific areas of concern.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Other	Principal, teachers, ESS teacher

Measurable Objective 3:

collaborate to increase achievement at Oakview Elementary for free and reduced students from 49.1% in 2014 to 59.8% proficiency in reading by 05/29/2015 as measured by K-Prep scores.

Strategy1:

RTI - Students will be grouped according to MAP scores, teacher assessments for targeted instruction in areas of concern.

Category:

Research Cited:

KDE Title I Report

Oakview Elementary School

Activity - Small group specialized instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be grouped in small groups according to MAP and teacher assessment scores and will receive targeted instruction in areas of concern.	Academic Support Program			09/10/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

Strategy2:

ESS - Students will be selected by MAP scores, teacher assessments and classroom academic performance to receive individual and small group instruction from the ESS teacher to address areas of concern for each student referred.

Category:

Research Cited:

Activity - Individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be referred for ESS according to MAP scores, teacher assessments and academic progress in the classroom.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Other	Principal, teachers, ESS teacher

Strategy3:

Computer Based instruction - Students will participate in computer based instruction in reading and math.

Category:

Research Cited:

Activity - computer based reading and math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in computer based instruction such as Reading Eggs, Study Island, Math Facts in a Flash, and Carbo Reading.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers

Measurable Objective 4:

collaborate to increase achievement at Oakview Elementary for free and reduced students from 36.2% in 2014 to 43.8% proficiency in math by 05/29/2015 as measured by K-Prep scores.

Strategy1:

RTI - Students will be grouped according to MAP scores, teacher assessments, and academic performance and will receive targeted instruction to address areas of concern.

Category:

Research Cited:

KDE Title I Report

Oakview Elementary School

Activity - Small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students, grouped according to MAP scores, teacher assessments and academic performance receive targeted instruction for areas of concern.	Academic Support Program			09/10/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

Strategy2:

ESS - Students will be referred according to MAP scores, teacher assessments, and academic performance in the classroom. Referred students will receive individual and small group instruction to address areas of concern.

Category:

Research Cited:

Activity - Individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Referred students will receive targeted instruction on an individual and small group basis to address specific areas of concern.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Scholarship Fund	Principal, teachers, ESS teacher

Strategy3:

Computer based instruction - Students will participate in computer based instruction in reading and math.

Category:

Research Cited:

Activity - computer based reading and math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in computer based reading and math instruction such as Reading Eggs, Study Island, Math Facts in a Flash, and Carbo Reading.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers

Measurable Objective 5:

collaborate to increase achievement at Oakview Elementary for students with disabilities from 33.8% in 2014 to 35.9% proficiency in math by 05/29/2015 as measured by K-Prep scores.

Strategy1:

Computer based instruction - Students will participate in reading and math computer based instruction.

Category:

Research Cited:

KDE Title I Report

Oakview Elementary School

Activity - computer based reading and math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in reading and math computer instruction such as Reading Eggs, Study Island, Math Facts in a Flash, and Carbo Reading.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal and teachers

Strategy2:

ESS - Students will be referred to ESS according to MAP scores, teacher assessments, and academic performance.

Category:

Research Cited:

Activity - individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Referred students will receive individual and small group instruction from the ESS teacher to address specific concerns.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Other	Principal, teachers, ESS teacher

Strategy3:

RTI - Students will be grouped according to MAP scores, teacher assessments, and academic performance. These groups will receive targeted instruction to address specific areas of concern.

Category:

Research Cited:

Activity - small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Groups of students will receive targeted instruction to address specific areas of concern.	Academic Support Program			09/10/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

Goal 3:

Increase number of teachers responding to the Tell survey.

Measurable Objective 1:

collaborate to increase the participation of staff in the Tell Survey process. by 05/29/2015 as measured by the amount of responses received to the Tell Survey..

Strategy1:

promotion of survey - We will collaborate to promote participation in the Tell Survey process.

Category:

Research Cited:

KDE Title I Report

Oakview Elementary School

Activity - Survey Promotion Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will promote participation through announcements, emails, etc.	Other			04/08/2013	05/29/2015	\$0 - No Funding Required	Principal, teachers

Component 9: Activities to Ensure that Students Meet State Academic Standards

Activities to Ensure that Students Meet State Academic Standards

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for Oakview Elementary students from 55.3% in 2014 to 63.1% by 05/29/2015 as measured by K-Prep scores.

Strategy1:

Kindergarten screen - Administer the Brigance screen to identify entering kindergarten student needs.

Category:

Research Cited:

Activity - Brigance Screen	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened on reading fluency using the Brigance Screen to identify individual student needs.	Academic Support Program			08/15/2012	05/29/2015	\$0 - No Funding Required	Kindergarten teachers, instructional assistants, special education staff

Strategy2:

ESS - Students will be referred according to MAP scores, teacher assessments and academic performance. They will receive individual and small group instruction in specific areas of concern.

Category:

Research Cited:

Activity - individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Referred students will receive individual and small group instruction from ESS teacher in specific areas of concern.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Other	Principal, teachers, ESS teacher

Strategy3:

Review of test data - The staff of Oakview will review MAP, K-Prep, and common assessments to ensure continuous progress toward school and state academic goals and expectations.

Category:

Research Cited:

KDE Title I Report

Oakview Elementary School

Activity - Faculty, team and PLC meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in large group, grade level teams and in grade level PLC's.	Academic Support Program			08/21/2012	05/29/2015	\$0 - No Funding Required	Principal, all instructional staff

Strategy4:

Dibels Next and Words per Minute fluency assessment - Students are screened on reading fluency.

Category:

Research Cited:

Activity - Dibels fluency assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened on reading fluency using Dibels Next and words per minute fluency assessments to determine instructional strategies and possible interventions.	Academic Support Program			08/15/2012	05/29/2015	\$0 - No Funding Required	principal, classroom teachers, instructional assistants and special education staff

Strategy5:

Response to Intervention - Students will be grouped according to MAP scores, teacher assessments and academic performance and will receive targeted intervention instruction at least 30 minutes per day, 5 days per week.

Category:

Research Cited:

Activity - Small group specialized instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assigned, based on MAP scores and classroom assessments, to specific small groups for targeted instruction based on their area of need.	Academic Support Program			09/03/2012	05/29/2015	\$0 - No Funding Required	Principal, classroom teachers, instructional assistants

Strategy6:

Implementation of Common Core Standards - Math and reading instruction will be based on Common Core Standards in Reading and Math.

Category:

Research Cited:

Activity - Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will base all instruction on Common Core Standards.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers

Strategy7:

Program Review Meetings for all four components - We will perform three Program Review Meetings over all four components. We will

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score our school by the rubric for each component and track our improvement throughout the year as well as collect on going evidence and documentation.

Category: Continuous Improvement

Research Cited:

Activity - PRC Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PR Meeting for Rubric scoring	Academic Support Program			08/11/2014	05/29/2015	\$0 - Other	All faculty

Goal 2:

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

Measurable Objective 1:

collaborate to increase achievement at Oakview Elementary for students with disabilities from 53.1% in 2014 to 59.0% proficiency in reading by 05/29/2015 as measured by K-Prep scores.

Strategy1:

ESS - Students will be referred according to MAP scores, teacher assessments and academic performance. They will receive individual and small group instruction from ESS teacher.

Category:

Research Cited:

Activity - individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Referred students will receive individual and small group targeted instruction from ESS teacher to address specific areas of concern.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Other	Principal, teachers, ESS teacher

Strategy2:

RTI - Students will be grouped according to MAP scores, teachers assessments and academic performance to receive targeted instruction to address areas of concern.

Category:

Research Cited:

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Oakview Elementary School

Activity - Small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students grouped according to MAP scores, teacher assessments and academic performance will receive targeted instruction to address specific areas of concern.	Academic Support Program			09/10/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

Strategy3:

computer based instruction - Students will participate in computer based instruction in reading and math.

Category:

Research Cited:

Activity - computer based reading and math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in reading and math computer based instruction such as Reading Eggs, Study Island, Math Facts in a Flash, and Carbo Reading.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principals and teachers

Measurable Objective 2:

collaborate to increase achievement at Oakview Elementary for free and reduced students from 36.2% in 2014 to 43.8% proficiency in math by 05/29/2015 as measured by K-Prep scores.

Strategy1:

RTI - Students will be grouped according to MAP scores, teacher assessments, and academic performance and will receive targeted instruction to address areas of concern.

Category:

Research Cited:

Activity - Small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students, grouped according to MAP scores, teacher assessments and academic performance receive targeted instruction for areas of concern.	Academic Support Program			09/10/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

Strategy2:

Computer based instruction - Students will participate in computer based instruction in reading and math.

Category:

Research Cited:

KDE Title I Report

Oakview Elementary School

Activity - computer based reading and math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in computer based reading and math instruction such as Reading Eggs, Study Island, Math Facts in a Flash, and Carbo Reading.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers

Strategy3:

ESS - Students will be referred according to MAP scores, teacher assessments, and academic performance in the classroom. Referred students will receive individual and small group instruction to address areas of concern.

Category:

Research Cited:

Activity - Individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Referred students will receive targeted instruction on an individual and small group basis to address specific areas of concern.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Scholarship Fund	Principal, teachers, ESS teacher

Measurable Objective 3:

collaborate to increase achievement at Oakview Elementary for free and reduced students from 49.1% in 2014 to 59.8% proficiency in reading by 05/29/2015 as measured by K-Prep scores.

Strategy1:

Computer Based instruction - Students will participate in computer based instruction in reading and math.

Category:

Research Cited:

Activity - computer based reading and math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in computer based instruction such as Reading Eggs, Study Island, Math Facts in a Flash, and Carbo Reading.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers

Strategy2:

ESS - Students will be selected by MAP scores, teacher assessments and classroom academic performance to receive individual and small group instruction from the ESS teacher to address areas of concern for each student referred.

Category:

Research Cited:

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Oakview Elementary School

Activity - Individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be referred for ESS according to MAP scores, teacher assessments and academic progress in the classroom.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Other	Principal, teachers, ESS teacher

Strategy3:

RTI - Students will be grouped according to MAP scores, teacher assessments for targeted instruction in areas of concern.

Category:

Research Cited:

Activity - Small group specialized instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be grouped in small groups according to MAP and teacher assessment scores and will receive targeted instruction in areas of concern.	Academic Support Program			09/10/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

Measurable Objective 4:

collaborate to increase achievement at Oakview Elementary for students with disabilities from 33.8% in 2014 to 35.9% proficiency in math by 05/29/2015 as measured by K-Prep scores.

Strategy1:

Computer based instruction - Students will participate in reading and math computer based instruction.

Category:

Research Cited:

Activity - computer based reading and math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in reading and math computer instruction such as Reading Eggs, Study Island, Math Facts in a Flash, and Carbo Reading.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal and teachers

Strategy2:

RTI - Students will be grouped according to MAP scores, teacher assessments, and academic performance. These groups will receive targeted instruction to address specific areas of concern.

Category:

Research Cited:

Activity - small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Groups of students will receive targeted instruction to address specific areas of concern.	Academic Support Program			09/10/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

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Strategy3:

ESS - Students will be referred to ESS according to MAP scores, teacher assessments, and academic performance.

Category:

Research Cited:

Activity - individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Referred students will receive individual and small group instruction from the ESS teacher to address specific concerns.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Other	Principal, teachers, ESS teacher

Measurable Objective 5:

collaborate to increase the average combined reading and math proficiency ratings for all Oakview Elementary students in the non-duplicated gap group from 42.5% in 2014 to 52.5% by 05/29/2015 as measured by Kprep results.

Strategy1:

ESS - Students as identified by MAP scores and through teacher recommendations, are provided extra instruction from ESS teacher during the school day.

Category:

Research Cited:

Activity - Individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be recommended for ESS instruction based on MAP, teacher assessments and classroom academic performance. They will receive individual or small group targeted instruction from the ESS teacher in the area of concern.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Other	Principal, teachers, ESS teacher

Strategy2:

computer based instruction - Students will participate in computer based instruction in math and reading.

Category:

Research Cited:

Activity - computer based reading and math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in computer based instruction such as Study Island, Reading Eggs, Math Facts in a Flash, and Carbo Reading.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

Strategy3:

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Oakview Elementary School

Implementation of Common Core Standards - Math and reading curriculum will follow adopted Common Core Standards in Reading and Math.

Category:

Research Cited:

Activity - classroom instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will base all instruction on Common Core Standards	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers

Strategy4:

Response to Intervention - Students receive appropriate intervention instruction for a minimum of 30 minutes per day based upon their MAP assessment scores. As students are assessed and show improvement they are reorganized into appropriate RTI groups.

Category:

Research Cited: MAP and K-Prep scores

Activity - Small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be grouped according to MAP scores and teacher assessments to receive targeted instruction in the area of need.	Academic Support Program			09/10/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for Oakview Elementary students from 55.3% in 2014 to 63.1% by 05/29/2015 as measured by K-Prep scores.

Strategy1:

Review of test data - The staff of Oakview will review MAP, K-Prep, and common assessments to ensure continuous progress toward school and state academic goals and expectations.

Category:

Research Cited:

Activity - Faculty, team and PLC meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in large group, grade level teams and in grade level PLC's.	Academic Support Program			08/21/2012	05/29/2015	\$0 - No Funding Required	Principal, all instructional staff

Strategy2:

Response to Intervention - Students will be grouped according to MAP scores, teacher assessments and academic performance and will receive targeted intervention instruction at least 30 minutes per day, 5 days per week.

Category:

Research Cited:

Activity - Small group specialized instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assigned, based on MAP scores and classroom assessments, to specific small groups for targeted instruction based on their area of need.	Academic Support Program			09/03/2012	05/29/2015	\$0 - No Funding Required	Principal, classroom teachers, instructional assistants

Strategy3:

Implementation of Common Core Standards - Math and reading instruction will be based on Common Core Standards in Reading and Math.

Category:

Research Cited:

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Oakview Elementary School

Activity - Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will base all instruction on Common Core Standards.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers

Strategy4:

Program Review Meetings for all four components - We will perform three Program Review Meetings over all four components. We will score our school by the rubric for each component and track our improvement throughout the year as well as collect on going evidence and documentation.

Category: Continuous Improvement

Research Cited:

Activity - PRC Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PR Meeting for Rubric scoring	Academic Support Program			08/11/2014	05/29/2015	\$0 - Other	All faculty

Strategy5:

ESS - Students will be referred according to MAP scores, teacher assessments and academic performance. They will receive individual and small group instruction in specific areas of concern.

Category:

Research Cited:

Activity - individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Referred students will receive individual and small group instruction from ESS teacher in specific areas of concern.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Other	Principal, teachers, ESS teacher

Strategy6:

Dibels Next and Words per Minute fluency assessment - Students are screened on reading fluency.

Category:

Research Cited:

Activity - Dibels fluency assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened on reading fluency using Dibels Next and words per minute fluency assessments to determine instructional strategies and possible interventions.	Academic Support Program			08/15/2012	05/29/2015	\$0 - No Funding Required	principal, classroom teachers, instructional assistants and special education staff

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Strategy7:

Kindergarten screen - Administer the Brigance screen to identify entering kindergarten student needs.

Category:

Research Cited:

Activity - Brigance Screen	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened on reading fluency using the Brigance Screen to identify individual student needs.	Academic Support Program			08/15/2012	05/29/2015	\$0 - No Funding Required	Kindergarten teachers, instructional assistants, special education staff

Goal 2:

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

Measurable Objective 1:

collaborate to increase achievement at Oakview Elementary for students with disabilities from 33.8% in 2014 to 35.9% proficiency in math by 05/29/2015 as measured by K-Prep scores.

Strategy1:

ESS - Students will be referred to ESS according to MAP scores, teacher assessments, and academic performance.

Category:

Research Cited:

Activity - individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Referred students will receive individual and small group instruction from the ESS teacher to address specific concerns.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Other	Principal, teachers, ESS teacher

Strategy2:

RTI - Students will be grouped according to MAP scores, teacher assessments, and academic performance. These groups will receive targeted instruction to address specific areas of concern.

Category:

Research Cited:

Activity - small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Groups of students will receive targeted instruction to address specific areas of concern.	Academic Support Program			09/10/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

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Strategy3:

Computer based instruction - Students will participate in reading and math computer based instruction.

Category:

Research Cited:

Activity - computer based reading and math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in reading and math computer instruction such as Reading Eggs, Study Island, Math Facts in a Flash, and Carbo Reading.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal and teachers

Measurable Objective 2:

collaborate to increase achievement at Oakview Elementary for students with disabilities from 53.1% in 2014 to 59.0% proficiency in reading by 05/29/2015 as measured by K-Prep scores.

Strategy1:

computer based instruction - Students will participate in computer based instruction in reading and math.

Category:

Research Cited:

Activity - computer based reading and math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in reading and math computer based instruction such as Reading Eggs, Study Island, Math Facts in a Flash, and Carbo Reading.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principals and teachers

Strategy2:

RTI - Students will be grouped according to MAP scores, teachers assessments and academic performance to receive targeted instruction to address areas of concern.

Category:

Research Cited:

Activity - Small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students grouped according to MAP scores, teacher assessments and academic performance will receive targeted instruction to address specific areas of concern.	Academic Support Program			09/10/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

Strategy3:

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Oakview Elementary School

ESS - Students will be referred according to MAP scores, teacher assessments and academic performance. They will receive individual and small group instruction from ESS teacher.

Category:

Research Cited:

Activity - individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Referred students will receive individual and small group targeted instruction from ESS teacher to address specific areas of concern.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Other	Principal, teachers, ESS teacher

Measurable Objective 3:

collaborate to increase achievement at Oakview Elementary for free and reduced students from 36.2% in 2014 to 43.8% proficiency in math by 05/29/2015 as measured by K-Prep scores.

Strategy1:

ESS - Students will be referred according to MAP scores, teacher assessments, and academic performance in the classroom. Referred students will receive individual and small group instruction to address areas of concern.

Category:

Research Cited:

Activity - Individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Referred students will receive targeted instruction on an individual and small group basis to address specific areas of concern.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Scholarship Fund	Principal, teachers, ESS teacher

Strategy2:

Computer based instruction - Students will participate in computer based instruction in reading and math.

Category:

Research Cited:

Activity - computer based reading and math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in computer based reading and math instruction such as Reading Eggs, Study Island, Math Facts in a Flash, and Carbo Reading.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers

Strategy3:

RTI - Students will be grouped according to MAP scores, teacher assessments, and academic performance and will receive targeted instruction to address areas of concern.

KDE Title I Report

Oakview Elementary School

Category:

Research Cited:

Activity - Small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students, grouped according to MAP scores, teacher assessments and academic performance receive targeted instruction for areas of concern.	Academic Support Program			09/10/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

Measurable Objective 4:

collaborate to increase achievement at Oakview Elementary for free and reduced students from 49.1% in 2014 to 59.8% proficiency in reading by 05/29/2015 as measured by K-Prep scores.

Strategy1:

Computer Based instruction - Students will participate in computer based instruction in reading and math.

Category:

Research Cited:

Activity - computer based reading and math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in computer based instruction such as Reading Eggs, Study Island, Math Facts in a Flash, and Carbo Reading.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers

Strategy2:

ESS - Students will be selected by MAP scores, teacher assessments and classroom academic performance to receive individual and small group instruction from the ESS teacher to address areas of concern for each student referred.

Category:

Research Cited:

Activity - Individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be referred for ESS according to MAP scores, teacher assessments and academic progress in the classroom.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Other	Principal, teachers, ESS teacher

Strategy3:

RTI - Students will be grouped according to MAP scores, teacher assessments for targeted instruction in areas of concern.

Category:

Research Cited:

KDE Title I Report

Oakview Elementary School

Activity - Small group specialized instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be grouped in small groups according to MAP and teacher assessment scores and will receive targeted instruction in areas of concern.	Academic Support Program			09/10/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

Measurable Objective 5:

collaborate to increase the average combined reading and math proficiency ratings for all Oakview Elementary students in the non-duplicated gap group from 42.5% in 2014 to 52.5% by 05/29/2015 as measured by Kprep results.

Strategy1:

Response to Intervention - Students receive appropriate intervention instruction for a minimum of 30 minutes per day based upon their MAP assessment scores. As students are assessed and show improvement they are reorganized into appropriate RTI groups.

Category:

Research Cited: MAP and K-Prep scores

Activity - Small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be grouped according to MAP scores and teacher assessments to receive targeted instruction in the area of need.	Academic Support Program			09/10/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

Strategy2:

computer based instruction - Students will participate in computer based instruction in math and reading.

Category:

Research Cited:

Activity - computer based reading and math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in computer based instruction such as Study Island, Reading Eggs, Math Facts in a Flash, and Carbo Reading.	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers, instructional assistants

Strategy3:

Implementation of Common Core Standards - Math and reading curriculum will follow adopted Common Core Standards in Reading and Math.

Category:

Research Cited:

KDE Title I Report

Oakview Elementary School

Activity - classroom instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will base all instruction on Common Core Standards	Academic Support Program			08/22/2012	05/29/2015	\$0 - No Funding Required	Principal, teachers

Strategy4:

ESS - Students as identified by MAP scores and through teacher recommendations, are provided extra instruction from ESS teacher during the school day.

Category:

Research Cited:

Activity - Individual and small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be recommended for ESS instruction based on MAP, teacher assessments and classroom academic performance. They will receive individual or small group targeted instruction from the ESS teacher in the area of concern.	Academic Support Program			11/05/2012	05/29/2015	\$5700 - Other	Principal, teachers, ESS teacher

Goal 3:

The number of components marked as proficient overall through Program Review will increase by 2015.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in the overall number of standards. in Art & Humanities by 05/31/2017 as measured by the percentage of standards marked as proficient overall..

Strategy1:

planning - Arts and humanities teachers will collaborate with classroom teachers to devise a plan of integration that will ensure the number of standards marked proficient will increase.

Category:

Research Cited:

Activity - collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts and humanities teachers will collaborate through staff planning meetings and PLC's to increase proficiency.	Academic Support Program			02/01/2013	05/31/2017	\$0 - No Funding Required	Principal, arts and humanities teachers, special education teachers and classroom teachers.